

Framingham Public Schools Back to School Plan

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Summary of School and District Operations

Introduction

The health, safety, and well being of our students, families, and staff is a primary concern for the Framingham Public Schools (FPS). As we prepare for the return to school for the 2020-2021 school year, we must focus our decision-making and planning on academic achievement and addressing the learning gaps that inevitably occurred as a result of the transition to remote learning in the Spring of 2020 while maintaining a physically and emotionally safe environment. We have developed this plan in collaboration with stakeholders from across the district to outline the many challenges we must address in order to ensure a safe and healthy learning environment in this COVID-19 era while also providing students with the high quality instruction they deserve. This plan will continue to be revisited and revised as guidance from the Massachusetts Department of Elementary and Secondary Education (DESE) and Department of Public Health dictates.

Plan Development

The development of this plan began with the Back-to-School Task Force, consisting of more than 50 school and district employees from a wide range of roles. This Task Force met as a whole group twice in June, with additional meetings of individual subcommittees. The Task Force considered various modes of teaching and learning including fully remote and hybrid models, as well as a return to in-person teaching. All recommendations were made in adherence to the Task Force's guiding principles:

- *Our district is committed to teaching all students, regardless of the instructional setting. This will require careful planning and consideration to ensure we equitably plan for addressing the needs of English learners, students with disabilities, and students from low-income households.*
- *Creating a safe and supportive school and district culture for students and adults is our top priority.*

In addition to the recommendations put forward by the Task Force, the District analyzed relevant qualitative and quantitative data from a variety of sources to inform decision-making. Throughout the remote learning period this spring, District leaders met regularly with administrators, coaches, department heads, and teachers from all grade levels to discuss challenges brought about by remote learning including barriers to student engagement, access to resources, support for educators, and equity. Beginning the week of May 8, 2020, the District collected student engagement data for students at all grade levels using a 0 - 3 scale. While the scale indicators were slightly different for the elementary schools than for the secondary schools, [the data](#) clearly showed a lack of engagement for many students, particularly students in the upper grade levels and high needs students. Furthermore, in June the District released a survey to families seeking information about their plans should we return to in-person learning and to inquire about their bus transportation needs. We received more than 3,600 responses. The [results of this survey](#) indicate that less than 10% of families at that time believed they would not be sending their students to school should learning take place in-person, with approximately 24% unsure. Approximately 50-60% of families, depending on grade level, indicated they

would need bus transportation. In late June, the District also sent a Panorama survey to all families and staff as well as students in grades 6-12 to learn about their remote learning experience from the spring. [This data](#) will help inform the District about the obstacles that must be overcome in any remote or hybrid learning model.

District leadership, along with members of the high school administration team, worked collaboratively to synthesize the recommendations of the Task Force, relevant data, and the requirements and guidelines from the Massachusetts Department of Elementary and Secondary Education (DESE) and Department of Public Health (DPH) in alignment with our own District-specific needs and resources. This Plan includes three learning models¹ (in-person learning with new safety requirements, a hybrid of in-person and remote learning, and the continuation of remote learning) as required by the DESE.

Executive Summary

The Framingham Public Schools Back to School Plan is divided into six elements:

1. **Physical operations:** School meals, transportation, physical layout of furniture and classrooms
2. **School safety operations:** Public health accommodations, arrival/dismissal/passing time procedures, protocols for recess, procedures for visitors and meetings
3. **Whole child:** Social emotional learning, mental health supports, transitioning back to school, creating a safe and supportive classroom and school
4. **School personnel:** Staff responsibilities, accommodations for those with compromised health, professional development
5. **Academics:** Curriculum, specials, schedules and learning time, continuity of learning in the event of a school closure, screening students, addressing learning gaps
6. **Communication:** District communication plan, home-school-teacher connectivity during remote learning

This plan should be considered a living document. As circumstances evolve over time, and as directives or guidance from state agencies change, this plan will be reviewed and updated to stay current with the changing environment. Furthermore, aspects of this plan are subject to bargaining which is currently underway with the district's six units.

What to Expect Upon Students' Return to School

While this pandemic has created many unknowns for all of us, one thing we know for sure is that school will look different in the Fall of 2020. These are some of the changes you can expect to encounter upon the reopening of schools:

- Staff and students (K-12) will be wearing masks/face coverings throughout the day to prevent the spread of COVID-19

¹ Riley, Jeffrey C. "Initial Fall School Reopening Guidance." *Massachusetts Department of Elementary and Secondary Education*, 25 June 2020, <http://www.doe.mass.edu/covid19/return-to-school/>.

- Anyone who is experiencing symptoms of illness, particularly those symptoms that have been associated with COVID-19, must stay home
- Visitors' access to schools including parents, consultants, and volunteers, will be extremely limited
- Furniture in classrooms and other school spaces will be arranged to promote social distancing
- Additional and more frequent cleaning and disinfecting measures will be in place
- Events, gatherings, and meetings that require large groups of people to congregate will be scheduled only if aligned with state and local health orders and physical distancing and other safety protocols can be adhered to
- Some curriculum, particularly in science, physical education, and the unified arts, will be modified to promote physical distancing and minimize sharing of materials
- Students and staff will be trained and reminded, through signage and verbal reminders, to wash their hands frequently throughout the day and to practice physical distancing
- Breakfast and lunch will still be served, but there will be changes to how food is distributed and where it is eaten
- Creative scheduling of students into cohorts whenever feasible, particularly at the secondary level, will be used
- Reduced movement of students between classes with more teachers traveling between classrooms, particularly at the secondary level, will be implemented when feasible

Schools will look different in other ways as well:

- Students will be greeted by multiple staff members every day to help all students feel welcomed and supported
- More time will be spent, particularly at the beginning of the year, building relationships among students and between students and staff
- Support staff will conduct more frequent check-ins of students, in groups or individually, to identify and address concerns or other needs
- Schools will train students in proper physical distancing and hygiene practices to minimize the spread of COVID-19
- Teachers and administrators will make a concerted effort to build and maintain a strong school culture that validates and affirms the way students are feeling, and acknowledges that everyone is at a different place in terms of processing the trauma we have all experienced due to COVID-19

This Plan provides details for three learning models: fully in-person, hybrid (some in-person and some remote learning), and fully remote. While our goal is to provide as much in-person instruction to students as possible this year, we recognize the limitations caused by COVID-19. If the District is able to implement the fully in-person or hybrid models, families will have the option to elect fully remote learning for the 2020-2021 school year. The Framingham Public Schools is committed to providing students with the best learning experience possible during these challenging times. These guidelines will be revisited regularly to determine if additional measures are needed or if restrictions can be loosened to enhance the learning opportunities for students.

Letter from the Superintendent

July 31, 2020

Dear Framingham Community:

It is with mixed emotions that I present this 65 page document to you in preparation for the 2020-2021 academic year. The Massachusetts Department of Elementary and Secondary Education (DESE) requires districts to submit their Comprehensive District Reopening Plan by August 10, 2020. As far as fulfilling the DESE request goes, well, we have done that, and more, with the submission of the details that are contained in each section of the Framingham Public Schools Back-to-School Plan.

The implementation of such a complex Plan, however, is where the real work lies for all of us. Like you, we have been imagining the reopening of school since the decision was made to close the doors to our schools last March and with every idea comes a new set of challenges that we must work through. As we continue to learn about COVID-19 and as we work through the layers of impacts to our students, families, staff, and greater Framingham community, it is clear to me and the Framingham Public Schools leadership and teams of educators who have been working on solutions since March that we have a long road ahead of us. Arriving at this point in our forward-planning has been among the most complicated undertakings of our collective professional careers.

In our view, nothing can replace the in-person experience that our students and staff enjoy when they inspire one another in our dynamic classrooms across the district. Learning in two-dimensions through a video interface or through the distribution of learning materials and activities as we have been doing as part of a weekly learning resource calendar is far from our educational ideal. However, bringing thousands of students and staff back into our schools too soon is a risk that we are not willing to take. So, we need to move education forward by capitalizing and improving upon all that we have learned since our early days working in a remote teaching and learning environment. Our teams of administrators and educators are up to the challenge!

Regrettably, COVID-19 continues to take its toll on communities and planning for how to safely teach and learn in educational settings that are, counterintuitively, defined by their ability to bring people together to work, play, and socialize, has been all consuming. Turning what we have come to know as best educational practices upside down in the midst of a global pandemic and still advancing the education that our students need and deserve is a formidable challenge. The Plan that follows is our best effort to advance teaching and learning in the Framingham Public Schools, in the face of the pandemic, and prioritizes the safety of everyone in our school community at its core.

We were charged by the DESE to develop three school reopening models: In-Person, Hybrid, and Remote. As a result of my close collaboration with the Framingham Department of Public Health, I have determined that a phased approach is the safest way forward for our community. **At this time I am recommending that the Framingham Public Schools begin the 2020-2021 school year fully remote and then transition into a hybrid model** (some remote and some in-person) in the fall after more is known about the virus; once physical infrastructure, ventilation, and indoor air

quality construction upgrades occur; following necessary professional development and training for our staff; and ideally once the lingering summer heat and the threats of Eastern Equine Encephalitis (EEE) and West Nile Virus (WNV) is reduced.

The decision for when students will return to school for a hybrid or fully in-person model will be determined at designated intervals to allow families time to make appropriate arrangements and to ensure all schools are fully ready to accept our students. Safety assessments, in coordination with the Department of Public Health (DPH), of the current learning model will occur within six identified intervals during the school year. The timeframe for making these decisions, along with the anticipated implementation date associated with each phase are:

Decision Date	Implementation Date
October 19, 2020	November 5, 2020
December 7, 2020	January 4, 2021
January 28, 2021	February 22, 2021
March 19, 2021	April 5, 2021
May 10, 2021	May 24, 2021

Students identified as high needs will return to school earlier than the general population, if deemed safe by the Department of Public Health, per the schedule attached [here](#). Communication about the District decision at each interval will be distributed using multiple means.

I will continue to provide regular updates about this Plan during my weekly webinars and during School Committee meetings to ensure that our school community has the most up-to-date information on our reopening plans. Please know that our district and school leadership teams will do their best to address questions that come up as they relate to specific school and extracurricular programs, among other areas, as we prioritize active two-way engagement with our community during this time of continued uncertainty.

I wish you all good health as we prepare to start a new school year. I remain confident that we will all be together again soon, but not until it is safe to do so. Please take the time necessary to review every element of the Back-to-School Plan in addition to participating in weekly Q&A sessions that we will be providing over the summer and into the school year. I look forward to connecting with all of our families and staff in new and engaging ways in the weeks ahead!

Very truly yours,

Robert A. Tremblay, Superintendent

School Committee Goals and Guiding Principles

Our district is committed to creating a safe and supportive school and district culture for students and adults. Our district is committed to teaching all students, regardless of the instructional setting. This will require careful planning and consideration to ensure we equitably plan for addressing the needs of English learners, students with disabilities, and students from low-income households.

Below are the Ten Core Principles presented by the Framingham School Committee:

1. Health and Wellness of Students, Staff, and Their Families are the Top Priority
 - FPS coordination with the Department of Public Health and Board of Health
 - Development of multi-tiered system of supports:
 - COVID-19 prevention measures
 - Addressing social emotional and mental health needs
 - Focusing on relationships and transitions
 - Preparing for increased potential for trauma
 - Physical and psychological safety implications and preparation
 - Continuing the curriculum, while seeking more time for recess and outdoor time, especially in the first quarter of the school year
 - Extra curricular and athletic activities are a vital component of addressing the social and emotional needs of our students
2. Equity, Flexibility, Understanding, Health, and Human Decency are the Core Principles Behind All Decisions
 - Strive to not create a divide or stigma for a cohort physically in school learning, and a cohort at home due to family/student health or other reasons
 - Additional focus needed around the needs of English learners, students with disabilities, and students from low-income households
 - Commit to bargain in good faith with employee unions, focus on professional development opportunities, and employee health and wellbeing. We understand we are all in this together from a place of positive intent
3. Infrastructure Upgrades Need to Be Addressed
 - HVAC and Ventilation Systems Upgrades/Air Filters
 - Windows need the ability to safely open
 - Explore tents and furniture for outdoor classes
4. Public Health Protocols Must Be Understood and Respected
 - Seek for COVID-19 Compliance and Safety Directors to be assigned for every school
 - Cleaning and sanitation procedures outlined in writing and video for public
 - Better understanding needed on DESE three feet physical distancing language, movements around rooms, and best teaching practices
 - EEE prevention measures (work with staff and families to authorize bug spray usage at schools, support state legislation to allow schools to be part of outdoor spraying prevention measures)
 - Compliance with state-mandated immunizations, and collaborations with the Board of Health on providing flu vaccine resources to the school community

- COVID-19 Testing
 - Where to go, what to do, what information school communities must be told, and what they can tell to balance personal privacy and transparency must be clearly known to all families
5. Transportation Must Be Adequate and Viable
 - School bus transportation is a right for students under current policy with criteria, and that policy remains a goal pending the availability of new funding for the forthcoming DESE COVID-19 bus rules
 - Drivers start dates to be moved up and they will be paid to practice new routes for multiple days before school begins
 - Bus tracking app to be made available
 6. Observance of Safe Practices and Preventative Measures is Critical to Staying Open
 - Roll out a short and simple new FPS list of core return to school norms to stress public health and other key behaviors needed by all
 7. We Must Take Our Time to Do This Right
 - Don't rush back to school planning decisions. Wait for community and staff inputs, webinars, individual school community discussions, individual student case management, etc. Then issue a plan for families to respond to
 8. We Must Be Fiscally Responsible
 - We value our system of education, so we invest where we must to concurrently keep the community safe, and our students educated
 - Strategically utilize new federal and state funding, and apply for COVID-19 government impact grants from DESE and others as often as possible
 9. We Believe in Keeping Your Current School
 - Any student whose family chooses remote learning versus in person learning shall have their spot in their current school held for the start of the 2021-22 school year
 10. Customer Service Needs to Be Respectful and Responsive
 - There will be a lot of questions. Beyond the website FAQ, each school and the Central Office must have a coordinated approach to answer any and all inquiries and ensure there is follow up

Physical Operations

Physical Distancing and Occupancy Guidelines

Physical distancing will be maximized to the extent possible to protect students and staff. Efforts will be made to maintain at least six feet between individuals, as much as possible, for as long as possible.

Whether students are attending school in-person for a full return to in-person learning or as part of a hybrid model, physical distancing is essential to minimize the risk of spread of COVID-19. Whenever possible, physical distancing will be observed in accordance with established best practices. Physical distancing, also called “social distancing,” means keeping a safe space between yourself and other people who are not from your household. To practice physical distancing, FPS has determined that staff and students should stay 6 feet away from each other with a 3 foot distance as an absolute minimum distance. Physical distancing will be practiced in combination with other [everyday preventive actions](#) to reduce the spread of COVID-19, including [wearing cloth face coverings](#), frequently hand washing, monitoring of symptoms, and staying home when sick. FPS will provide students with a mask if needed.

Physical distancing requires careful planning, including designing classroom and office configurations with furniture that is appropriately spaced to ensure individuals are separated by an appropriate distance (6 feet, but at a minimum 3 feet). Furthermore, larger spaces, including cafeterias, gymnasiums, auditoriums and libraries may be repurposed and will be redesigned to promote safe physical distancing. Each school will determine the capacity of each classroom and create their own physical distancing plan that address the following:

- Classroom configurations (to the extent possible, spacing desks 6 feet apart but no fewer than 3 feet apart and facing the same direction)
- Safe office configurations
- Cafeteria, gymnasium, library, and auditorium layout and the use of protocols with the possibility of establishing consistent cohorts or classes within these spaces to maximize the area safely
- Hallway and staircase travel plans, including one-way movement as needed
- Safe storing of individual student belongings

In order to optimize the capacity of each room while following appropriate physical distancing guidelines, non-essential furniture will be removed from classrooms and other spaces. If physical distancing is difficult to implement, particularly in office spaces and/or reception areas, barriers may be installed or rooms may be reconfigured as needed.

Additional physical distancing practices will include establishing cohorts or student groups that minimize the number of students who could potentially be exposed in the event of a COVID-19 event. This involves scheduling students at the secondary level,

whenever feasible, so as to create smaller clusters of students to minimize points of contact.

Training on Physical Distancing and Safety Protocols

All students and staff will be provided with age appropriate instruction and training on COVID-19 related physical distancing expectations and hygiene practices. Such training will include clear guidelines for school routines including but not limited to school entry and dismissal, riding the school bus, movement through the hallways, school meals, and accessing the bathroom. The school community will be reminded frequently of these routines and expectations; signage in multiple languages will be used to support and reinforce physical distancing and personal hygiene practices that help reduce the spread of COVID and other infectious diseases.

Visitors and Volunteers

Visitors to the schools, including volunteers, will be minimized as much as possible. Each school in the district will develop a “Visitor Protocol”, specific to their school needs which includes a process for, specifically, Nurse/COVID pickups, tardies/early dismissals, FPS staff from other buildings, and in-person Individual Education Program (IEP) meetings. According to the District’s [Staff Plan for COVID-19 for Fall 2020](#), at the time of this writing, FPS will limit any nonessential visitors or volunteers - especially individuals who are not from the local geographic area. Visitors to schools must make an appointment in advance. Visitors will be held to the same standards as staff and will be required to wear masks/face coverings (which may be provided by FPS) and follow hand sanitizing and physical distancing requirements. Visitors will be encouraged to leave personal belongings in the car or to keep such items with them during their visit. Visitors will not share pens when logging their presence into a site.

Substitute teachers will be assigned to a designated building whenever possible to prevent exposure to multiple sites. Itinerant staff who travel between buildings will be expected to wash their hands upon leaving and arriving at any school. The proper use of masks/face coverings and physical distancing protocols will be followed at all times. Itinerant staff will be required to sign in and out of any building they visit.

School Meetings/Events

Meetings

It is essential that schools are able to conduct business as needed. This includes co-planning, collaboration, professional development, student support team meetings, faculty meetings, parent meetings, and other essential functions. Whenever feasible, such meetings should be held through virtual means. If a meeting must occur in person, clearly delineated protocols for screening, physical distancing, hand washing/hand sanitizer use, and use of masks/face coverings will be fully enforced. Regardless of whether meetings are held in person or remotely, interpreters will still be provided as needed to ensure families are able to participate in their native language.

Each school, in coordination with the Special Education Department, will determine how to conduct IEP meetings for their students and families. This may include a combination of virtual and in-person meetings and will depend on the size and configuration of available space. Any meetings conducted in-person can only occur provided protocols for screening, physical distancing, hand washing/hand sanitizer use, and use of masks/face coverings guidelines are followed.

Events

As of this writing ([MA Revised Gathering Order. July 13, 2020](#)), indoor gatherings are limited to eight people per 1,000 square feet but should not include more than 25 people. Gatherings in enclosed outdoor spaces are limited to 25 percent capacity or 100 people. In-person gatherings, such as performances, celebrations, fundraisers, etc, meeting this criteria, sponsored by an FPS individual school or school group, whether held during the day or outside of school hours must be planned well in advance and submitted to the Director of Safety and Security for review and approval. The plans may be submitted to the Framingham Department of Public Health (DPH) for review and consultation if deemed necessary by the District. Any approved gatherings must strictly adhere to physical distancing and other safety protocols as outlined in this plan. In addition, all events occurring on school property will need follow the permitting process through the FPS Buildings and Grounds Department.

Ventilation and Indoor Air Quality

Prior to the reopening of schools, the District will ensure that ventilation systems in each school operate properly and air exchange is effective. For building heating, ventilation, and air conditioning (HVAC systems) that have been shut down or on setback, the District will review new construction start-up guidance provided in [ASHRAE Standard 180-2018, Standard Practice for the Inspection and Maintenance of Commercial Building HVAC Systems](#)²

The District is considering the installation of ionization systems. The Buildings and Grounds Department (B&G) provided general cost estimates for installing ionization systems at all schools at an estimated cost of over \$700,000. This will require that the City's procurement process for design, specifications, and bid will be followed and ultimately awarded to a qualified contractor and construction schedule will be established. If approved, these systems will not be in place for the start of the school year. A proposal will be presented to the School Committee's Buildings & Grounds Subcommittee on July 27, 2020. If recommended to move forward, B&G will provide a schedule for implementation.

The Buildings and Grounds Department will also be revising the air filter type from MERV 8 to MERV 13 in air distribution systems in the school buildings that may be

² "COVID-19 Employer Information for Office Buildings." *Centers for Disease Control and Prevention*, Centers for Disease Control and Prevention, 27 May 2020, www.cdc.gov/coronavirus/2019-ncov/community/office-buildings.html.

adapted to receive the MERV 13 filters. Portable air purifiers will be placed prior to the start of school where recommended in areas that require increased air purification.

While schools are in use, staff will increase circulation of outdoor air as much as possible by opening windows (screens will be installed if needed) and doors, using fans, and other methods. Staff will be reminded not to open windows and doors if doing so poses a safety or health risk for current or subsequent occupants, including children (e.g., allowing outdoor environmental contaminants including carbon monoxide, molds, or pollens into the building).³

All high touch surfaces (door knobs, handrails, light switches, etc.) will be cleaned and sanitized regularly according to the [Staff Plan for COVID-19 for Fall 2020](#). To further minimize the spread of COVID-19, doors will be left open whenever possible. Other such measures will be taken as they are identified and include such steps as keyless entry to buildings, 1:1 Chromebook access, and providing students with supply “kits” to prevent sharing of materials, etc.

The use of portable air cleaners, plexiglass barriers, and touchless paper towels dispensers will be considered as needed on a case by case basis.

Storage of students’ personal belongings will be evaluated at each school. Students will not be permitted to share storage space. Students are encouraged to take their personal belongings home with them every day so they can be properly cleaned.

Cleaning and Disinfecting Procedures

FPS has developed a [Staff Plan for COVID-19 for Fall 2020](#) that outlines clear and explicit housekeeping practices for schools and workplaces, including frequency of cleaning and disinfecting and supplies to be used.

Frequent [hand washing](#) is the best defense against transmission of COVID from contaminated surfaces. That said, frequent cleaning and disinfecting of surfaces will take place following directions on product labels. Adequate training and personal protective equipment will be provided to protect custodial staff. In addition, special attention must be paid to the most highly touched surfaces, such as door handles, light switches, sink handles, and any elevator buttons multiple times per day in between uses. In addition to cleaning and disinfecting carried out by custodial staff, teachers and classroom staff will be provided with safe cleaning products as well as training to disinfect items in their classrooms between uses.

³ “COVID-19 Employer Information for Office Buildings.” *Centers for Disease Control and Prevention*, Centers for Disease Control and Prevention, 27 May 2020, www.cdc.gov/coronavirus/2019-ncov/community/office-buildings.html.

Emergency Evacuation Procedures and Lockdowns

The physical safety of our students and staff is our first priority. In an emergency situation, our primary responsibility is to ensure everyone in the school is kept safe from any immediate danger. The emergency evacuation and lockdown plans for each school will be reviewed to identify if there are ways to allow for adequate physical distancing within the plans. However, in the event of an emergency, the risks of exposure to COVID-19 will be weighed against the imminent threat of physical harm to staff and students.

Transportation

The District recognizes the important role bus transportation plays in providing students with access to their learning and will work to provide this service to as many students as possible. While the plan is to offer elementary, middle, and high school bus pick-up and drop-off, we also recognize the constraints that prevent us from providing a seat for every child, particularly during this pandemic.

FPS will follow all physical distancing requirements on school buses in accordance with DESE guidelines which calls for $\frac{1}{3}$ capacity on buses. Based on this guidance, a 71-passenger bus at $\frac{1}{3}$ capacity will allow for 23 students on a bus. To put the potential cost in perspective, if we transported at full capacity like we did in the 2019-2020 school year with 76 buses, FPS would need 154 *additional* buses for the 2020-2021 school year at approximately \$80,000 per bus, for a total additional cost of \$12,320,000.

Based on the cost and bus availability, this will significantly limit the number of students that we can reasonably and safely transport to school each day. We have carefully considered alternatives to increasing our transportation capacity including staggered start times to create multiple bus runs at the elementary level, acquiring additional buses, and shortening the school day. We have determined all of these options are not sustainable, are unrealistic and/or not educationally sound. To adhere to the guidelines, FPS will prioritize bus transportation for all eligible riders (students in Grades K-6 living more than two miles from their assigned school) who request a seat. For ineligible students (students in Grades K-6 living under two miles from their assigned school and all Grades 7-12 students) who request bus transportation and are provided transportation based on available space, FPS will offer a seat, for a fee to be determined. FPS is also designing a plan that will address special circumstances such as daycare drop-offs, multiple residences, and hardship waivers.

Steps will be taken to minimize contact and potential spread of COVID-19 while students are boarding, riding, or disembarking the school bus. Bus drivers are a critical link in the prevention of the spread of COVID-19. Drivers will receive direct instruction in the proper use of masks/face coverings, hand sanitizer, physical distancing, cleaning products, as well as COVID-related policies and procedures (such as a student showing symptoms on a bus) and student behavioral expectations.

Drivers are required to wear masks/face coverings while students are on the bus. In addition, drivers will be provided with extra masks for students who may meet the bus without a mask/face covering. Students are required to wear face coverings and practice physical distancing and to use hand sanitizer regularly.

Precautions will be taken while on the bus including physical distancing through assigned seating, requiring students to remain in their seat for the duration of the ride, required use of face coverings by the bus driver and all passengers, prescribed boarding and disembarking procedures, and explicit behavior expectations.

School buses will be disinfected twice per day (once after the AM route and again after the PM route). Cleaning and disinfecting supplies will be provided to drivers to enable them to spot-clean any surface as needed. If a driver or passenger on a bus has tested positive for the virus, the particular vehicle will be taken out of service for a minimum of 24 hours prior to disinfecting it and putting it back into service. To increase ventilation, windows will remain open whenever possible while buses are in use.

School Meals

Providing breakfast and lunch is an essential role of the Framingham Public Schools. The District will develop a plan that aligns with guidelines as set forth by the Department of Public Health and the DESE. Considerations include, but are not limited to:

- Where food is served, potentially in classrooms
- How food is served, which may be boxed and/or delivered to the student
- Accommodating students with food allergies
- Social distancing and other considerations during meals, specifically maintaining 6 feet of distance between all individuals while face coverings are removed
- Student supervision during lunch
- Vending machines
- Staff lunch room protocols
- The banning of food delivery (e.g. pizza and other takeout meals) to schools from non-FPS food vendors
- Providing meals for students during remote learning
- Proper cleaning and trash removal

Students will be instructed on changes to the meal time routines at their school as part of their training upon their return to school.

Before and After School Programming/Out of School Time Plan

The District recognizes the significant need to provide programming for our students before and after school. Careful consideration and planning will take place to provide programming that we feel we are able to offer that ensures the health and safety of all students and staff. Areas that need to be addressed before any programming can be offered include staffing and supervision, transportation, attendance, and scheduling. All

before and after school programming, at all levels, will follow the same social distancing and personal hygiene protocols that exist during the school day.

Additionally, the District will convene a group of community stakeholders to further discuss and align programming for all students.

Remote Learning Model	
Grades	Plan Overview
Pre-K	8 student slots per school/program based on the Elementary model (prioritizing siblings of Elementary students).
Elementary	By the third week of September, Community Resource Development (CRD) will offer full day programming at 5 sites (100 students/site capacity). In addition, for families not interested in full day in person programming, CRD will offer remote activity kits (similar to current Summer Scene model).
Middle & High School	<p>After school clubs will continue remotely and plan to shift to in person programming for January 2021.</p> <p>The Fine and Performing Arts Department (theatre and music) will provide after school opportunities for students through a remote platform until January 2021</p> <p>If 21st Century Community Learning Center (CCLC) funding is awarded to Walsh Middle School, the program will begin virtually until students return to the physical buildings.</p>

Hybrid Learning Model	
Grades	Plan Overview
Pre-K	<p>Offer programming for students during their “on week”</p> <p>Invite students who are “off” to join after school program (pick up and drop off only)</p> <p>Student groups would remain the same within the program</p>
Elementary	<p>Offer programming for students during their “on week”</p> <p>Invite students who are “off” to join after school program (pick up and drop off only)</p>

	Student groups would remain the same within the program
Middle & High School	<p>After school clubs will continue remotely and plan to shift to in-person programming for January 2021.</p> <p>The Fine and Performing Arts Department (theatre and music) will provide after school opportunities for students through a remote platform until January 2021</p> <p>If 21st CCLC funding is awarded to Walsh Middle School, the program will begin virtually until students return to the physical buildings.</p>
High School	Marching Band at FHS is waiting for further direction from NESBA (New England Scholastic Band Association) before completing plans for camp and fall rehearsals

In the event of a full school return, all programs will resume with limited student capacity to ensure enrollment, staffing, and transportation.

School Safety Operations

Personal Protective Equipment (PPE)

Face Coverings/Masks are the single most important risk management measure to contain the spread of COVID-19.

- Students and staff will wear face coverings or masks as much as possible throughout the day, especially when in hallways or bathrooms or in proximity to students from other classes and in circumstances when physical distancing cannot be maintained with exceptions only for those students or staff for whom it is not safe to do so due to age, medical conditions, or other considerations.
- Parents/guardians will be responsible for providing students with face coverings or masks. FPS will provide backup disposable masks available for students who need them. Staff may choose to wear their own mask or one provided by the school. The district will provide masks for families experiencing financial hardship and who may be unable to afford masks/face coverings for their children on a regular basis. Students and staff will be provided training on how to wear and care for the masks/face coverings.
- Time will be provided throughout the day for “mask breaks” where students and staff do not have to wear masks. Ideally, these breaks will occur outside or in a classroom with the windows open where 6 foot physical distancing can be maintained.
- In the case of a classroom in which there is a student with a hearing impairment, FPS will provide all students and staff in the designated classroom with clear face coverings that facilitate lip reading. There may be other circumstances where the use of clear face coverings or other adaptive PPE are indicated. Those circumstances will be considered on a case-by-case basis.
- Additional safety precautions are required for school nurses and any staff supporting students with disabilities when physical distancing protocols cannot be maintained. These precautions must include eye protection (face shield or goggles) and a face covering. Additional precautions may be deemed necessary by the District, based on the type of tasks being performed. The PPE needs of these individuals will be determined on a case by case basis and the appropriate supplies will be provided by the District. Details of those materials can be found in the [Staff Plan for COVID-19 for Fall 2020](#).

Students and staff will receive direct instruction on the correct way to properly use face coverings/masks. The school community will be reminded frequently of these routines and expectations; signage in multiple languages will be used to support and reinforce practices that help reduce the spread of COVID and other infectious diseases.

Personal Hygiene/Handwashing

A plan will be developed in each school to promote good hygiene practices across the building. All students and staff are expected to practice frequent [handwashing](#). Washing hands frequently with soap and water for at least 20 seconds is a simple but effective precaution that can prevent virus transmission. [Hand sanitizer](#) units will be provided by the district in classrooms, building entrances, and other common areas. Hand sanitizer should be used when handwashing with soap and water is not possible. Regular opportunities for students to wash hands or hand sanitizer will be incorporated into the school day.

Wash hands immediately *before*:

- Leaving home
- Leaving the classroom
- Eating
- Touching shared objects
- Touching one's face
- Playing on the playground
- Leaving school

Wash hands immediately *after*:

- Arriving at school
- Entering the classroom
- Finishing lunch
- Touching shared objects
- After contact with mask/face covering
- Using the bathroom
- Playing on the playground
- Coughing, sneezing, blowing one's nose
- Arriving at home

Use of hand sanitizer is recommended only when washing hands with soap and water is not possible.

Students and staff will receive instruction on the correct way to wash hands and use of hand sanitizer. The school community will be reminded frequently of these routines and expectations; signage in multiple languages will be used to support and reinforce personal hygiene practices that help reduce the spread of COVID and other infectious diseases.

School Safety Procedures and Routines for Individual Schools

Each school has unique needs based on the age and grade level of students, size and layout of the school, and programs offered. To accommodate these situations, each school will create a building-specific plan to address the following, where applicable:

- Entry and dismissal procedures
- Early dismissal procedures
- Recess schedule and protocols, including appropriate activities and supervision of students
- Hallway passing schedule, expectations, and traffic flow patterns
- Student bathroom protocols
- After school routines, including increased supervision of students
- Lunch routines
- Visits to the nurse's office

Signage is being created in multiple languages and will be provided for each school to facilitate reinforcement of procedures and protocols.

The District will determine any special or unique needs for students with disabilities related to planned district or schoolwide procedures and protocols related to the following:

- While on school grounds
- While leaving school
- While on a school bus

Playground Use

Regular outside recess (taking into consideration the potential for EEE or WNV) will be an important component of supporting our students' physical and mental health. Schools will implement infection prevention measures to protect children and staff health during recess, physical activity, and playground use during community transmission of COVID-19.

Regular cleaning of playground structures and high touch surfaces like grab bars and railings will be facilitated by the Buildings and Grounds Department.

Health promotion strategies for students will include:

- Mandatory student handwashing before and immediately after outdoor playground time
- Students will maintain 6-foot physical distancing when outside, no congregating
- Students can play mask-free as long as 6-foot physical distancing can be maintained
- Staggered playground use
- Keep cohorts of students together
- Offer structured activities ([Playworks](#))

Bus Procedures

The District will work with each school to create a bus seating plan to maximize seating capacity while maintaining social distancing requirements. Per DESE requirements, masks/face coverings must be worn by everyone on the bus during school bus

transportation. Bus drivers will receive training regarding policies and protocols related to COVID as well as behavioral expectations for students who ride the bus.

Student and Staff Bathrooms

All student and staff bathrooms will be evaluated to determine if modifications must be made to ensure safe use as it relates to COVID-19. The FPS [Staff Plan for COVID-19 for Fall 2020](#) outlines clear and explicit practices for maintaining clean bathrooms for students and staff, including frequency of cleaning and disinfecting and supplies to be used. Custodial staff will ensure each bathroom is properly stocked with paper towels and soap at all times, and that trash receptacles are emptied regularly to prevent overflowing. All air dryers will be disabled. Alternative no-touch dispensers will be provided where necessary. To enforce physical and group distancing and to minimize crowding, it may be useful to close bathrooms during transition periods and promote bathroom breaks during class time instead, to assign classrooms to use specific bathrooms, or to stagger the timing of scheduled bathroom breaks by class.

Screening Students/Staff at Home

FPS is working diligently to establish and reinforce a culture of health, safety, and shared responsibility. For this reason, it is critical that all families assess their child's state of wellness each day before leaving home for school, including daily temperature taking. If the child has a temperature greater than 100° and/or any [symptoms](#) of COVID-19, they should not go to school. The family should notify their school secretary as described in the school's handbook to indicate that the child will be absent and the reason for the absence. The school nurse will follow-up with the family regarding the child's symptoms, and check if the child was seen by a healthcare provider and if COVID testing was done. The child can return to school once cleared by the school nurse, the health care provider, and/or the Framingham Board of Health. (Refer to [Protocols for responding to COVID-19 scenarios in school, on the bus, or in community settings July 17, 2020](#) for specific protocols.)

It is important to know that the symptoms of COVID-19 mimic the symptoms of many other illnesses. To protect all students and staff, any symptoms of COVID-19 displayed by a member of the school community will be treated as a suspected case until determined otherwise. When a child becomes ill at school, families will be notified. To assure everyone's safety, the family will be required to pick up the child within one hour of notification.

Staff members are expected to follow the protocols for illness outlined in the [Staff Plan for COVID-19 for Fall 2020](#). All staff should be aware of the symptoms of COVID-19 and should observe themselves and their students throughout the day. Staff members, including bus drivers, should refer students who may be exhibiting symptoms to the school nurse and/or the school's COVID point person, ensuring strict adherence to [Family Educational Rights and Privacy Act \(FERPA\)](#) regulations which protect student privacy.

Refer to [Protocols for responding to COVID-19 scenarios in school, on the bus, or in community settings July 17, 2020](#) for specific scenarios and appropriate responses to staff/students experiencing symptoms related to COVID-19.

Attendance

Monitoring movement throughout the school

The importance of accurate recording of attendance is enhanced during our current pandemic. For the purposes of contact tracing in the event of a positive case of COVID-19 in one of our schools, attendance will be taken and recorded in every class. All teachers will keep an accurate seating chart so proximity of individuals within the room is documented. Such seating charts will include the desk configuration, names of individuals assigned to each seat, and dates for which this arrangement was in effect. If student seating arrangements are changed, all records of past seating assignments will be maintained for the purposes of contact tracing. Anyone who enters or leaves a room will be required to document the time of arrival and departure. This practice will take place in every room of the building including classrooms, libraries, offices, conference rooms, gymnasiums, cafeterias, and any other location.

Monitoring Absenteeism among Students and Staff

The following practices will be in effect:

- Develop school-based protocols for reviewing the usual absenteeism patterns at each school among both students and staff
- Alert local health officials about large increases in student and staff absenteeism, particularly if absences appear due to respiratory illnesses (like the common cold or the “flu,” which have symptoms similar to COVID-19)
- Encourage students and staff to stay home when sick, even without documentation from doctors
- Discourage the use of perfect attendance awards and incentives
- Identify critical job functions and positions, and plan for alternative coverage by cross-training staff

School Nurse’s Office Protocols

To minimize the spread of COVID-19, guidelines for students’ visiting the nurse’s office will be developed (See sample [Guidelines](#)). Students who are ill, but not exhibiting symptoms of COVID-19, are injured, need medications, or who otherwise need to access the nurse’s office will follow the specific procedures identified for their particular school. These procedures will be developed by each building-based school nurse, in coordination with their building administrator and the Director of Health and Wellness. School nurses will use [Standard and Transmission-Based Precautions](#) when caring for ill students and staff.

Medical Waiting Room (Isolation Room)

Each school will designate an isolation or “medical waiting room” that is separate from the nurse’s office for students/staff who exhibit COVID-19 symptoms during the school day. Schools will develop protocols for isolation and discharge of students/staff who become sick during the school day in collaboration with the Department of Health and Wellness. (Refer to [Protocols for responding to COVID-19 scenarios in school, on the bus, or in community settings July 17, 2020.](#)) A student or staff member who shows COVID-19 symptoms should be moved to the medical waiting room until they can be picked up by a family member.

COVID-19 Response Plan

FPS will establish and reinforce a culture of health, safety, and shared responsibility as we navigate the return to school, be it in-person, hybrid, or remote learning. At the heart of all planning are five important elements for which each of us owns responsibility:

- Wearing a face covering/mask
- Regular handwashing
- Practicing physical distancing
- Vigilance about monitoring COVID symptoms in students and staff
- Staying home when sick

A district level COVID Team co-chaired by the Assistant Superintendent of Human Resources and the Director of Health and Wellness (with representatives from each school) will be tasked with planning for, implementing and disseminating COVID-19 policies and protocols, overseeing training of protocols for students and staff, providing consultation to building and district leaders regarding specific COVID situations with students/staff, providing limited contact tracing to notify various individual//cohorts if they may have been exposed, and ensuring staff are aware of privacy policies regarding disclosure of COVID-19 status. The COVID-19 Response Team will be in regular communication with the Framingham Department of Public Health and will implement all DESE/DPH directives and ensure building-based compliance with COVID-related policies and protocols.

Prioritize staying home when sick

- Students and school staff are to stay home when not feeling well
- Staff will provide a daily self-certification that they are free of symptoms per the [Staff Plan for COVID-19 for Fall 2020](#)
- A medical waiting room will be identified in each building where individuals who become ill during the day can isolate.

In the event a student or staff member becomes ill or exhibits symptoms of COVID-19 while at school, the school and District will take swift action following the protocols outlined in the [Protocols for responding to COVID-19 scenarios in school, on the bus, or in community settings July 17, 2020.](#)

Students with Physical Impairments

Special consideration will be given to the following:

- Requirements of personal protective equipment for the differing populations of students requiring medical procedures, toileting, lifting and mobility assistance;
- Addressing students with disabilities who are not able to wear masks;
- Planning for students who are medically fragile and/or immune compromised;
- Planning for students who have skin or respiratory conditions;
- Balancing physical distancing recommendations and meeting student's medical, personal, or support needs; and
- Determining how adequate space and facilities will be utilized to maintain health and safety of students and staff, especially when tending to individual student's medical or personal needs.

Shared Use of Equipment by Staff

Appropriate steps will be taken to minimize the sharing of equipment and materials in all buildings. When equipment must be used by more than one person (copy machines, phones, computers, printers, refrigerator door handles, microwave buttons, etc.) proper sanitizing between uses is essential. All individuals must thoroughly clean the equipment *before and after* use. Appropriate cleaning products will be available wherever such shared equipment is located.

Considerations During Extreme Heat in Schools: Face Coverings/Masks

We recognize that some schools and classrooms become uncomfortable, particularly in times of high heat and humidity. Outdoor spaces for instructional purposes will be utilized whenever possible and when it is determined that the risk of EEE and/or WNV is low to provide relief in these circumstances.

During periods of extreme heat and humidity, students and staff are still encouraged to wear masks/face coverings at all times, but should use these recommendations to maintain proper comfort levels:

- Stay hydrated by drinking lots of water
- Wear lightweight, loose fitting clothing made of breathable fabrics as much as possible
- Keep classroom shades down and lights off as much as possible to keep the room cooler
- When appropriate, take classes outside where there is more air circulation, even if only for a short time; sit in the shade
- When outside, if students are able to maintain proper social distancing of 6 or more feet, individuals may take a **short** break from wearing their masks/face coverings
- If wearing a mask from home, choose one that is made from a breathable fabric like 100% cotton rather than synthetic materials. When available, wear surgical masks instead of cloth face coverings. Make sure your mask is snugly covering your face without being too tight for comfort.

- Change your mask during the day if you have extras

Eastern Equine Encephalitis (EEE) and other Mosquito-borne Diseases

When school activities are conducted outdoors during the mosquito season, preventive measures will be implemented to minimize the risk of mosquito-borne diseases, including EEE and West Nile Virus (WNV) infection. These may include curtailing outdoor activities from dusk to dawn, using appropriate insect repellents, and other preventive measures. We will work closely with the Framingham Department of Public Health to implement these preventive measures.

Certification of Health and Safety Requirements

The Framingham Public Schools certifies that we are in compliance with all health and safety requirements as issued by DESE as of the time of this publication.

Academics

The District has developed three instructional models to support student learning. These models address the plans for implementation of in-person, hybrid (some in-person and some remote instruction), and remote learning in accordance with the guidance from the DESE. Framingham Public Schools will be implementing one model of instruction to all students based on our capacity to meet state safety requirements, as well as current public health data regarding Covid cases.

In both the in-person and hybrid learning models, accommodations for a fully remote learning model will be made for families that submit this request ten school days prior to the initiation of these models. Families that choose to engage their students in a fully remote learning model are asked to commit to this decision for the full year; however, families will be able to submit a request to change their learning model at each of the six designated times listed below. This request should be communicated in writing to their school principal.

All requests to make changes to a child's learning model (from fully remote to the District model currently in practice, or vice versa) must be submitted in writing to the school principal per the timeline below:

Notification Deadline	Student Return Date
October 20, 2020	November 5, 2020
December 10, 2020	January 4, 2021
January 29, 2021	February 22, 2021
March 19, 2021	April 5, 2021
May 10, 2021	May 24, 2021

Planning and Instruction

Due to the substantial changes to how and where students may be learning in 2020-2021, it is inevitable that instructional time will need to be reprioritized to support students' social emotional needs and ability to safely access technology. For this reason, the District acknowledges that in no grade level or content area will we be able to teach the entire curriculum this year. However, our goal is to maximize learning and to provide students with a full day of instruction of grade-level content regardless of the learning model. For this reason, the curriculum and scheduling decisions for all three learning models are intentionally the same.

Content leaders, including district staff, coaches, and department heads, will review pacing guides and curriculum maps to identify foundational standards that may need to

be taught prior to introducing new grade-level content standards, highlight opportunities for compacting curriculum, and determine standards that will not be covered. Collaboration opportunities at all levels will be paramount to support consistency of pacing within and across schools.

In-Person Learning Model

While this model is most similar to what students and staff have experienced in the past, there are substantive changes, most significantly related to how teachers will need to adjust their instructional practices and how curriculum will need to be modified in order to promote safe physical distancing. What will feel the same is that in this model all students will be scheduled for full in-person learning every day. This model will allow us to meet the minimum standard of 3-foot distancing of all students and staff within a school, but will not allow us to reach our goal of 6-foot distancing.

At all grade levels, students will be scheduled into small cohorts whenever feasible to minimize mixing of student groups.

Increased technology will include providing all students with an assigned Chromebook (1:1) and delivery of content through digital means whenever possible. Google Classroom, at the elementary level, and Canvas, at the middle and high school levels, will be used to ensure all materials are accessible to students. This is particularly important to support students who may need to quarantine for an extended period of time but are otherwise able to participate in their learning. Through Google applications like Google docs, students will be able to collaborate virtually while maintaining the necessary physical distance. Staff will be provided with training to improve their understanding and use of technology. Instructional time will be set aside at the beginning of the school year to provide all students with training in how to access and appropriately use technology.

Curriculum and instruction will be evaluated to promote safety of all students and staff, particularly in courses in which students typically learn in close proximity. This will impact some courses more than others. Physical Education, Science, Technology Education, Band, Drama, Chorus, and Art will review units of instruction to align with all COVID-19 safety measures and modify the curriculum in which such safety protocols cannot be followed. All in-person field trips will be prohibited until such time as it is deemed safe to resume.

Elementary School

In order to address the social distancing and other safety measures necessary due to COVID-19, the school day will be adjusted for the 2020-2021 academic year. Students will be placed into cohorts by homeroom that will remain together for all core academics and specials. Art, Music and Library specialists will travel to the classrooms assigned so that students will not need to pass through the hallways. Students will travel to Physical Education as a cohort during their designated time. At this time, Band is being reviewed

to determine whether travel to another room will be necessary based on forthcoming guidance. In scenarios where cohorts have moved in the past due to departmentalization and Dual Language needs, teachers will travel from room to room to preserve the cohort model. Students could potentially mix groups to receive services but schedules will be created to minimize mixing of students to the greatest extent possible. Additionally, the district will streamline the pacing guide to include recommendations for Social Studies and Science to allow for opportunities for interdisciplinary learning and collaboration across the district. Utilizing a resilient planning approach, if the District needs to transition to a remote learning model all staff and students will be able to do so quickly and with minimal disruptions to instruction. A sample schedule is outlined below:

Elementary In-Person Schedule	
Sample Times	Subject
9:05 am - 9:25 am	Social Emotional Learning
9:25 am - 10:10 am	Literacy - Writing
10:10 am - 11:05 am	Specials - Art, Music, Library Media, Physical Education
11:05 am - 12:05 pm	Literacy - Reading
12:05 pm - 12:35 pm	Phonics
12:35 pm - 1:05 pm	Lunch
1:05 pm - 1:20 pm	Recess
1:20 pm - 2:05 pm	Social Studies/Science
2:05 pm - 3:05 pm	Math
3:05 pm - 3:20 pm	Social Emotional Learning

The instructional software listed below will be utilized to support curriculum delivery in alignment with state standards:

Subject	Software
Mathematics	iReady Imagine Learning Math* BrainPop

English Language Arts	iReady Imagine Learning Language and Literacy* Imagine Learning Espanol* Elefante Letrado* Learning A to Z* BrainPop
Science	National Geographic K-2 Discovery Education 3-5 IXL - Grade 5 Brain Pop
Social Studies	TCI BrainPop Massachusetts Story - Grade 3
Technology Education	Typing.com BrainPop
Music	Quaver

*indicates that certain students have access to these programs

Middle School

In order to address the social distancing and other safety measures necessary due to COVID-19, the school day will be adjusted for the 2020-2021 academic year. Students will be placed into a cohort that will remain together for all core academics and most related arts classes. Teachers will travel to the classroom assigned to each cohort so that students will not need to pass through the hallways between classes. Students will mix groups for world language classes, guided academics, and other services as necessary but schedules will be created to minimize mixing of students to the greatest extent possible. To reduce class sizes, the middle schools will modify their bell schedule so students will have 7 class periods per day rather than 6. This additional class period will replace the previous 30-minute intervention block and will be utilized at each school to address students' social emotional and academic needs while maximizing available staff to provide such support. In order to minimize student movement within the building, the periods in the school day schedule will remain fixed and not rotate each day as has been the practice in previous years. The school cycle will continue to be 6 days in length to ensure all IEP services, English learner supports, related arts and physical education classes are able to be offered. A sample schedule is outlined below:

Middle School In-Person Schedule	
Sample Times	Subject
8:10 am - 8:57 am	Math

8:58 am - 9:45 am	English Language Arts
9:46 am - 10:33 am	World Language/Guided Academics
10:34 am - 11:34 am	Flex Block
11:34 am - 12:04 pm	Lunch
12:04 pm - 12:51 pm	Related Arts
12:51 pm - 1:38 pm	Social Studies
1:38 pm - 2:25 pm	Science

The instructional software listed below will be utilized to support curriculum delivery in alignment with state standards:

Subject	Software
Mathematics	Ready Math iReady IXL BrainPop
English Language Arts	iReady Newsela BrainPop
Science	Pearson Realize IXL Brain Pop Discovery Ed Streaming
Social Studies	TCI Newsela IXL BrainPop Discovery Ed Streaming
Technology Education	WeVideo BrainPop Discovery Ed Streaming Code.org

Teachers across all three middle schools will collaborate weekly with their content teams to share resources and ensure consistency of pacing. In this way, if the District needs to

transition to a remote learning model all staff and students will be able to do so quickly and with minimal disruptions to instruction.

High School

In order to address the social distancing and other safety measures necessary due to COVID-19, the school day will be adjusted for the 2020-2021 academic year. Whenever possible, students will be placed into a cohort that will remain together for 2 or more core academic classes. This will mostly involve English, History, and Math classes in the 9th, 10th, and 11th grades. For these cohorts, teachers will travel to the classroom assigned to each cohort so that students will not need to pass through the hallways between classes. Students will mix groups for other courses and to receive services but schedules will be created to minimize mixing of students to the greatest extent possible. To create consistency of routines and support scheduling of cohorts, the high school schedule will be modified. This new schedule will ensure students in cohorts are able to remain in their classrooms for back to back classes whenever feasible and keep student groupings during lunch consistent every day as much as possible. A sample schedule is outlined below:

High School In-Person Schedule	
Sample Times	Subject
7:25 am - 8:19 am	Academic Class
8:21 am - 9:10 am	Academic Class
9:12 am - 10:01 am	Academic Class
10:03 am - 10:52 am	Academic Class
10:54 am - 12:13 pm	Academic Class and Lunch
12:15 pm - 1:04 pm	Academic Class
1:06 pm - 1:55 pm	Academic Class

Teachers will utilize Canvas as their learning management system to deliver instruction. While curriculum pacing guides will need to be adjusted this year due to COVID-19, content will continue to be standards-based and staff will be able to utilize the curriculum resources and materials they have used in the past. Instructional software varies depending on the course and includes Edgenuity, IXL, digital libraries, WeVideo, Conjuguemos, Khan Academy, and online textbooks where available.

Plans for Special Populations:

Special Education

Students will receive all services documented in their Individualized Education Programs (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.

All students with disabilities will receive their services as outlined in their IEPs in the full return model. The following guidelines must be followed:

- If any group sizes are going to be reduced, our students with disabilities must receive specialized instruction and support from qualified professionals in the setting outlined in their IEPs
- Flexible solutions for reducing the mixing of student groups should be considered to ensure students with disabilities are receiving services safely in the least restrictive environment
- Any adjustments to the delivery of services due to the health and safety guidelines will be communicated to the parents and guardians
- When considering the use of alternative school spaces, considerations for providing students with disabilities with inclusive learning must be made and placement of students with disabilities in groupings or cohorts that support learning goals in the least restrictive environment should be prioritized

English Learners

English Learners at the elementary level will be grouped by English Language Proficiency (ELP) level in order to facilitate English as a Second Language (ESL) instruction in a stand-alone and/or co-teaching setting. ESL instruction will remain at 2 blocks of 45-minutes each for newcomer and foundational level students and 1 block of 45 minutes for transitional level English Learners (ELs). Co-teaching is recommended for transitional level students and a combination of pulling-out/stand-alone and/or co-teaching is recommended for foundational level students. Newcomers will continue to be supported in a stand-alone class to support and facilitate language development. Native language tutors and language program assistants will support newcomer ELs in general education classes at all levels.

At the secondary level, ELs will be enrolled in their appropriate English Language Program (ELP) level ESL and content classes. ELs will be scheduled for content instruction in the appropriate language programs given their ELP levels:

- SEI- Sheltered English Immersion
- TBE- Transitional Bilingual Education (Spanish or Portuguese)
- TW- Two Way Spanish.
- SLIFE- Students with Limited or Interrupted Formal Education

Collaboration is encouraged at all levels among ESL and general education content teachers with sharing of resources to facilitate student interaction and academic achievement. Language development coaches will support instructional methodologies, facilitate co-planning meetings and will support teachers through formal coaching cycles. Modifications to the ESL Scope and Sequence, grades K-12, will be made in order to streamline content delivery to meet the academic needs of students.

Hybrid Learning Model

The hybrid learning model ensures all students who are physically able will receive some in-person instruction while increasing our ability to keep students and staff physically distanced. Per DESE guidance, high-needs students will be prioritized for full-time in-person learning as these students should receive as much in-person instruction as possible. The Framingham Public Schools hybrid learning model will prioritize special populations including students with disabilities, students with IEPs or 504 plans with vision and/or hearing impairments, preschool-aged students with identified disabilities, students who are McKinney-Vento, in Foster Care or Group Home settings as well as a population of English learners (foundational level students and students on English Learner Success Plans) that require direct services on a daily basis as outlined in the DESE Initial Fall School Reopening Guidance. All other students will be assigned a group (Group A or Group B) for alternating weeks of in-person and remote learning (Week A and Week B). Special care will be taken to ensure that all students from the same household will be assigned to the same group. At all grade levels, students will be scheduled into small cohorts whenever feasible to minimize mixing of student groups. This model will allow us to better meet the goal of 6-foot distancing of all students and staff within a school.

The hybrid learning model will utilize all existing staff to support students while they engage with in person and remote teaching. All staff will utilize live teaching using the Google Classroom platform in elementary school and the Canvas platform in middle and high school for both in person and remote teaching to provide consistency and access for students. Teachers will take attendance for both in-person and remote student groups which will be reported in Aspen.

Increased technology will include providing all students with an assigned Chromebook (1:1) and delivery of content through digital means whenever possible. Teachers will work strategically with families to acclimate them to the technology needs of the hybrid model. Google Classroom, at the elementary level, and Canvas, at the middle and high school levels, will be used to ensure all materials are accessible to students. This is particularly important to support students who may need to quarantine for an extended period of time but are otherwise able to participate in their learning. Through Google applications like Google docs, students will be able to collaborate virtually while maintaining the necessary physical distance. Staff will be provided with training to improve their understanding and use of technology. Instructional time will be set aside at

the beginning of the school year to provide all students with training in how to access and appropriately use technology.

Curriculum and instruction will be evaluated to promote safety of all students and staff, particularly in courses in which students typically work in close proximity. Additional consideration will be given to how curriculum needs to be adjusted to support learning that will, for most students, occur in a remote model 50% of the time. While all subjects will need to be modified to adjust to this model, remote learning will impact some courses more than others. Physical Education, Science, Technology Education, Band, Drama, Chorus, and Art will review units of instruction to align with all COVID-19 safety measures and modify the curriculum in which such safety protocols cannot be followed. All in-person field trips will be prohibited until such time as it is deemed safe to resume.

Elementary School

All scheduling and cohorting practices outlined in the in-person model will continue to be implemented in the hybrid model. However, since only a portion of the student population will be reporting to school on any given day, greater social distancing will be possible. Students will participate in synchronous learning whenever possible. Teachers will live stream their lessons every day so that students who are learning remotely can participate in lessons and interact with their peers in real time. All lesson materials will be available in Google Classroom for students to access whether they are in person or remote. If a teacher must administer an assessment that cannot be completed remotely, the remote students will be assigned an independent task to complete during that time and will take the assessment during their in-person week. During the remote learning weeks, students will be assigned independent work to complete. This will allow teachers to focus on providing direct and individualized instruction or supports to the students who are in person.

Elementary Hybrid Schedule	Week A - In Person	Week B - Remote
Sample Times	Subject	
9:05 am - 9:25 am	Social Emotional Learning	Social Emotional Learning
9:25 am - 10:10 am	Literacy - Writing	Literacy - Writing
10:10 am - 11:05 am	Specials - Art, Music, Library Media, Physical Education	Specials - Art, Music, Library Media, Physical Education
11:05 am - 12:05 pm	Literacy - Reading	Literacy - Reading
12:05 pm - 12:35 pm	Phonics	Phonics
12:35 pm - 1:05 pm	Lunch	Lunch

1:05 pm - 1:20 pm	Recess	Recess
1:20 pm - 2:05 pm	Social Studies/Science	Social Studies/Science
2:05 pm - 3:05 pm	Math	Math
3:05 pm - 3:20 pm	Social Emotional Learning	Social Emotional Learning

The instructional software listed below will be utilized to support curriculum delivery in alignment with state standards:

Subject	Software
Mathematics	iReady Imagine Learning Math* BrainPop
English Language Arts	iReady Imagine Learning Language and Literacy* Imagine Learning Espanol* Elefante Letrado* Learning A to Z* BrainPop
Science	National Geographic K-2 Discovery Education 3-5 IXL - Grade 5 Brain Pop
Social Studies	TCI BrainPop Massachusetts Story - Grade 3
Technology Education	Typing.com BrainPop
Music	Quaver

*indicates that certain students have access to these programs

Middle School

All scheduling and cohorting practices outlined in the in-person model, including the addition of a 7th instructional period, will continue to be implemented in the hybrid model. However, since only a portion of the student population will be reporting to school on any given day, greater social distancing will be possible. Students will participate in synchronous learning whenever possible. Teachers will live stream their lessons every

day so that students who are learning remotely can participate in lessons and interact with their peers in real time. All lesson materials will be available in Canvas for students to access whether they are in person or remote. If a teacher must administer an assessment that cannot be completed remotely, the remote students will be assigned an independent task to complete during that time and will take the assessment during their in-person week. A sample schedule for the hybrid model is outlined below:

Middle School Hybrid Schedule	Week A - In Person	Week B - Remote
Sample Times	Subject	
8:10 am - 8:57 am	Math	Math
8:58 am - 9:45 am	English Language Arts	English Language Arts
9:46 am - 10:33 am	World Language/Guided Academics	World Language/Guided Academics
10:34 am - 11:34 am	Flex Block	Flex Block
11:34 am - 12:04 pm	Lunch	Lunch
12:04 pm - 12:51 pm	Related Arts	Related Arts
12:51 pm - 1:38 pm	Social Studies	Social Studies
1:38 pm - 2:25 pm	Science	Science

The instructional software listed below will be utilized to support curriculum delivery in alignment with state standards:

Subject	Software
Mathematics	Ready Math iReady IXL BrainPop
English Language Arts	iReady Newsela BrainPop
Science	Pearson Realize IXL BrainPop Discovery Ed Streaming

Social Studies	TCI Newsela IXL BrainPop Discovery Ed Streaming
Technology Education	WeVideo BrainPop Discovery Ed Streaming Code.org
Arts	WeVideo Finale Noteflight Band in a Box Smart Music

During the remote learning weeks, students will be assigned independent work to complete during the additional class period that has been built into the schedule. This will allow teachers to focus on providing direct and individualized instruction, intervention, or supports to the students who are in person.

High School

All scheduling and cohorting practices outlined in the in-person model, including the revised schedule, will continue to be implemented in the hybrid model. However, since only a portion of the student population will be reporting to school on any given day, greater social distancing will be possible. Students will participate in synchronous learning whenever possible. Teachers will be asked to live stream their lessons every day so that students who are learning remotely can participate in lessons and interact with their peers in real time. All lesson materials will be available in Canvas for students to access whether they are in person or remote. A sample schedule for the hybrid model is below:

High School In-Person Schedule	Week A - In Person	Week B - Remote
Sample Times	Subject	Subject
7:25 am - 8:19 am	Academic Class	Academic Class
8:21 am - 9:10 am	Academic Class	Academic Class
9:12 am - 10:01 am	Academic Class	Academic Class
10:03 am - 10:52 am	Academic Class	Academic Class
10:54 am - 12:13 pm	Academic Class and Lunch	Academic Class and Lunch

12:15 pm - 1:04 pm	Academic Class	Academic Class
1:06 pm - 1:55 pm	Academic Class	Academic Class

Teachers will utilize Canvas as their learning management system to deliver instruction. While curriculum pacing guides will need to be adjusted this year due to COVID-19, content will continue to be standards-based and staff will be able to utilize the curriculum resources and materials they have used in the past. Instructional software varies depending on the course and includes Edgenuity, IXL, digital libraries, WeVideo, Conjugemos, Khan Academy, and online textbooks where available.

If a teacher must administer an assessment that cannot be completed remotely, the remote students will be assigned an independent task to complete during that time and will take the assessment during their in-person week.

Plans for Special Populations:

Special Education

Students will receive all services documented in their Individualized Education Programs (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 a hybrid model, we will maximize in-person learning for students with disabilities, including preschool-aged students with disabilities and students with significant and complex needs. For example, even if most students are not in school each day or are on an alternating week schedule, our most complex students with disabilities would remain in school for full in-person instruction. When possible, peers without disabilities should also be included to ensure inclusionary services.

For the students with disabilities who are not preschool-aged or do not have significant and complex special education needs, they will receive services in both a remote platform and an in-person setting. The special education services will follow the guidance for remote learning while meeting the current health and safety requirements. Similarly, learning and services provided in-person will follow the guidance provided in the section on Full-time In-person Learning while meeting the current health and safety requirements.

English Learners

ESL instruction in a hybrid model will be focused and targeted to support linguistic needs of students. Modifications to the ESL Scope and Sequence pacing guide will be made as needed to support the focused language goals of students. High priority students attending both A and B weeks will benefit from instruction and interventions targeted to meet their academic, linguistic and social-emotional needs. The Imagine Learning

Literacy/Imagine Learning Espanol and Elefante Letrado platforms for identified students at the elementary level will be used to further language development. Language Development coaches will collaborate with ESL and general, Transitional Bilingual Education (TBE), and Dual Language (DL) content teachers to support the learning modalities used in the hybrid model. On-going professional development on technology supports will be available to support staff members and families unfamiliar with the technology.

Remote Learning Model

In the remote learning model, students receive 100% of their instruction through virtual means. Students will be expected to participate in live synchronous lessons at designated times throughout the school day. Asynchronous lessons will work to enhance the live synchronous opportunities utilized by teachers to engage students with content. Teachers will take attendance in each course every day and this will be reported in Aspen.

Increased technology will include providing all students with an assigned Chromebook (1:1) and delivery of content through digital means whenever possible. Google Classroom, at the elementary level, and Canvas, at the middle and high school levels, will be used to ensure all materials are accessible to students. Through Google applications like Google docs, students will be able to collaborate virtually. Staff will be provided with training to improve their understanding and use of technology. Instructional time will be set aside at the beginning of the school year to provide all students with training in how to access and appropriately use technology.

The remote learning model will utilize all existing staff to support students while they engage with remote teaching. All staff will be asked to utilize live teaching using the Google Classroom platform in elementary and the Canvas platform in middle and high school for remote teaching to provide consistency and access for students. Teachers will take attendance for both in-person and remote student groups which will be reported in Aspen.

Curriculum materials will be modified to support virtual classrooms. Whenever possible and appropriate, students will be provided with kits to ensure students have the needed materials to access learning. If the school year begins with the remote learning model, the District will develop a system to distribute instructional materials including textbooks, Chromebooks, workbooks, and other essential resources to all students.

Elementary School

Students will follow the class schedule as outlined in the in-person and hybrid learning models. Students will be expected to participate in each class daily and teachers will take attendance. To the greatest extent possible, lessons should be taught synchronously. When feasible, teachers will utilize Google classroom to support and/or supplement the live instruction. All specials (Art, Music, Physical Education and Library

Media) will continue to be delivered and will follow the weekly classroom schedule. Assessments will need to be administered virtually and teachers will incorporate meaningful standards based tasks and projects whenever possible to allow students to demonstrate mastery. A sample schedule is outlined below:

Elementary Remote Schedule	
Sample Times	Subject
9:05 am - 9:25 am	Social Emotional Learning
9:25 am - 10:10 am	Literacy - Writing
10:10 am - 11:05 am	Specials - Art, Music, Library Media, Physical Education
11:05 am - 12:05 pm	Literacy - Reading
12:05 pm - 12:35 pm	Phonics
12:35 pm - 1:05 pm	Lunch
1:05 pm - 1:20 pm	Recess
1:20 pm - 2:05 pm	Social Studies/Science
2:05 pm - 3:05 pm	Math

The instructional software listed below will be utilized to support curriculum delivery in alignment with state standards:

Subject	Software
Mathematics	iReady Imagine Learning Math* BrainPop
English Language Arts	iReady Imagine Learning Language and Literacy* Imagine Learning Espanol* Elefante Letrado* Learning A to Z* BrainPop
Science	National Geographic K-2 Discovery Education 3-5 IXL - Grade 5

	Brain Pop
Social Studies	TCI BrainPop Massachusetts Story - Grade 3
Technology Education	Typing.com BrainPop
Music	Quaver

*indicates that certain students have access to these programs

Middle School

Students will follow the bell schedule as outlined in the in-person and hybrid learning models. This will include a 7-period non-rotating school day. Students will be expected to participate in each class daily. To the greatest extent possible, lessons should be taught synchronously. When feasible, teachers will create a slide deck or other electronic document to support and/or supplement the live instruction. Such resources shall be made available in the teacher's course in Canvas. This will ensure all students are provided with the same instruction. Related arts classes, including Physical Education, will continue to be delivered. While this must be through remote means, students and teachers will continue to follow the 6-day cycle. A sample schedule is outlined below:

Middle School Remote Schedule	
Sample Times	Subject
8:10 am - 8:57 am	Math
8:58 am - 9:45 am	English Language Arts
9:46 am - 10:33 am	World Language/Guided Academics
10:34 am - 11:34 am	Flex Block
11:34 am - 12:04 pm	Lunch
12:04 pm - 12:51 pm	Related Arts
12:51 pm - 1:38 pm	Social Studies
1:38 pm - 2:25 pm	Science

The instructional software listed below will be utilized to support curriculum delivery in alignment with state standards:

Subject	Software
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Mathematics	Ready Math iReady IXL BrainPop
English Language Arts	iReady Newsela BrainPop
Science	Pearson Realize IXL Brain Pop Discovery Ed Streaming
Social Studies	TCI Newsela IXL BrainPop Discovery Ed Streaming
Technology Education	WeVideo BrainPop Discovery Ed Streaming Code.org
Arts	WeVideo Finale Noteflight Band in a Box Smart Music

Assessments will need to be administered virtually. Teachers will incorporate meaningful tasks and or project-based assessments whenever possible in lieu of traditional tests to allow students to demonstrate mastery of content.

High School

Students will follow the bell schedule as outlined in the in-person and hybrid learning models. Students will be expected to participate in each class daily. Lessons will be aligned with grade level curriculum standards so students will continue to learn new content in all courses. To the greatest extent possible, lessons should be taught synchronously. When feasible, teachers will create a slide deck or other electronic document to support and/or supplement the live instruction. Such resources shall be made available in the teacher's course in Canvas. This will ensure all students are provided with access to the same materials. A sample schedule is outlined below:

High School In-Person Schedule	
Sample Times	Subject
7:25 am - 8:19 am	Academic Class
8:21 am - 9:10 am	Academic Class
9:12 am - 10:01 am	Academic Class
10:03 am - 10:52 am	Academic Class
10:54 am - 12:13 pm	Academic Class and Lunch
12:15 pm - 1:04 pm	Academic Class
1:06 pm - 1:55 pm	Academic Class

Teachers will utilize Canvas as their learning management system to deliver instruction. While curriculum pacing guides will need to be adjusted this year due to COVID-19, content will continue to be standards-based and staff will be able to utilize the curriculum resources and materials they have used in the past. Instructional software varies depending on the course and includes Edgenuity, IXL, digital libraries, WeVideo, Conjuguemos, Khan Academy, and online textbooks where available.

Assessments will need to be administered virtually. Teachers will incorporate meaningful tasks and or project-based assessments whenever possible in lieu of traditional tests to allow students to demonstrate mastery of content.

Plans for Special Populations:

Special Education

Students will receive all services documented in their Individualized Education Programs (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.

A detailed plan for delivering special education instruction and services remotely will be developed for each student, based on their services, as outlined in their Individual Education Program (IEP). Planning will focus on delivering services through an “Instruction and Services” mode of delivery. The “Resources and Supports” delivery model can only be used on a temporary basis for a limited period of time (no more than two weeks), until which time the District has overcome the hurdles preventing service delivery through an “Instruction and Services” delivery model.

Components of a remote learning model for students with disabilities should include:

- A system for tracking attendance and participation
- A regular and consistent schedule of classes, services and therapies as required by the student's IEP, offered synchronously or asynchronously
- The consistent schedule of classes, interventions, services and therapies must include time spent interacting directly with teachers and related service providers on a regular basis, as well as some independent work time, as appropriate, and opportunities for interacting with classmates
- Synchronous remote lessons or teletherapy sessions can be provided via telephone or video conferencing.
- Students might also benefit from asynchronous pre-recorded videos of lessons to follow at home.

English Learners

In a full remote learning environment, ESL teachers will be utilizing District platforms to support students' language acquisition. All English learners in a remote learning environment will be scheduled for stand alone ESL instruction. Modifications to the ESL Scope and Sequence will be made to support cohorts of students' linguistic needs, including access to online resources, across all proficiency levels. Access to technology and the internet will be essential in order to engage all students. Greater outreach will be necessary to involve and encourage families and students to participate in remote lessons. The District Translation and Interpretation office is available to provide additional multilingual support for families. Strong collaboration among Language Development coaches, ESL teachers and general /bilingual education staff is prioritized to support language development in all academic subjects.

Additional Academic Considerations

Diagnostic Screening and Assessment

Students at the elementary and middle school levels will be screened multiple times during the year using iReady and Imagine Learning. Students in Dual Language programs will be screened with Imagine Learning Espanol (Dual Language Spanish) and Elefante Letrado (Dual Language Portuguese). Dual Language Spanish and Portuguese program students in K-12 will be administered the O-LAF screener, assessing language development in their target language. English learners in grades 3-12 will be screened with the ESL Writing Assessment in the fall and spring. Furthermore, teachers at all grade levels should, when appropriate, introduce new content by assessing students' background knowledge to identify and subsequently address any learning gaps that may exist, particularly those learning gaps due to the interrupted school year in 2019-2020. Teachers will utilize formative and summative assessments to check for understanding of concepts and mastery of skills. Lesson tasks, in addition to assessments, will provide opportunities for teachers to provide targeted feedback to support student learning and growth.

Intervention:

Elementary School

At the beginning of the year, schools will embed significant social emotional learning opportunities into classes to support relationship building and the transition back to school. Students will also receive direct instruction in how to properly use and access technology. If learning occurs in-person or in a hybrid model, additional time will be dedicated to teaching students safety protocols and reacclimating them to school wide behavioral expectations. Interventionists will be utilized in each building to provide an additional layer of support for identified students using the results from ongoing formative and summative assessments. An intentional focus will be placed on conferencing and running records to monitor student progress over time.

Middle School

At the beginning of the year, schools will embed significant social emotional learning into all classes to support relationship building and the transition back to school. Students will also receive direct instruction in how to properly use and access technology. If learning occurs in-person, additional time will be dedicated to teaching students safety protocols and reacclimating them to school wide behavioral expectations. The additional class period built into the school schedule will replace the previous 30-minute intervention block and will be utilized at each school to address students' social emotional and academic needs while maximizing available staff to provide such support. During remote learning, students can be assigned additional time on their individualized path in iReady Math and Reading.

High School

At the beginning of the year, schools will embed significant social emotional learning opportunities into classes to support relationship building and the transition back to school. Students will also receive direct instruction in how to properly use and access technology. If learning occurs in-person, additional time will be dedicated to teaching students safety protocols and reacclimating them to school wide behavioral expectations. Academic interventions will be provided for students through programs including Resiliency for Life, Cornerstone, and peer tutoring. Students identified as needing additional academic support may be assigned to the Academic Development Center. Student Support Team meetings will be utilized to identify and arrange appropriate supports for individual students based on their specific learning gaps or other needs.

Physical Education

Physical education will be limited to activities that do not involve physical contact with other students or equipment until advised otherwise by state/local public health officials. Any equipment that is used during instruction will be sanitized between classes.

Fine Arts

At both the elementary and middle school levels the visual arts teacher will push into the classroom rather than having students travel to the art room. Teachers will provide demonstrations in person and virtually.

Elementary: Visual Arts curriculum will be reviewed as necessary to provide arts education with safety and Social Emotional Learning (SEL) as an intentional priority. Every elementary student will be provided with a personal art kit with the supplies needed to complete each lesson. Clean up protocols will be established at each level. Curriculum adjustments will encourage less clean up at the end of each lesson.

Middle: Visual Arts curriculum will be reviewed. All students in all three grades will rotate through one trimester of visual arts. Every student will be provided with a personal art kit with the supplies needed to complete each lesson.

Visual Arts 6-8 Curriculum Map

Core Skill	Standards	Status at start of trimester
ELEMENT OF ART: COLOR	(5-6.V.Cr.01) Generate and conceptualize artistic ideas and work. (7-8.V.Cr.01) Generate and conceptualize artistic ideas and work.	6th Grade NEW 7th & 8th Grades - review & deepen
ELEMENT OF ART: LINE	(5-6.V.Cr.01) Generate and conceptualize artistic ideas and work. (7-8.V.Cr.01) Generate and conceptualize artistic ideas and work.	6th Grade NEW 7th & 8th Grades - review & deepen
ELEMENT OF ART: SHAPE	(5-6.V.Cr.01) Generate and conceptualize artistic ideas and work. (7-8.V.Cr.01) Generate and conceptualize artistic ideas and work.	6th Grade NEW 7th & 8th Grades - review & deepen
ELEMENT OF ART: VALUE	(5-6.V.Cr.01) Generate and conceptualize artistic ideas and work. (7-8.V.Cr.01) Generate and conceptualize artistic ideas and work.	6th Grade NEW 7th & 8th Grades - review & deepen
ELEMENT OF ART: TEXTURE	(5-6.V.Cr.01) Generate and conceptualize artistic ideas and work. (7-8.V.Cr.01) Generate and conceptualize artistic ideas and work.	6th Grade NEW

	work. ideas with new materials, methods, and approaches.	
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High School: Visual Arts curriculum will be reviewed and specific supplies will be provided for each course and each student. These students will travel to the art rooms but shared supplies will be limited. At all levels digital art resources will be integrated into the standard curriculum.

Performing Arts

Elementary: Music curriculum will continue to be grounded in Quaver Music, the online resource. Music teachers will push into the classroom and students will use Chromebooks to access their personal Quaver account. Teachers will continue to follow the pacing guide and curriculum map for K-5 music.

Middle: Music will be provided as a part of an “Arts Wheel.” Two trimesters of music will be provided for all students in grades 6-8. Band and Chorus instruction will be delayed and administrators will review the ability to offer these courses as the year progresses. One trimester of Drama curriculum will be provided for all students in grades 6-8 as a part of the “Arts Wheel”.

High School: Music, Dance and Theatre electives will run as usual with smaller ensemble/cohorts. Cleaning protocols for each discipline and for any shared materials will be developed (dance barres, school owned instruments etc.). Classroom spaces for large ensembles (Band, Chorus, Dance) will be located in larger spaces whenever possible. Band classes will be provided with “covers” for all wind instrument bells and band masks with slits for the mouthpiece. Chorus classes will continue with masks on all participants.

Technology Education

Technology Education curriculum will be reviewed and modified as necessary to provide students with technology instruction as safely as possible. For the middle school, the curriculum at each grade will be adjusted to ensure student learning can occur regardless of the instructional model. This will include a shift for the 2020-2021 academic year to more learning through technology and few, if any, physical hands-on projects.

Grade 6	Introduction to instructional technology, with a focus on digital drawing and 2-dimensional and 3-dimensional design.
Grade 7	Investigating structures, virtual robotics programming, video production
Grade 8	Online version of the Engineering Design Project

	with options for a capstone project on video production, 3-dimensional design, and imagineering.
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High School Technology Education courses will be evaluated individually to make modifications as needed. Software-dependent courses will be adjusted whenever possible to be completely Chromebook-based (reducing the need to use high-end desktop computers). For example, TV production classes will switch to using WeVideo for its editing software since it is a cloud-based platform and can be used on Chromebooks if students are learning remotely.

Other Related Arts Considerations

Family and Consumer Science will modify procedures as needed and feasible to promote physical distancing. Sharing of equipment, resources, and materials will be minimized and safety protocols will be put into place to ensure equipment is cleaned between uses.

Grading and Feedback Protocols:

Elementary School

Teachers will utilize formative and summative assessments as well as anecdotal records to monitor student progress towards standards mastery. Additionally, teachers will provide ongoing feedback to students regarding their progress towards grade level personal and social growth indicators. This feedback should be individualized and focused on a student’s current level of understanding and provide next steps to move the student academically, behaviorally, and socially-emotionally. With respect to feedback, teachers will monitor and support student engagement regardless of the learning model. Formal parent conferences will be held in the fall and spring, and report cards will be issued electronically in January and at the end of school. Parents are encouraged to engage in two-way communication with teachers and staff regarding the progress of their student.

Middle School

Teachers will utilize formative and summative assessments as well as other appropriate measures to monitor student progress towards standards mastery. Teachers will provide regular feedback to students regarding their progress towards meeting these standards. In any learning model, this feedback should be individualized and focused on a student’s current level of understanding and provide next steps to help the student grow. While some assignments may need to be modified if learning is occurring virtually, academic work will continue to be assigned, submitted, and graded regardless of the learning model.

Middle school students will receive comments on midterm progress reports and letter grades on report cards each trimester, as they have in the past.

High School

Teachers will utilize formative and summative assessments as well as other appropriate measures to monitor student progress towards standards mastery. Teachers will provide regular feedback to students regarding their progress towards meeting these standards. In any learning model, this feedback should be individualized and focused on a student's current level of understanding and provide next steps to help the student grow. While some assignments may need to be modified if learning is occurring virtually, academic work will continue to be assigned, submitted, and graded regardless of the learning model.

High school students will receive comments on progress reports and letter grades on report cards each term, as they have in the past.

Special Education Considerations

Special educators and service providers will continue to issue Progress Reports at least as often as report cards are provided for students without disabilities, in accordance with [603 CMR 28.07\(3\)](#). Progress Reports will be sent to families, guardians and state agencies involved with the student through mail, email, student information systems, or online communication platforms.

Special educators and service providers will collect data and use this data to monitor the student's progress to develop Progress Reports. If there are periods of remote learning, special educators, service providers, parents, and students should review a student's IEP and identify the types of data that can be collected from the learning environment(s).

English Learner Considerations

Engaging our multilingual students during distance learning is of the utmost priority. All teachers are responsible for furthering the language acquisition and achievement in the content areas of their students. Just as English as a Second Language (ESL) teachers bring their expertise in language development, general education teachers provide English learners with opportunities to practice and refine their developing language skills. Integrating language and content in lesson planning during remote learning is essential to students' success. Teachers should utilize all available resources to promote student interaction and support students in making content accessible and comprehensible to them. Communicating to multilingual families in a language they understand is a key to this success. Supporting our families with technology needs leads to meaningful interaction among teachers, families and students. Educators may reach out to the District's Translation and Interpretation office to support this work.

Dual Language Considerations

Allocation of language in Dual Language programs (Spanish and Portuguese) will be revised and aligned to the district curricula. Additional academic, interactive and SEL support will be in place for students in hybrid and remote models, including access to

translated resources. Students in Dual Language programs will be screened with Imagine Learning Espanol (Dual Language Spanish) and Elefante Letrado (Dual Language Portuguese). Students in the Dual Language Spanish and Portuguese programs will be administered the O-LAF screener, assessing language development in their target language. Professional development for Dual Language teachers will be ongoing throughout the year to include content delivery, Dual Language effective practices during distance learning, and training on software platforms (Imagine Learning Espanol, Language & Literacy, Elefante Letrado).

Staffing for Various Learning Models, Including Remote Learning

FPS is looking to continue its employment of all current staff, which includes administrators, teachers, support staff, paraprofessionals, etc. However, in a remote learning setting, the district also recognizes that certain staff will need to be utilized differently. FPS intends to engage in intentional impact bargaining with its local associations to ensure this outcome.

Considerations for Decision-Making and Monitoring of Schools During COVID-19⁴

When determining the appropriate learning model for the fall, our first and most important criteria must be whether or not we are able to ensure the safety of students and staff within the parameters of the most current medical guidance. Only after we have determined that we can meet all social distancing and other medical guidelines to minimize the risk of spread of COVID-19 will we bring any students or staff into a building.

It is important to weigh these safety considerations against the academic and social-emotional needs of our students. While the in-person model provides the greatest opportunity for teachers to deliver instruction for student mastery, it is essential to note that none of these models will provide 100% of curriculum coverage in the 2020-2021 school year. The cleaning, hygiene, and physical distancing protocols necessary to promote student and staff safety, alone, will reduce the amount of time spent on instruction. When considering the additional time needed for transitioning to the school year during COVID-19, training students in the use of technology, and greater social emotional needs of our students, it is guaranteed that we will lose more instructional time this year than any previous year of our lifetimes.

Monitoring Effectiveness of Remote Learning

Regardless of whether we are able to return to in-person learning or not, there will be at least some of our students who will require full remote learning this fall. In a hybrid model, 50% of instruction will be delivered remotely for most students. It is imperative

⁴ "Considerations for school-related public health measures in the context of COVID-19." *World Health Organization*, 10 May 2020, <https://www.who.int/publications/i/item/considerations-for-school-related-public-health-measures-in-the-context-of-covid-19>.

that we monitor the effectiveness of our remote learning program and ensure all students are able to access their curriculum. The World Health Organization (WHO), in its *Considerations for School-Related Public Health Measures in the Context of COVID-19*⁵, outlines clear steps for tracking the effectiveness of hybrid and remote learning models:

- Effectiveness of tele-schooling interventions:
 - How well has the school been able to develop tele-schooling strategies?
 - What proportion of children were reached?
 - What is the feedback from students, parents and teachers?
- The effects of policies and measures on educational objectives and learning outcomes
- The effects of policies and measures on health and well-being of children, siblings, staff, parents and other family members
- The trend in school drop-out after lifting the restrictions

Furthermore, WHO warns, “completely closing schools without putting in place context-appropriate distance learning methods, wherever possible, and adaptive strategies to reduce potential harms may not be the best or only solution and should only be considered when alternatives are not available.”

⁵ “Considerations for school-related public health measures in the context of COVID-19.” *World Health Organization*, 10 May 2020, <https://www.who.int/publications/i/item/considerations-for-school-related-public-health-measures-in-the-context-of-covid-19>.

Whole Child

Social Emotional Learning and Mental Health

Potential for Trauma and the Need for Mental Health & Social and Emotional Learning (SEL) Supports

The entire FPS community has been affected by the COVID-19 pandemic and has experienced high levels of stress from the disruption of our daily lives. Many students and families are dealing with significant concerns about physical health, financial strain, and food and housing instability. We know the COVID-19 pandemic has created different types of traumatic experiences and high levels of stress for many staff, students, and families. It is important that schools recognize the potential for higher rates of certain adverse childhood experiences and/or stressors during school closures, which may put students at higher risk of trauma. It is also important to recognize the stigma and racism that may occur as a result of COVID-19 and its associated impact.

There is a growing body of research demonstrating that social and emotional learning (SEL) is critical to academic success. Prioritizing SEL is essential, not only because children need social and emotional support as they navigate the unprecedented challenges related to COVID-19, but SEL helps students access academic content through building essential skills like self-management, establishing social connections, and resilience.

It is well understood that students who do not feel safe, both physically and emotionally, will not be ready to learn at an optimal level. As a result, it will be necessary to prioritize adult and student wellbeing and emphasize establishing positive, safe, and supportive learning environments where both students and staff can thrive. Students will need additional supports that will help prepare them to refocus on the task of learning and being a productive member of our school community. It is important that schools and staff focus a substantial amount of time supporting students' return to school by engaging in age-appropriate social, emotional, and behavioral exercises to promote a sense of belonging and wellbeing. These supports will be essential for all students, whether they are engaging in learning through in-person, hybrid, or remote means.

The District will address student, family and staff needs through a multi-tiered system of support (MTSS) accessible across all learning models (in-person, hybrid and remote) to address academic, emotional, and behavioral health. Please see the [FPS MTSS Support Framework](#) for more detailed information on tiered supports for staff, students and families for in-person and remote learning models. These plans will be culturally sensitive, ensure equity of access, be mindful of the potential added trauma related to the pandemic, and be available to all students in each building.

District considerations in the development of this plan draw heavily on *School Reentry Considerations Supporting Student Social and Emotional Learning and Mental and*

Behavioral Health Amidst COVID-19 from American School Counselor Association and National Association of School Psychologists as well as best practices from other state and local school districts (including California Public Schools and Maryland Department of Education) and may include but will not be limited to:

Addressing Social Emotional Learning

- Facilitate evidence-based classroom lessons to address mindset and behavior standards (e.g., learning strategies, self-management skills, social skills). These can follow models that may already be in place in the building (e.g., restorative/community circles, advisory period, morning meeting, PBIS expectation lessons, Zones of Regulation and Second Step SEL lessons)
- Recognize the potential negative impact of an environment that still requires minimized social interactions, masks/face coverings and lack of shared manipulatives or toys to help de-stress
- Establish an intentional focus on social and emotional skill building, mental and behavioral health, personal safety and self-regulatory capacity, which likely regressed with a lack of social interactions
- Social and emotional learning curricula should be intentionally embedded into all content areas to promote [learning and life competencies](#) among students
- FPS is committed to ensuring SEL is fully integrated into every child's school experience and to helping educators learn about effective SEL practices. Educators will ensure SEL practices are fully integrated into all aspects of teaching and the school experience through the implementation of [3 Signature SEL Practices](#)
- Ensure SEL practices are integrated into instructional planning in both the in-person and remote learning platforms. We have compiled a list of [FPS SEL Resources](#) for educators, administrators, and families to help support students.
- Provide staff training on non-academic social emotional focused check-ins using a trauma-and resilience-informed lens in order to conduct routine check-ins ensuring that students in need of additional social, emotional and/or behavioral health needs are quickly identified
- Promote the use of transition and mindfulness activities that allow movement and brain breaks. As student movement throughout the school and recess activities may be restricted, there will not be as many opportunities for movement and physical activity during the school day

Relationships and Transitions

- Make concerted efforts to build the school community and establish staff/student relationships
- Establish back-to-school social events to allow peers and staff to re-connect (may be remote)
- Consider establishing year-long homerooms or advisory periods that create opportunities for students to check-in before engaging in the instructional day.
- Prioritize relationship and community building at the elementary level through structures like morning meetings

- Develop a long-term plan to bolster the process of welcoming students to school each day
- Anticipate significant fatigue and sleepiness, particularly among adolescents. Implement a more gradual re-introduction of academic rigor compared with previous years, with a shift in focus and expectations on social and emotional well-being, self-efficacy and adaptive skills
- Teach and reteach expectations and routines, and avoid punitive approaches when managing physical distancing requirements when possible. Consider refraining from introducing new academic content until routines are firmly re-established
- Provide students opportunities to voice concerns, challenges and needs

Mental Health Needs

- In addition to and/or in the absence of formal screenings, student support staff should establish regular informal check-ins with all students, especially in times of remote learning, to allow prevention services to continue and establish a system to determine how to provide effective intervention services as needed
- Establish a process to help identify and provide supports to students or staff perhaps at higher risk for significant stress or trauma from COVID-19
- Consider the impact of masks on the ability to read emotions and facial expressions, follow speech, participate in speech-related interventions, and generally participate and focus on academics. Consider additional impacts on English-language learners, students with disabilities, including those with physical disabilities or those who are deaf and hard of hearing
- Teach skills in validation, acknowledging everyone has/had a different experience from COVID-19, and not everyone in each school will be in the same place in recovery
- Facilitate classroom meetings in collaboration with a school-employed mental health professional to allow students to collectively process their experience. This may need to occur more than once during the first few weeks of reentry and may need to be repeated if additional school closures occur
- If attendance drops due to higher rates of school refusal or if attendance becomes optional due to medically fragile students or family members, have a system in place for student support staff to check in with students and families during the timeframe COVID-19 may still be a threat
- Acknowledge the potential loss experienced by students who cannot participate in various activities that contribute to their development and sense of self (e.g., sports, performances, traveling)
- FPS will continue to develop and leverage existing partnerships with community mental health providers and ensure that school-based systems are in place to allow for timely student and staff support referrals.
- Train staff in providing support through a trauma-informed lens, including *Psychological/Mental Health First Aid* to assess immediate needs and provide support; increase trauma knowledge and skills and cognitive behavioral strategies to manage uncertainty and anxiety

Addressing Physical and Psychological Safety

As students return to school in classrooms adapted to ensure physical distancing and safety protocols, the following considerations will be made to address student, family and staff physical and psychological safety:

The district will engage with staff and families and provide resources/activities to help students and families understand and feel comfortable with all relevant safety procedures, including:

- Review safety protocols and systems to ensure both physical and psychological safety, including physical distancing, mask usage, handwashing, etc.
- Clearly define expectations for mask usage, physical distancing, handwashing, and other hygiene procedures
- Develop systems to positively reinforce safety procedures/practices by utilizing schools' existing and new PBIS structures (expectation lessons, consequence continuum, positive reinforcement/acknowledgement systems)
- Address students' and/or families' varied understandings of physical distancing, handwashing, mask use, monitoring of symptoms/wellness and other safety measures by provide age-appropriate resources on COVID and related safety procedures
- Provide training to all staff to ensure they are well versed in all relevant safety and hygiene protocols and they feel comfortable returning to their schools

Discipline

FPS utilizes the Positive Behavior Intervention and Supports (PBIS) as its behavioral framework (grades Pre-K to 8) to address a range of social, emotional, and behavioral needs of students. PBIS is a research proven framework that aligns with the multi-tiered system of support that is being implemented in schools for academics. The PBIS approach uses proactive strategies to teach clearly defined behavioral expectations and provides targeted support for students in need of more social, emotional, or behavioral support through a data driven identification process.

Each school has an identified PBIS administrator, a PBIS coach, and a school based team. Schools have an established set of explicitly taught core values, an acknowledgement system to promote expected behaviors, a clear process to follow when students are not demonstrating those behaviors, and a database to log disciplinary infractions. PBIS works through a tiered system. Tier 1 implements general academic and behavior support to all students within the school, Tier 2 targets and implements supports for students who need more frequent social, emotional, and behavioral feedback or additional work on social, emotional, and behavioral skills. Tier 3 implements very specialized and individualized support for students with high-risk behavior and/or individualized social, emotional, and behavioral skills.

FPS is also currently working with the consulting firm *Engaging Schools* in a systematic process to assess, refine, and implement with integrity a revised district Code of Character Conduct and Support (CCCS) that is respectful, fair, restorative, accountable, and viable. FPS is engaging key stakeholders in a multi-step process to develop a student CCCS that provides equal access to a wide range of supports and interventions that promote positive behavior, help students develop self-discipline and social emotional efficacy, and enable students to improve and correct inappropriate, unacceptable and unskillful behaviors in a safe and caring environment. The goal is to develop a CCCS that adheres to a more restorative and positive approach to discipline and articulates a clear commitment to supporting our diverse students' social, emotional and academic growth and development.

- Utilize and expand upon the existing PBIS and behavioral structures to establish behavioral expectations, provide social emotional and behavioral supports and deliver consequences, when warranted
- Acknowledge students have had inconsistent behavior and academic expectations for the previous several months. Expectations and appropriate behavior should be explicitly and regularly retaught and consequences should be consistently applied and routinely reviewed for effectiveness and appropriateness
- Focus on positive and effective discipline practices within a multi-tiered system of supports
- Implement culturally responsive, restorative practices
- Avoid punitive discipline such as suspension or expulsion that forces the student to leave the school environment, except for the most severe cases that put other students or staff in danger

Extracurricular Activities and Athletics

Participation in extracurricular activities and athletics is an important part of the student experience. The District will make every effort to maintain as many programs as possible to provide opportunities for students to engage with each other and learn new skills through these activities. Careful consideration and planning will take place to provide programming that we feel we are able to offer that ensures the health and safety of all students and staff. Areas that need to be addressed before a program can be offered include staffing and supervision, transportation, attendance, any necessary accommodations (particularly in the case of athletics and the performing arts), and scheduling. All before and after school programming will follow the same physical distancing and personal hygiene protocols that exist during the school day.

School Personnel

Staff Rights and Responsibilities

The Framingham Public Schools has developed a [Staff Plan for COVID-19 for Fall 2020](#) that outlines the rights and responsibilities of staff as it relates to maintaining the health and safety of our students and employees during this pandemic. All staff members are required to participate in a mandatory virtual training and sign off on a checklist to ensure all staff members understand the steps they must take to do their part in minimizing the spread of COVID-19. Managers and supervisors must follow these same requirements and have additional responsibilities to monitor compliance with social distancing, cleaning, and hygiene protocols as well as communication in the event of a confirmed positive case of COVID-19 in their school.

The District's [Staff Plan for COVID-19 for Fall 2020](#) also addresses special considerations including individuals with a disability, vulnerable individuals, pregnant employees, lactating employees, mental illness and employee fears.

Professional Development

It is essential that the District provides high quality, targeted professional development that is intentionally designed to address the most urgent needs of our staff and students in the current climate. Professional development and training for staff will be planned around the following themes:

- Training for the Return to School during COVID-19
- Virtual Learning (Technology Applications)
- [Social Emotional Learning/Safe and Supportive Classrooms](#)
- Racial Equity, Anti Racism, and Culturally Responsive Practices Training

Support for New Staff

Providing the proper training and support for new staff members is more important than ever. The District will continue to provide mentors for new staff, including new administrators. While the District will still provide an orientation for new staff as usual in August, the format may need to be modified due to social distancing requirements in effect at that time. Monthly new staff meetings will be updated as necessary to match the needs of participants with an understanding that some meetings may need to focus on issues specific to changes due to COVID-19.

Remote Learning Teacher Expectations

Regardless of the learning model, our goal is to support all students with high quality instruction for the equivalent of a full school day provided by our FPS staff. Whether learning is taught in person or through virtual means, the expectation is that learning will occur in real-time to the greatest extent possible. When learning is delivered remotely, educators will use live video conferencing to deliver their lessons, and students will be expected to participate at designated times, similar to how classes are scheduled at brick and mortar schools. Attendance for all virtual sessions will be taken and reported

so schools have an accurate record of how well students are able to access curriculum during remote learning. Just as teachers communicate with families, counselors, and administrators when they have concerns about a student's performance, effort, attendance, participation, or social emotional needs during in-person instruction, it is essential that teachers continue to communicate to appropriate stakeholders when learning is partially or fully remote. It is the expectation of the District that teachers will notify families prior to the end of the grading period if the student will be receiving a failing grade.

Teacher Absences and the Use of Substitutes

An employee who exhibits symptoms of COVID-19 must stay home or they will be sent home if such symptoms onset at work. As with all teacher absences, class coverage must be provided or alternative means of supervision must be arranged. This is the responsibility of the building principal.

Daily substitute teachers who travel between school buildings, and possibly between school districts, create additional challenges in our current environment. The District will look at opportunities to minimize the use of daily substitute teachers by hiring permanent substitute teachers that report to the same school every day. In a hybrid model, paraprofessionals will be used when feasible. Building principals will schedule classroom coverage to maximize the use of permanent substitutes, and look at opportunities to monitor larger groups of students in areas of the school that can accommodate this need while maintaining physical distancing (e.g. cafeteria).

Communication

Communication Plan

The District is committed to ensuring all students, families, and staff are fully informed of the decisions and practices in place at our schools. Families play an essential role in the education of their children including whether students, ultimately, attend in-person instruction or learn in a remote setting. Only through frequent communication can we build and maintain the trust necessary for families to feel safe sending their students to school and for our staff to feel prepared to come to work. All direct family communication will continue to be translated into Spanish and Portuguese so that all families can engage with their school and support their student's education. The District communication plan includes the following:

Website Copy & FAQs

Establish webpage(s) on the District website to serve as a hub of information for reopening schools. It will include contact information, next steps and opportunities for families/staff to learn more in real-time, protocols, and a series of answers to FAQs that will expand and change. There will be continuous updates that include, but are not limited to:

- Instructional Models (Remote, Hybrid, In-Person)
- Transportation
- PPE Policies
- Cleaning Protocol
- Food Services

Two-Way Communication Opportunities

Surveys

The District will continue to distribute surveys, as needed, to gather information and sentiments from FPS families and staff members. FPS will seek to understand concerns, intentions, and collect feedback on the District's reopening plans. Surveys will be posted on the website, on social media, and shared directly via email.

FPS Community Q&A Sessions

The District will hold live, virtual events via Zoom for the FPS Community. These events will provide a brief introduction and ongoing updates to the District's reopening plans and allow attendees to ask questions and provide feedback. They will also be made accessible in Spanish and Portuguese through real-time interpretation.

Direct Communication via Email / Call / Text

Framingham Public Schools will provide ongoing communication to families and staff via email, call, and/or text, with updates on the District's planning process and specific plans as information becomes available, as well as any pertinent

information provided by State and Local agencies. Staff and Family communication may include, but will not be limited to:

- Updates regarding the Back-to-School planning process
- Information on the various elements of the Back-to-School Plan, including notification if/when updates are made
- Specific updates regarding operations, athletics, arts, extra curricular activities, community engagement, and/or out of school time programs
- Updates to protocols (for example, anything job-related, the maintenance of buildings and grounds, or student expectations)
- Communication related to classroom, school-based, or District-wide impact associated with COVID-19 cases.
- Opportunities for viable Family-Student-School Engagement during any of the instructional models (Remote, Hybrid, or In-Person)

Social Media

FPS will create and post social media content containing copy, images, and/or videos that provide information to the community about the District's plans to reopen schools in the fall.

- Posts will mirror website updates and direct communication as listed above.
- Posts will increase with frequency as updates are made.
- Posts should be created to drive to communication, surveys, video updates, website updates, fact sheets, etc.

Media Relations

In an effort to maximize visibility of the Back to School Plan, press releases will be created and shared with an established media list and posted to the District website.

Regular press conferences for news media will be scheduled to hear from the Superintendent directly and to ask questions in a designated time slot.

Family Engagement⁶

The District takes its partnership with families very seriously. To strengthen this partnership, the District will:

- Make a strong effort to collect and store updated parent/guardian/student/staff contact information that ensures they receive communication where they want it

⁶ Conolly, Christina, Amanda Fitzgerald, and Eric Rossen. "School Reentry Considerations: Supporting Student Social Emotional Learning (SEL) and Mental Behavioral Health (MBH) Amidst COVID-19." *American School Counselor Association*, 2020, [https://www.nasponline.org/resources-and-publications/resources-and-podcasts/covid-19-resource-center/webinar-series/school-reentry-considerations-supporting-student-social-emotional-learning-\(sel\)-and-mental-behavioral-health-\(mbh\)-amidst-covid-19](https://www.nasponline.org/resources-and-publications/resources-and-podcasts/covid-19-resource-center/webinar-series/school-reentry-considerations-supporting-student-social-emotional-learning-(sel)-and-mental-behavioral-health-(mbh)-amidst-covid-19).

- Ensure all written and oral communications are available in easily accessible formats and multiple languages
- Engage families to get a better understanding of their concerns regarding student needs and ways to collaborate to support a successful reentry plan
- Whenever feasible, provide activities to help families feel comfortable sending their children back to school
- Provide support for families in accessing instructional software and assistance with the use of technology
- Leverage existing partnerships with parent teacher organizations, parent advisory councils, Adult ESL, community partners, and school and District leaders to create school-family engagement opportunities through virtual means or in-person when proper social distancing measures can be followed

Communication Plan in the Event of Confirmed COVID-19 Case in School

If a student or staff member tests positive for COVID-19, the school will conduct contact tracing to identify any other members of the school community who may have come in close contact with the individual. According to the Department of Public Health, close contact is defined as (a) being within less than 6 feet of COVID-19 case for at least 10-15 minutes. Close contact can occur while caring for, living with, visiting, or sharing a healthcare waiting area or room with a COVID-19 case while the case was symptomatic or within the 48 hours before symptom onset; or (b) having direct contact with infectious secretions of a COVID-19 case (e.g., being coughed on) while not wearing recommended personal protective equipment. As a result, unless meeting the above criteria, the following examples **are not considered** exposure: walking through a public area or being in a building where an infected individual with a confirmed COVID-19 diagnosis has been, or attending the same event, such as a large group gathering, that an infected individual also attended.

In school settings, close contacts include other students and staff who were within 6 feet of the student or staff for at least 10-15 minutes in a classroom, in other school spaces, on the bus, or at an extracurricular activity. In elementary and other school situations where the students are in self-contained classrooms for an extended period, all students/staff within this cohort are considered close contacts as they may have been within 6 feet of the person with a positive test result.

The families of all students in the affected school will be notified. Furthermore, all named close contacts will also be contacted by the school. Due to privacy laws, the District will not name the individual who has tested positive.

Each school and the District will identify a COVID-19 point person. The name and contact information for this person shall be shared with all families and posted to the school's website. This person will be responsible for sharing information with families if or when an exposure occurs.

Student-Family-School Connection During Remote Learning

The District is committed to ensuring teachers and administrators regularly communicate with students' parents and guardians, including providing interpretation and translation services to limited English proficient parents and guardians.

Principals, Teachers, and Support Staff will have access to a variety of tools including Blackboard (mass notifications), Smore (newsletters), Remind (two-way communication app for parents and/or students) - all of which allow for ongoing communication to families and staff via push notifications, email, call, and/or text. Accessibility and message translation is a priority for all family communication. In addition to completing the outreach to families, teachers must log communication with families, for example, within the District's Student Information System, to ease coordination, particularly in a virtual environment, with admin and support staff.

School-based Staff and Family communication may include, but will not be limited to:

- Updates regarding specific school-based procedures
- Classroom, Grade-level, Team, and/or School-based updates associated with all instructional models (Remote, Hybrid, In-Person)
- Information and feedback on student attendance, engagement, participation for parents, including advanced notice of any failing grades
- Updates regarding athletics, arts, extra curricular activities, community engagement, and/or out of school time programs
- Communication related to classroom or school-based impact associated with COVID-19 cases
- Opportunities for viable Family-Student-School Engagement during any of the instructional models (Remote, Hybrid, or In-Person)
- Direct and personal outreach to families that will help establish and/or continue to improve family engagement

Below are the various communication tools used by staff members at the District and School levels.

Tool	Purpose	Audience	Creator / Sender
Website	District and School Communication	Parents/Students, Staff, Community	Media & Communications Manager
Blackboard Connect (current)	Robocalls, Emails, Text	Parents	COVID-19 Point Person or Media & Communications Manager
Blackboard Connect (coming soon)	Robocalls, Emails, Text	Parents and Students	COVID-19 Point Person or Media & Communications Manager
Smore	One-way communication	Parents, Students, Staff,	Any FPS Employee

	(Newsletters)	Community	
Remind	Two-way communication platform via text / app	Teachers ↔ Students (Middle and High School) Teachers ↔ Parents (District-wide)	FPS Employee (Teacher / Support Staff / OST Coordinator / Administrator)
Zoom Webinars (with Facebook Live execution for broader reach)	One or few to many; up to 3,000 attendees in view/listen/chat mode; live interpretation functionality	Parents, Community, Staff, Media	Superintendent / Media & Communications Manager
Google Meet	Private video meeting where all attendees are seen and heard.	Staff, Students	FPS Employee (Teacher / Administrator)
WhatsApp	Two-way communication and group communication	Parents	FPS Employee (Administrator: Managed by the Multilingual Education Department)
Social Media (Facebook, Twitter, Instagram, YouTube)	Public-facing two-way communication	Parents, Students, Staff, Community	Designated school and district representatives, Media & Communications Manager, Superintendent

District Calendar

The 2020-2021 calendar as approved by the School Committee in February, 2020 pre-COVID is now out of date. This calendar will be modified in the weeks ahead to increase professional development days by reducing the number of school days for this year in accordance with DESE guidance. Additionally, the first day of school for remote learning is tentatively scheduled for Tuesday September 8th. Such proposed changes are pending DESE guidance and School Committee approval.

2020 - 2021 Framingham Public Schools District Calendar

Other Major Religious & Cultural Holidays

Sept. 18-20: Rosh Hashanah
 Sept. 27-28: Yom Kippur
 Nov. 14: Diwali begins
 Nov. 26: Thanksgiving
 Dec. 10-18: Hanukkah
 Dec. 25: Christmas
 Dec. 26-Jan. 1: Kwanzaa
 Jan. 6: Three Kings Day
 Feb. 12: Lunar New Year
 Mar. 27-Apr. 3: Passover
 Apr. 4: Easter
 Apr. 12: Ramadan begins
 Apr. 22: Earth Day
 May 2: Orthodox Easter
 May 9: Mother's Day
 May 12-13: Eid al-Fitr
 June 20: Father's Day

Legend

PD: Professional Development
 PC: Parent Conferences
 P: BLOCKS Preschool
 E: Elementary Schools
 M: Middle Schools
 H: High School
 X No School
 ★ First Day
 ■ Early Release
 □ Half-Day
 → Last Day
 ▲ No Homework (HW)
 ● Indicates Unique Event

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Extenuating circumstances and/or inclement weather may necessitate changes to the calendar during the year.

AUGUST / SEPTEMBER 2020

S	M	T	W	Th	F	S
	●	●	★	★▲		
	31	1	2	3	4	5
6	X	★	9	10	11	12
	7	8				
13	14	15	16	17	18	19
20	21	22	23	24	25	26
	X					
27	28	29	30			

Aug. 31 - PD Day for Teachers and Staff
 Sept. 1 - Convocation & Teacher Work Day AND Grade 9 Orientation
 Sept. 2 - First Day of School: Grades 1-12
 Sept. 3 - First Day of Kindergarten / No HW
 Sept. 7 - No School: Labor Day
 Sept. 8 - First Day of BLOCKS
 Sept. 18 - Early Release: E, M, H (Rosh Hashanah)
 Sept. 28 - No School: Yom Kippur (13 Days)

OCTOBER 2020

S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	X	10
	X			15	16	17
18	19	20	21	22	23	24
				29	30	31

Oct. 9 - No School: P, E, M, H (PD)
 Oct. 12 - No School: Columbus Day / Indigenous Peoples' Day
 Oct. 15 - Early Release: E (PC)
 Oct. 22 - Early Release: E (PC), M (PD)
 Oct. 29 - Early Release: E (PC), M (PD) (20 Days)

NOVEMBER 2020

S	M	T	W	Th	F	S
1	2	X	4	▲	6	7
		3		5		
8	9	10	X	12	13	14
			11			
15	16	17	18	19	20	21
			25	X	X	
22	23	24	26	27	28	
29	30					

Nov. 3 - No School: P, E, M, H (PD)
 Nov. 5 - Early Release: E (PC) / No HW
 Nov. 11 - No School: Veterans Day
 Nov. 25 - Half-Day: E, M, H / No School: P
 Nov. 26 - 27 - No School: Thanksgiving Recess (17 Days)

DECEMBER 2020

S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
				24	25	26
20	21	22	23	24	25	26
	X	X	X	X	X	
27	28	29	30	31		

Dec. 3 - Early Release: E, M, H (PD)
 Dec. 24 - 31 - No School: Winter Recess (17 Days)

JANUARY 2021

S	M	T	W	Th	F	S
					X	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
	X			21	22	23
17	18	19	20	21	22	23
24	25	26	27	▲	29	30

Jan. 1 - No School: New Years Day
 Jan. 18 - No School: MLK Jr. Day
 Jan. 28 - No HW (19 Days)

FEBRUARY 2021

S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
	X	X	X	X	X	
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

Feb. 15 - No School: Presidents' Day
 Feb. 16-19 - February Recess (15 Days)

MARCH 2021

S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	X	13
				12		
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

Mar. 11 - Early Release: E, M (PD)
 Mar. 12 - No School: P, E, M, H (FTA PD Day) (12 Days)

APRIL 2021

S	M	T	W	Th	F	S
				1	X	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
	X	X	X	X	X	
18	19	20	21	22	23	24
				29	30	

Apr. 2 - No School: Good Friday
 Apr. 19 - Patriots' Day
 Apr. 20 - 23 - No School: Spring Recess
 Apr. 29 - Early Release: E (PC), M (PD) / No HW (26 Days)

MAY 2021

S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
				20	21	22
16	17	18	19	20	21	22
23	24	X	25	26	27	28
29						

May 6 - Early Release: E (PC)
 May 13 - Early Release: E (PC)
 May 20 - Early Release: E, M (PD)
 May 27 - Early Release: E (PC)
 May 31 - No School: Memorial Day (20 Days)

JUNE 2021

S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
	X					
20	21	22	23	24	25	26
27	28	29	30			

Jun. 1 - No Kindergarten (Incoming K Orientation)
 Jun. 6 - FHS Graduation (Estimated)
 Jun. 21 - 180th Day (No Snow Days)
 Jun. 28 - 185th Day (Includes 5 Snow Days) (15 - 20 Days)
 (Each snow day incurred adds a day at the end of the year. School will be held on the 22nd - 28th of June if needed.)

Resources

- “3 Signature Practices Playbook.” *The Collaborative for Academic, Social, and Emotional Learning*, 9 August 2020, <https://casel.org/sel-3-signature-practices/>.
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