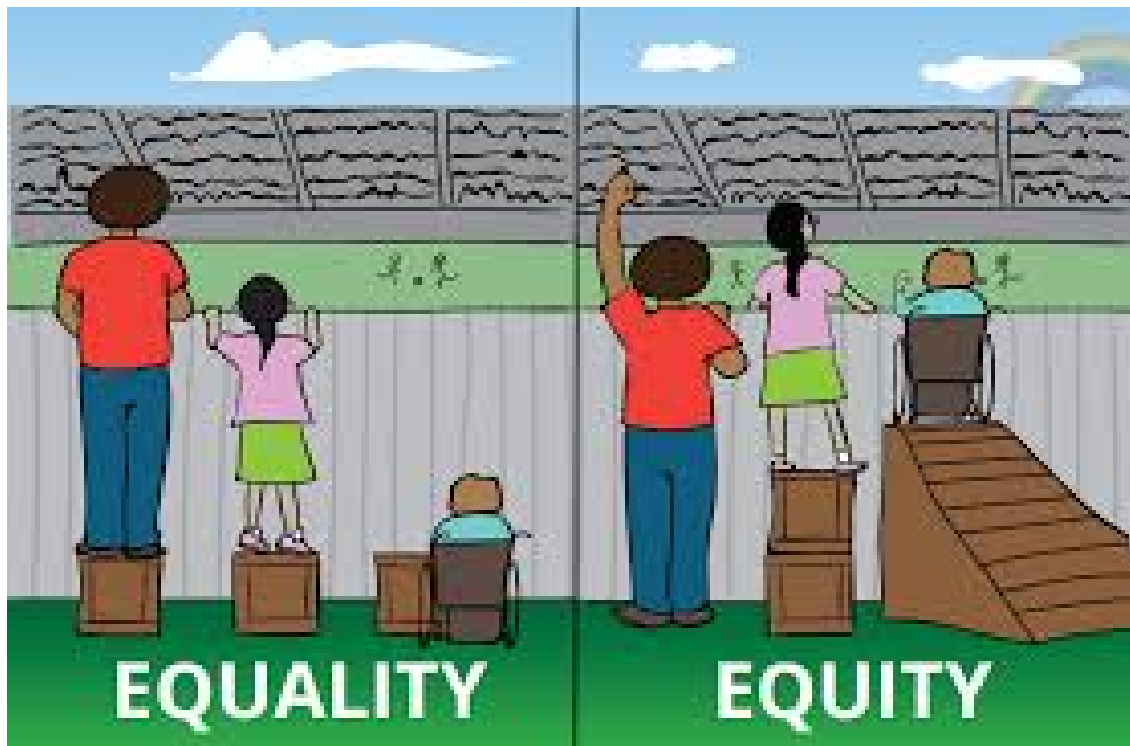


HOLLISTON **Public Schools**

Plan de reapertura de otoño 2020-21

con un enfoque en:



<https://e7q5u8c3.stackpathcdn.com/wp-content/uploads/2020/03/Screen-Shot-2020-03-18-at-10.43.47-AM.png>

Presentado y redactado por la Dra. Susan E. Kustka

Superintendente interina

y el equipo de administración de HPS

Este plan está destinado a proporcionar un continuo flexible y adaptable de programas educativos y planes operativos enfocados en mitigar el riesgo de Covid-19, al tiempo que proporciona un retorno seguro a la escuela para estudiantes y personal.

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APOYO DE ESCUELAS PÚBLICAS Holliston**Reapertura de propuestas****MENSAJE DEL SUPERINTENDENTE PROVISIONAL**

3 de agosto de 2020

Estimada comunidad escolar de Holliston:

Al recordar los eventos del mes pasado En Massachusetts, Estados Unidos y el mundo en general, nadie podría haber predicho los cambios que se han producido en la educación pública PreK-12 como resultado de Covid - 19. Antes de la primavera pasada, la educación seguía un modelo típico de instrucción Todos los alumnos. Sin embargo, ahora todos los distritos escolares continúan enfrentando grandes incertidumbres sobre cómo será la reapertura de las escuelas este próximo otoño.

El 25 de ^{junio}, el Departamento de Educación Primaria y Secundaria (DESE MA) Massachusetts liberado está [“caída reapertura de orientación.”](#) Esta guía fue desarrollada en colaboración con los médicos, pediatras y expertos en salud pública del estado de Massachusetts del Brigham Health System de Massachusetts y el capítulo de Massachusetts de la Academia Estadounidense de Pediatría. También incluyó una revisión exhaustiva de las pautas de los Centros para el Control de Enfermedades (CDC) y la Organización Mundial de la Salud (OMS), así como literatura médica disponible sobre Covid-9 relacionada con niños y entornos escolares. La guía proporciona a los distritos recomendaciones que requieren que el personal y los estudiantes mantengan un distanciamiento social / físico de un mínimo de tres pies con la distancia ideal de seis pies. Sin embargo, una guía más reciente solo se refiere al distanciamiento de seis pies en los protocolos de seguridad. Requiere que todo el personal y los estudiantes (grados 2-12) usen máscaras que cubran la nariz y la boca. En los niveles de secundaria y preparatoria, se recomienda encarecidamente minimizar la interacción y el movimiento de los estudiantes durante el día, y lo recomienda para otros niveles. Esta guía

sigue el fuerte deseo del Gobernador y el Comisionado de regresar a tantos estudiantes como sea posible al aprendizaje en persona este otoño.

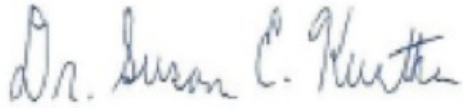
La orientación médica se basó en estudios que fueron principalmente de países fuera de los Estados Unidos. Esta información puede ser preocupante para algunos, ya que reconocemos que continuamente surgen nuevos datos médicos sobre quién y cómo se propaga este virus. Sin embargo, los residentes en este estado han hecho su parte al usar máscaras faciales y al practicar el distanciamiento social y los números van en una dirección positiva. Todo esto ha sucedido con las escuelas que no están en sesión y con todos nuestros estudiantes y personal en casa y no en las aulas. Las incertidumbres acerca de este virus permanecen como se ha reconocido con el modelo gradual que Massachusetts ha empleado para reabrir nuestro estado de manera lenta pero segura con pautas estrictas adjuntas a cada fase y con tiempo incorporado para revisar los datos médicos actuales.

Los principios rectores que MA DESE ha proporcionado a los distritos son directos, explícitos y directos. Sin embargo, las escuelas son organizaciones multifacéticas con una mirada de complejidades que deben interactuar para funcionar sin problemas y de manera segura y eficiente a fin de proporcionar la cultura adecuada donde la enseñanza y el aprendizaje puedan ocurrir. La pandemia ha cambiado esa cultura y ha llevado a todos a repensar cómo brindamos un entorno seguro y saludable para todos.

Con ese fin, la Comunidad de Escuelas Públicas de Holliston ha estado trabajando desde finales de junio para desarrollar un plan de aprendizaje que trate de acomodar mejor los deseos y necesidades de los padres y educadores para regresar al aprendizaje en persona. Continuamos teniendo en cuenta toda la información médica y educativa que sigue estando disponible. También reconocemos que en cualquier momento, nuestra comunidad y el estado podrían ver un resurgimiento del virus. El "Plan de reapertura de las escuelas públicas de Holliston" es un plan que tiene en cuenta tantas de las variables que se conocen actualmente, pero proporciona flexibilidad para adaptarse y cambiar a corto plazo en caso de que ocurra un resurgimiento. Además, modela un enfoque gradual en el que volveremos a evaluar los nuevos datos médicos a medida que surjan y los reajustemos en el camino. Este plan se está redactando sobre la información que tenemos hasta la fecha, y está sujeto a cambios, en función de nueva información.

Estamos forjando un territorio inexplorado, y tendremos que seguir repensando y revisando nuestros planes, mientras tratamos de proporcionar un ambiente de aprendizaje seguro y efectivo para que nuestros estudiantes de las Escuelas Públicas de Holliston regresen en el otoño.

Sinceramente,



Dra. Susan Kustka

AGRADECIMIENTOS: *Gracias a la Dra. Julie Hackett de las Escuelas Públicas de Lexington, a la Dra. Laurie Hunter de las Escuelas Públicas de Concord / Distrito Regional de Concord Carlisle y al Dr. Peter Light del Distrito Escolar Regional de Acton Boxborough por proporcionar un marco que pudimos adaptarnos a las necesidades de las Escuelas Públicas de Holliston.*

VISIÓN Y PROCESO DE PLANIFICACIÓN

Visión y principios rectores

Nuestro objetivo durante todo el proceso de planificación ha sido construir creativamente un plan que brinde la mayor oportunidad para el aprendizaje de los estudiantes y el crecimiento social y emocional, al tiempo que protege y nutre el bienestar físico y social y emocional de los estudiantes y el personal. Esto incluye trabajar para hacer una transición segura de tantos estudiantes como sea posible en las Escuelas Públicas de Holliston (HPS) al aprendizaje en persona bajo la creencia de que el aprendizaje en persona, cuando se puede lograr de manera segura, es el mejor ambiente de aprendizaje para nuestros estudiantes y el personal. Esto es consistente con las metas establecidas por el Departamento de Educación Primaria y Secundaria de Massachusetts (DESE) y los deseos de la mayoría de los padres / tutores en nuestra comunidad.

Con esto en mente, al principio de nuestro proceso de planificación, nos comprometimos con los siguientes principios: La

- **seguridad y la salud** son primordiales. Queremos ser lo más creativos posible en nuestro objetivo de traer a los estudiantes de regreso a nuestros edificios escolares de manera segura, pero nos negamos a poner en peligro la seguridad y el bienestar de nuestros estudiantes y el personal.
- Hemos trabajado para **aceptar el desafío** que tenemos ante nosotros y **modelar el pensamiento innovador** durante este tiempo extraordinario para explorar numerosas

posibilidades y factores. Al hacerlo, apuntamos a construir un plan que creemos que tiene el mayor potencial de impacto positivo.

- Apuntamos a crear **flexibles** planes que permitan **potenciales oportunidades para cambiar que cambian** entre modelos a medida las condiciones de salud en la región y en respuesta a nuestra evaluación continua del bienestar y progreso de los estudiantes y el bienestar y la efectividad del personal.
- Si bien somos ambiciosos y reconocemos los desafíos que enfrentan todos, nuestro objetivo era mantener los planes lo más **realistas** posible para todos los interesados: estudiantes, familias, personal y comunidad; y esperamos **continuar evaluando y ajustando** durante todo el año según sea necesario y capaz.
- Apuntaremos a crear un **ambiente cálido y acogedor** en nuestras escuelas que priorice las conexiones con y entre los estudiantes y el personal.
- Tenemos la intención de utilizar este año extraordinario para **apoyar nuestras prioridades centrales** de enseñanza y aprendizaje innovadores, bienestar social y emocional de los estudiantes y el personal, enseñar a todos los estudiantes y la comunicación al tiempo que aumenta nuestro compromiso con la equidad y la justicia social.
- **La equidad** permanecerá en el centro de nuestro trabajo mientras planificamos para los estudiantes.
- Haremos todo lo posible para **comunicarnos** regularmente con los estudiantes, el personal y las familias para informar, solicitar **comentarios** y fomentar la comunidad y la confianza.

PROCESO DE PLANIFICACIÓN

En junio de 2020, el proceso de planificación comenzó en relación con el año escolar 2020-2021. Los administradores del distrito comenzaron a reunirse dos veces por semana para discutir los planes de reapertura y organizar un proceso para el proceso de planificación, mientras colaboran ampliamente con colegas en la región. A mediados de junio, los grupos basados en la construcción comenzaron a reunirse semanalmente. Cada edificio tenía grupos de trabajo de 25 a 35 miembros del personal junto con 15 estudiantes que participaron en el trabajo de nivel secundario. Se alentó a los líderes sindicales a participar junto con el personal de diversos roles en toda la escuela, incluidos, entre otros, maestros generales en todas las materias, educadores especiales, especialistas en currículos y líderes de departamento, paraprofesionales, enfermeras, tutores, etc. Estos grupos de nivel escolar se dividieron en grupos de trabajo más pequeños en áreas relacionadas con estructuras y horarios escolares, enseñanza y aprendizaje, salud y seguridad, apoyo a los estudiantes y bienestar social y emocional, y educación especial y poblaciones especiales. Mientras esperaban las directivas

oficiales de reapertura del estado, inicialmente estos grupos basados en la construcción se enfocaron en reflexionar sobre las lecciones aprendidas del aprendizaje remoto en la primavera y en discutir temas relacionados con el modelo híbrido, ya que era el más complicado y, en ese momento, parecía el más probable.

El 25 de junio, cuando se dio a conocer la orientación inicial del estado, el Comisionado de Educación instó a los distritos a considerar la posibilidad de un retorno completo de todos los estudiantes con distancia física de 3 pies. Sobre la base de este impulso del Comisionado, a medida que el estado se hundió en los casos COVID, durante varias semanas a principios de julio, Holliston, junto con los distritos escolares de toda la región, exploró la posibilidad de traer a todos los estudiantes de vuelta con un distanciamiento de 3 pies mediante la viabilidad estudios y examen de estructuras de personal. Sin embargo, en la tercera semana de julio, cuando los números de COVID comenzaron a aumentar, el Comisionado había suavizado su postura sobre el distanciamiento de 3 pies y el Proyecto Parabola, una asociación entre Ariadne Lab, un centro conjunto para la innovación de sistemas de salud en el Hospital Brigham & Women's y Harvard TH Chan School of Public Health and the Learning Accelerator, una organización nacional sin fines de lucro de educación primaria y secundaria, lanzó públicamente su [Guía de preparación para la reapertura de escuelas](#). En este punto, los líderes del distrito en todo el estado volvieron a las pautas de distancia de 6 pies y las opciones híbridas que incluían componentes en persona y remotos.

En medio de estos cambios dramáticos y algo frustrantes en la orientación y planificación, se formaron a principios de julio cinco subcomités distritales, que incluían administradores y representantes de padres y maestros, para profundizar en las siguientes áreas: enseñanza y aprendizaje; Apoyo estudiantil y salud y seguridad; Educación Especial, 504s, y Estudiantes del Idioma Inglés; Instalaciones, operaciones y transporte; y personal y personal. El trabajo de estos subcomités de distrito fue ampliamente informado por el trabajo a nivel de edificio.

La información de los comités basados en el edificio y los del subcomité distrito enumerados a continuación, junto con encuestas y comunicaciones informales del personal y los padres / tutores y las consideraciones, se utilizaron para informar la redacción de este documento real. El equipo de administradores del distrito y del edificio comenzó a redactar el borrador del documento del plan el 28 de julio en nuestro retiro de administradores, utilizando la gran cantidad de información y aportes recopilados a través de todas estas fuentes.

Subcomité de Planificación del Distrito Rosters

Enseñanza y Aprendizaje	Ed Especial, 504, ELs
--------------------------------	------------------------------

Peter Botelho	Superintendente Asistente	Kelly Camp	District SSD
Dan MacLeod	Director de Tecnología	Kim Condon	HHS SSA
Karen Archambault	HHS AP	Nicole Murray	RAMS SSA
David Jordan	RAMS Directora	Miller SSA	Miller SSA
Erica Linares	Miller AP	Carol DiCrutalo	Placentino SSA
Jaime Slaney	Placentino Directora	Mary Perry	Placentino, ECC
Hilary Bresnahan	Madre	Cindy Burrow	Madre Padre
Brook Doire	Maestra	Leslie Diamandis	Miller / Placentino Maestra
Apoyo estudiantil e instalaciones de salud / seguridad		, operaciones y transporte	
Lynne Bowler	Enfermera del distrito	Keith Buday	Gerente comercial
Chris Cook	HHS AP	Nicole Bottomley	Directora de HHS
Jess Beattie	RAMS AP	David Jordan	RAMS Directora
Jen Olsen	RAMS Enfermera	Dave Keim	Miller Directora
Cheryl Lassey	Placentino AP	Cheryl Lassey	Placentino AP
Catherine Harkin	Placentino Enfermera	Amanda Rivera	Maestra de HHS
Brielle Chadsey	Miller Maestra / Consejera	Tina Hein	Padre
Tereza Rodrigues	H Enfermera de HS		
Deborah Kemmerer	padres		
Personal dey personal			
Susan Kustka	Superintendente interina	Dave Keim	Miller Directora
Nicole Bottomley	Directora de HHS	Jaime Slaney	Placentino Directora
Jess Beattie	RAMS AP	Kimberly Collins	Padres
Jaime Cutone	RAMS / Representante de maestros de distrito		

Padres / tutores y encuestas de personal

Como parte crítica de la proceso de planificación, además de varias encuestas escolares realizadas durante el aprendizaje remoto en la primavera, el distrito realizó varias encuestas de padres / tutores y personal. Estas encuestas incluyeron:

- 18 de junio Encuesta de reflexión de aprendizaje remoto para padres / tutores de fin de año HPSEncuesta
- 14 de julio breve de reapertura de padres / tutores, parte 1
- 14 de julio Encuesta inicial del personal (desarrollada en colaboración con HFT)
- 24 de julio Encuesta de reapertura de padres / tutores, parte 2
- 27 de julio Encuesta de reapertura de otoño del personal (educadores) Parte 2

Otras consideraciones

Nuestro proceso de planificación incluyó un examen de múltiples escenarios. Al construir los modelos que determinamos que son los mejores para comenzar el año, consideramos una variedad de factores que incluyen: factores de

- salud y seguridad asociados con cada modelo, así como datos relevantes de salud pública;
- Implicaciones de aprendizaje asociadas con cada modelo, incluida la investigación del campo, la comprensión del desarrollo infantil y la reflexión y las lecciones aprendidas de la primavera;
- Implicaciones relacionadas para la enseñanza y la salud y el bienestar de nuestro personal asociado con cada modelo;
- Implicaciones para las familias y su capacidad para mantener a sus hijos durante este tiempo extraordinario;
- Oportunidades y limitaciones de nuestras estructuras físicas de construcción (por ejemplo, número de aulas, tamaños de aulas, etc.); y
- Consideraciones financieras y de recursos humanos, incluido el transporte y la capacidad de financiar y contratar personal adicional según sea necesario en varios modelos.

La tabla a continuación ayuda a delinear el cronograma de nuestro proceso de planificación de reapertura junto con los numerosos documentos de orientación que el estado publicó en junio y julio.

Escuelas Públicas de Holliston Reapertura del Distrito Cronología de la

fecha Fecha	Tema
Junio 2020	Grupos de planificación voluntarios basados en la escuela se reúnen para explorar cuestiones de la escuela
el 18 de junio de 2020	Encuesta de reflexión sobreaprendizaje remoto de fin de año de HPS
el 25 de junio de 2020	DESE publicó la guía inicial de reapertura de otoño • Dirigido a completar un estudio de factibilidad para la reapertura total • Considere un distanciamiento físico de 3 pies, pero “apunte a 6 pies donde sea factible”. • Vea a continuación varias guías adicionales que resultaron en cambios adicionales
. 6 de julio de 2020	Subcomités de distrito establecidos bajo cinco encabezados: Apoyo estudiantil; Ed especial / ELL; Enseñanza y aprendizaje; Personal y personal; Instalaciones y operaciones.
9 de julio de 2020	DESE lanzó Orientación de educación especial
14 de julio de 2020	Encuesta breve para padres / tutores Parte 1 enviada a las familias (resultados)
15 de julio de 2020	DESE publicó parámetros para la presentación del plan en dos pasos • 31 de julio - Presentación preliminar del resumen del plan • 10 de agosto - Presentación integral del resumen del plan
17 de julio 2020	Desarrollada encuesta del personal en colaboración con HFT enviado al personal
el 17 de julio de 2020	DESE lanzó protocolos para responder a los escenarios COVID-19
13 de julio de 2020 - 23 de julio de 2020 Los	cinco subcomités de distrito se reúnen incluyendo un representante de maestros, un representante de padres, un facilitador de la oficina central y un administrador de cada nivel en cada tema
22 de julio de 2020	DESE lanzó Pautas de transporte e instalaciones y pautas operativas
24 de julio de 2020	El Comité de Planificación del Distrito se reúne para resumir el trabajo
24 de julio de 2020	Parte 1 encuesta Resultados de la compartidos con el personal / los padres; Parte 2 Encuestas al personal y a los padres / tutores
24 de julio de 2020	DESE publicó la Guía de Artes y Educación Física

24 de julio de 2020	The Parabola Project , una asociación entre Ariadne Lab, un centro conjunto para la innovación de sistemas de salud en el Hospital Brigham & Women's y Harvard TH La Escuela de Salud Pública de Chan y el Acelerador de Aprendizaje, una organización nacional sin fines de lucro de educación primaria y secundaria, publicaron públicamente su Guía de preparación para la reapertura de escuelas .
27 de julio de 2020	DESE lanzó un acuerdo de trabajo con los sindicatos estatales durante 10 días de capacitación adicionales para el personal antes del inicio del año escolar
28 de julio de 2020 - 29 de julio de 2020	Desarrollar un PROYECTO de plan de reapertura con el equipo administrativo
31 de julio de 2020	Presentación del plan provisional del distrito para DESE
3 de agosto de 2020	Se reúne el Comité de Planificación del Distrito Completo para revisar el borrador de la propuesta
el 3 de agosto de 2020	7:00 pm Propuesta preliminar presentada al Comité Escolar y discusión
4 de agosto de 2020	7:00 pm Foro de preguntas y respuestas
del personal 5 de agosto de 2020	5:00 pm Foro de Preguntas y Respuestas para Padres
5 de agosto de 2020	6:00 pm Discusión / Comentarios del SC
4 de agosto de 2020 - 6 de agosto de 2020	Revisiones al borrador de la propuesta
6 de agosto de 2020	7:00 pm Discusión y votación del Comité Escolar
10 de agosto de 2020	Presentación de actualización borrador del Plan de Reapertura de HPS, incluido el modelo final propuesto por el Superintendente al Comité Escolar, que luego se enviará a DESE

De conformidad con la orientación de DESE, para cumplir con nuestro objetivo de devolver la mayor cantidad posible de estudiantes a la instrucción en persona, consideramos cuatro modos de aprendizaje en persona en un continuo:

- un **modo de retorno completo** para todos los estudiantes;
- un **modo híbrido parcial** donde algunos estudiantes regresaron a tiempo completo y otros estudiantes accedieron a un modelo híbrido que asistía a tiempo parcial en persona y a tiempo parcial de forma remota;

- un **modo híbrido** donde todos los estudiantes de prekínder a 12º asistieron a la escuela a tiempo parcial en persona y a tiempo parcial de forma remota; y
- un **modo totalmente remoto** para la posibilidad de que las consideraciones de salud pública nos impidan enseñar y aprender en persona y para estudiantes que, debido a consideraciones de salud, no regresan a la escuela en ninguno de los modos en persona.

En la siguiente sección, ilustramos los modelos propuestos por HPS para la reapertura, así como los resultados de factibilidad para cada modelo.

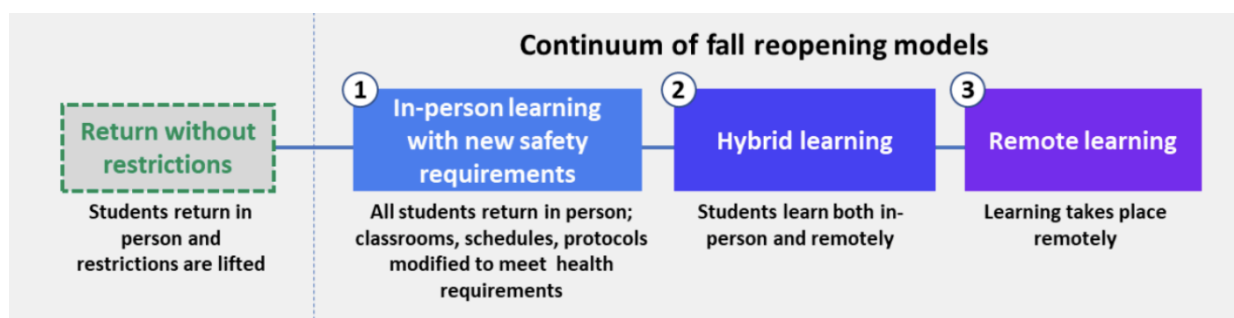
DESCRIPCIÓN GENERAL DE LA REAPERTURA DE LA ESCUELA

Un descargo de responsabilidad

Nos reservamos el derecho de cambiar este borrador del Plan de reapertura de HPS en cualquier momento. Se sigue emitiendo orientación adicional del Departamento de Educación Primaria y Secundaria de Massachusetts (DESE) junto con orientación continua sobre salud pública de funcionarios estatales y locales. **Además, este plan se basa en el apoyo del Comité Escolar de Holliston, los comentarios de la comunidad, las negociaciones con la Federación de Maestros de Holliston (HFT) y las consideraciones presupuestarias y de personal.** Además, el distrito necesita compromisos más formales de las familias y el personal con respecto a su participación en varios modelos para realizar los planes propuestos. Cualquier cambio necesario se ajustará en este documento y se compartirá y resaltará para nuestras familias y el personal.

MODELOS

El Departamento de Educación Primaria y Secundaria de Massachusetts describió tres modelos que los distritos deben revisar en preparación para el otoño de 2020: aprendizaje en persona con nuevos requisitos de seguridad; Aprendizaje híbrido y aprendizaje remoto.



El distrito revisó los modelos y su viabilidad y efectividad en cada nivel: preescolar / primaria, intermedia y secundaria. Un enfoque colaborativo permitió una revisión del espacio, la estructura y la organización, así como la enseñanza y el aprendizaje. En relación con los protocolos de salud y seguridad descritos más adelante en este informe, se organizaron las aulas, se analizaron los horarios y se evaluaron las operaciones generales. Los resultados de estas revisiones se describen a continuación, así como un resumen de alto nivel del plan en cada nivel (si se considera posible).

El persona

DESE endefine el modelo en persona como la capacidad de **todos los** estudiantes de regresar a la escuela simultáneamente con las nuevas pautas de seguridad. En este modelo, **todos los** estudiantes regresan en persona a los entornos escolares que se modifican adecuadamente para acomodar los requisitos de salud y seguridad descritos anteriormente. Ejemplos de modificaciones podrían incluir configuraciones alteradas del aula, establecer espacios de aprendizaje adicionales y cambios de horario. Tras la reflexión y el análisis, el distrito se propuso construir un plan inicial que tenía como objetivo llevar a la mayor parte de nuestros estudiantes a la instrucción diaria en persona. Debido a los beneficios de desarrollo al incluir a nuestros estudiantes más jóvenes para una mayor instrucción en persona y las sólidas cohortes que podemos mantener en los niveles de grado más bajos, determinamos que nuestro objetivo sería traer de vuelta de manera segura a todos los estudiantes de Prek-3 para el ingreso diario persona aprendiendo Sin embargo, las limitaciones de espacio y personal no permiten actualmente que la instrucción diaria en persona se expanda más allá del grado 3.

Primaria K-3 *	Grados 4-12
Todos los estudiantes regresarán a la escuela cinco días a la semana para 5.5 horas de aprendizaje en persona. . El aprendizaje remoto ocurrirá en casa durante los últimos 60 minutos del día como una experiencia asíncrona unificada de aprendizaje de artes (p. Ej., Arte, música, educación física, biblioteca, ciencia).	Análisis realizado del tamaño de la clase, pies cuadrados, distanciamiento de 6 ', viaje del estudiante y el horario y la estructura. Después de una investigación exhaustiva, se consideró que no era factible, en gran parte debido a limitaciones de espacio y personal , traer a todos los estudiantes de regreso en persona y mantener los protocolos de seguridad.

* Los estudiantes de kindergarten de medio día asistirán a la escuela todos los días hasta las 11:45

* Todos los estudiantes de preescolar asistirán a sesiones presenciales de medio día divididas en sesiones de mañana y tarde.

Híbrido

híbrido DESE define el aprendizaje como una combinación de aprendizaje en persona y remoto con estudiantes divididos en grupos o cohortes, lo que reduce el número de estudiantes en el edificio a la vez. Dado el plan propuesto para la instrucción en persona para los estudiantes de Pre K-3, en este momento no se recomienda un plan híbrido para nuestros estudiantes más jóvenes. En la escuela primaria, intermedia y secundaria superior, se determinó que una meta del 50% de la población estudiantil permitía medidas de seguridad adecuadas a 6 pies de distancia física. Los estudiantes se dividirán en dos cohortes. La cohorte A asistirá al aprendizaje en persona los lunes / martes y el aprendizaje remoto jueves / viernes. La cohorte B asistirá al aprendizaje en persona los jueves / viernes y al aprendizaje remoto los lunes / martes. Los miércoles se alternarán entre la cohorte A y la cohorte B para la instrucción en persona. Las modificaciones al horario se especificarán para semanas escolares más cortas (por ejemplo, semanas con días festivos) para promover la cantidad máxima de instrucción en persona. Se harán esfuerzos para mantener a los hermanos en la misma cohorte. Los horarios de instrucción se mantendrán consistentes para todos los estudiantes, ya sea en casa o en la escuela.

Elemental K-3	Elemental superior 4-5	Secundaria 6-8	Preparatoria 9-12
Dado el modelo propuesto en persona, no estamos considerando un modelo híbrido para este grupo de edad en este momento.	El aprendizaje ocurrirá tanto en un entorno presencial como remoto. Los estudiantes se dividirán en dos cohortes. La cohorte A asistirá a la instrucción en persona los lunes y martes. La cohorte B asistirá a la instrucción en persona los jueves y	El aprendizaje ocurrirá tanto en un entorno presencial como remoto. Los estudiantes se dividirán en dos cohortes. La cohorte A asistirá a la instrucción en persona los lunes y martes. La cohorte B asistirá a la instrucción en persona los jueves y	El aprendizaje ocurrirá tanto en un entorno presencial como remoto. Los estudiantes se dividirán en dos cohortes. La cohorte A asistirá a la instrucción en persona los lunes y martes. La cohorte B asistirá a la instrucción en persona los jueves y

	viernes. Los miércoles se alternarán entre la cohorte A y B para la instrucción en persona. Se seguirá la misma hora de inicio y finalización de un día escolar regular. Los estudiantes que aprenden de forma remota recibirán instrucción de un maestro de aprendizaje remoto (ver ejemplo de horario a continuación). En los días de aprendizaje en persona, los estudiantes asistirán durante 5.5 horas por día. El aprendizaje remoto ocurrirá en el hogar durante la última hora del día como una experiencia asincrónica de artes unificadas (es decir, arte, música, educación física).	viernes. Los miércoles se alternarán entre la cohorte A y B para la instrucción en persona. Se seguirá la misma hora de inicio y finalización de un día escolar regular. Los estudiantes que aprenden de forma remota pueden acceder virtualmente a las clases a medida que ocurren en vivo para los estudiantes presentes en persona. En los días de aprendizaje en persona, los estudiantes tendrán la opción de asistir al edificio escolar durante todo el día. El almuerzo y el aprendizaje remoto serán las últimas dos horas del día como una experiencia de aprendizaje de artes unificadas asincrónicas (es decir, arte, música, educación física).	viernes. Los miércoles se alternarán entre la cohorte A y B para la instrucción en persona. Los estudiantes comenzarán y terminarán al mismo tiempo y seguirán el mismo horario ya sea en persona o en forma remota. Los estudiantes que aprenden de forma remota pueden acceder virtualmente a las clases a medida que ocurren en vivo para los estudiantes presentes en persona. En los días de aprendizaje en persona, los estudiantes asistirán durante aproximadamente 4.5 horas. El almuerzo y el último bloque del día se llevarán a cabo en casa de forma remota junto con ambos grupos y estudiantes totalmente remotos.
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Remoto

El aprendizaje remoto es un retorno para los maestros y estudiantes que enseñan y aprenden desde diferentes espacios conectados a través de un entorno de aula virtual. Este modelo debe estar disponible para estudiantes individuales que aún no pueden regresar a la instrucción en persona, y para todos los estudiantes en el caso de futuros cierres de aulas o escuelas debido a COVID-19. La instrucción síncrona será un componente central del plan de aprendizaje remoto, respaldado por actividades de aprendizaje asíncrono que mejorarán la experiencia de aprendizaje. La experiencia de aprendizaje remoto, ya sea que un estudiante sea completamente remoto o en modo híbrido, es paralela al modelo en persona para estudiantes de PK-3 y al modelo híbrido para estudiantes de primaria, secundaria y preparatoria.

Elemental K-3	Elemental superior 4-5	Secundaria 6-8	Preparatoria 9-12
Los alumnos de primaria inferior que se encuentran en un entorno completamente remoto seguirán el mismo horario que los que se encuentran en persona y de forma remota en el modelo híbrido. Los estudiantes que aprenden de forma remota recibirán instrucción de un maestro de aprendizaje remoto (ver ejemplo de horario a continuación).	Los estudiantes de primaria superior que se encuentran en un entorno totalmente remoto seguirán el mismo horario que aquellos en persona y de forma remota en el modelo híbrido. Los estudiantes que aprenden de forma remota recibirán instrucción de un maestro de aprendizaje remoto (ver ejemplo de horario a continuación).	Los estudiantes de secundaria que se encuentran en un entorno totalmente remoto seguirán el mismo horario que aquellos en persona y de forma remota en el modelo híbrido. Los estudiantes que aprenden de forma remota pueden acceder virtualmente a las clases a medida que ocurren en vivo para los estudiantes presentes en persona.	Los estudiantes de secundaria que se encuentran en un entorno totalmente remoto seguirán el mismo horario que aquellos en persona y de forma remota en el modelo híbrido. Los estudiantes que aprenden de forma remota pueden acceder virtualmente a las clases a medida que ocurren en vivo para los estudiantes presentes en persona.

Poblaciones especiales: en todos los modelos se incluirá un plan sobre cómo las poblaciones especiales, incluidos los estudiantes con discapacidades y los aprendices de inglés, recibirán los servicios y adaptaciones necesarios.

Modelos remotos completos y de retorno completo

En el caso de que cambie la información de salud pública con respecto al virus, el Distrito puede necesitar avanzar a lo largo de los modos de aprendizaje continuo. Por ejemplo, si hay un aumento significativo en los casos activos de Covid-19 en nuestra comunidad o región, es posible que necesitemos un modelo de aprendizaje exclusivamente remoto. Del mismo modo, si hubiera un período prolongado de tiempo en el que no se informaron casos en nuestra región y / o se determina que el riesgo es bajo o muy bajo, podemos optar por ampliar el número de estudiantes que pueden asistir a clases en tiempo dado. Debido a que no ha habido orientación del Estado con respecto a cómo las escuelas y los distritos pueden progresar a lo largo de este continuo, estos se ofrecen solo como ejemplos. Nuestra orientación en relación con esto se enviará después de una revisión de la orientación del Estado una vez que se haya recibido.

PROPUESTA DE REAPERTURA DEL PLAN HÍBRIDO PARCIAL DE HPS

En conclusión, en todo el distrito, estamos planeando comenzar el año utilizando lo que llamamos un **plan híbrido parcial**. En este plan, los estudiantes de Pk-3 de primaria regresarán en persona todos los días y los estudiantes de los grados 4-12 + se dividirán en dos cohortes con instrucción en persona de 2 a 3 días por semana con miércoles alternos para cada cohorte para el tercer día de instrucción en persona

Opciones para padres y familiares en este plan híbrido parcial Propuesta de reapertura

K-12 Opciones de inscripción de estudiantes			
Elemental K-3	Elemental superior 4-5	Secundaria 6-8	Preparatoria 9-12
Completo en persona Como se describe en detalle anteriormente, los estudiantes asistirán a cinco días por semana para 5.5 horas de aprendizaje en persona. Remote learning will occur at home for the final 60 minutes of learning as an asynchronous unified arts	In-Person Hybrid As described above in detail, students will be divided into two cohorts and will split their time each week between an in-person and remote environment.	In-Person Hybrid As described above in detail, students will be divided into two cohorts and will split their time each week between an in-person and remote environment.	In-Person Hybrid As described above in detail, students will be divided into two cohorts and will split their time each week between an in-person and remote environment.

experience (eg, art, music, PE, library, science).			
Full Remote Learning Program	Full Remote Learning Program	Full Remote Learning Program	Full Remote Learning Program

Parents can elect for students to remain in a full remote learning environment. The district will provide a formal “Request for Remote Learning” form in mid to late August. We request that students that sign up for Full Remote Learning who wish to change to in-person or hybrid instruction, remain in the Remote Learning program until the end of the marking period at each school (quarterly or trimesters).

School Day and Sample Learning Schedules

The District will follow the School Start Times that were approved by the School Committee in the 2019-2020 school year. However, due to the need to provide contractual planning time in creative ways and avoid physical distancing challenges associated with lunch while providing a unified remote learning block for all cohorts and students in the remote program at the high school, we are recommending that schools be dismissed from the school building early in grades K-5 and 9-12. School building learning times are listed below along with links to sample schedules.

School	Start Time	Building Dismissal	Learning Day Ends
Miller Elementary School	7:30	1:00	50 minutes additional remote learning
Adams Middle School	8:10	2:33*	2:33
Holliston High School	8:10	12:43	2:43
Placentino Elementary School	8:50	2:30	45 minutes additional remote learning

* Adams bus run will occur at 3pm coinciding with the HHS run. Supervision of an extra help time from 2:33- 3:00 will be provided for bus takers.

[Elementary Full In-Person & Remote and Hybrid & Remote Sample Learning Schedules](#)

[Middle School Hybrid & Remote Sample Learning Schedule](#)

[High School Hybrid & Remote Sample Learning Schedules](#)

School Calendar and Phased In Approach

Review of the 2020-2021 calendar is in process. In accordance with state guidelines, the current recommendation is to provide additional time for staff to receive training and establish protocols and have students begin the school year on Tuesday, September 15. In order to ensure a safe and effective return to in-person schooling, we are recommending that students return to in-person instruction in phases.

- **Phase 1:** A modified Extended School Year program was held this summer from July 6-August 6 where approximately 42 students received in-person services at Miller and 100 students received services remotely.
- **Phase 2:** District and building administrators return for primarily in-person work in school buildings in July and August. Large meetings are still primarily held remotely.
- **Phase 3:** Administrators and teachers are scheduled to return from August 31 to September 14 for a combination of in-person and remote reopening preparation, planning and professional development.
- **Phase 4:** **On September 15, students would begin to phase in for in-person instruction.** Although the specifics of the plan for phasing in will likely be altered based upon feedback from staff, parent/guardians and Union negotiations, phase 4 could possibly roll out in the following manner:
 - Grade 2 and Cohort 1 of Grade 5 and 8 would begin in person instruction on Tuesday, September 15. Grades 4, 6, 7 and 9-12 would also begin remotely. Grades PreK-1 would also have remote connections.
 - Grade 1 and Grade 3 would begin in person instruction on Wednesday, September 16. Grades 4, 6, 7 and 9-12 would also continue remotely. Grades PreK and Kindergarten would continue with remote connections.
 - Kindergarten and Cohort 2 of Grade 4, 5 and 7 and 8 would begin in person instruction on Thursday, September 17. PreK would continue with remote connections.
 - PreK, Grade 6/ Cohort 1 and High School students would begin in-person on Monday, September 21.
 - High School students may roll out in phases instead of simultaneously.

An official 2020-2021 school calendar and alterations and further details on this phased in approach will be forthcoming. The district will update this information regularly on the District Calendar page.

TEACHING AND LEARNING

The core of our work focuses on optimizing learning for all students. A review of structure and schedules, curriculum and curriculum design processes, best instructional practices, effective feedback and assessment approaches, and useful tools and materials led to the recommendations that follow. This section provides an overview of reopening issues related to teaching and learning. Administrators and teachers will provide greater detail in this area prior to reopening.

Philosophy

As we plan for next year in these extraordinary circumstances and move into the next phases of in-person, hybrid and remote learning, as stated in the purpose and vision statement composed by district leaders in 2019, the Holliston Public Schools (HPS) remains fully committed to developing “critical thinkers, effective communicators and collaborative problem solvers, who are self-aware, curious, creative, compassionate, and resilient young adults- poised and prepared to pursue their passions and contribute to an increasingly complex, interconnected and ever-changing world.” Whether students be engaging in the learning process in-person in our school buildings or remotely at home, we believe “classrooms and schools need to be learner focused environments where students feel empowered to actively construct meaning, apply understandings, develop essential skills and grow as individuals and learners in a dynamic, collaborative and interactive manner under the expert guidance of their team of teachers.”

In the upcoming year, we aim to emphasize these innovative, student centered learning approaches out of a strong belief in their value for school, future careers and life while recognizing that the conditions for hybrid and remote learning in particular in many ways necessitate that we emphasize this learner centered approach.

Our goal is to turn challenges into opportunities for educating our students in these unprecedented times and to create deep and impactful learning experiences that provide opportunities for our students to become independent and effective learners. Most importantly, we strive to continue building and sustaining our school communities in a manner in which each member feels safe and supported.

Learning Platforms

In order to support innovative, student centered learning in-person and at home, all students (preK-12) will utilize common electronic learning platforms to access tools, communicate with educators, submit assignments, receive feedback, and reflect on their work. All K-12 students will have access to Google Classroom. In addition, in conjunction with Google Classroom, PK-2 students will continue to use Seesaw as a complementary tool for digital portfolios and family communication. As we move into the next phase(s) of in-person and remote learning, use of a

common learning platform will continue to be essential for providing clear instructions and communications to support both synchronous and asynchronous learning.

While we rely on Google Classroom and Seesaw to provide a means for structure, organization and communication, enhanced opportunities for live virtual synchronous learning will continue to be an important part of our hybrid and remote models. HPS will continue to use Zoom and Google as a primary way for remote students to connect. We are dedicated to providing access to all students and staff to these tools, with appropriate privacy settings and acceptable use policies in place. In doing so, we aim to provide an appropriate balance of synchronous and asynchronous learning experiences whether students are in-person or at home. For students in a full remote learning program or the remote portion of a hybrid experience, they can expect to be synchronously connected to their classroom for a portion of each period of the day in order to view live mini-lessons and mini-lectures and other relevant media as well as share work and receive feedback and collaborate with teachers, support staff and peers at school and at home.

Curriculum

Curriculum design and choices will reflect a “less is more” philosophy that emphasizes the development of essential higher order skills and deep understanding over the regurgitation of lower level content. Teachers will emphasize what is most essential for future learning, college, careers and life. Instead of focusing on missing content from last year, we recommend that teachers aim to move forward with grade level skills and standards while addressing missing key content and skills as needed. Teachers will look to differentiate instruction by providing extension activities to deepen learning for students who need it and scaffolding activities and lessons to support struggling students. Overall, teachers will aim to develop curriculum that provides opportunities for deep inquiry and active engagement.

Instruction

In the innovative, student-centered learning environment that we aim to continue to foster this year and beyond, one would regularly expect to see targeted instruction and explicit feedback, problem solving and critical thinking, opportunities for innovation, connected and collaborative learning, student voice and choice, and critical self assessment and reflection. Whether classes are in-person or remote, we recommend that teachers incorporate pedagogies that emphasize the development of essential skills, deep understanding of essential concepts, and opportunities to learn and demonstrate learning in multiple ways. In particular, in these remote and hybrid environments, teachers will be aiming to provide an appropriate balance of synchronous and asynchronous learning and teacher directed instruction, collaborative and independent work. This will occur during students' in-person experiences as well in order to build independence, essential skills and individual and shared understandings while also establishing the foundation

for more successful learning when in a remote environment. This may include approaches such as workshop models for reading, writing and math, project-based and community service learning across the curriculum, inquiry based learning, and independent reading, writing and research opportunities.

We also recommend that teachers choose instructional practices that emphasize building relationships with and among students, especially at the beginning of the school year. Teachers should use the first few weeks to intentionally build classroom community; this could be done by having students introduce themselves using an online presentation tool, by involving students in creating class expectations, and, or by establishing class rituals through opening and closing activities. Teachers will also use some remote class time to work with students in small groups; this will aim to strengthen connections between teachers and students while supporting learning. Creating opportunities for small group work and group projects will promote community and interaction between students. Teachers should create manageable feedback mechanisms with students by using the features available in Google Classroom and Seesaw (and by instructing students in how to use those features effectively).

The coming year will be a challenging one, and teachers will be working to adjust their practice to the best of their ability while utilizing pedagogical approaches that are manageable. Teachers will still need to rely largely on their previously existing materials; it is not possible to change the entire curriculum in the time available. Instead, building and teaching teams will collaboratively discuss and decide which goals and approaches to prioritize.

Feedback and Assessment

During remote learning and hybrid learning, when teachers have limited in-person time with students, formative assessments provide essential information for both teachers and students. Possible tools such as Lexia, Dreambox, Kahoot, Quizziz, Quizlet, NoRedInk, Edpuzzle, PearDeck and Google Forms provide an opportunity for students to receive immediate feedback and help teachers track student progress. Tools such as Seesaw and FlipGrid allow students to demonstrate their knowledge in varied ways. Teachers can use these tools, along with others, as formative assessments to measure student progress, identify learning needs, and provide critical feedback to students. Teachers can use these tools and other strategies to guide students to regularly set goals, assess their own work, and reflect on their growth. Students would benefit from opportunities to revise and resubmit their work after receiving feedback.

In hybrid and remote learning environments, we recommend that teachers use more portfolios and projects for summative assessments, rather than traditional tests. However, some grade levels and subjects may need to find ways to effectively administer tests in a remote environment. Unlike in remote learning last spring, letter grades or standards based grades will

be earned at the secondary level and standards-based reporting will happen as usual in the elementary schools.

Response to Intervention

In the final phase of remote learning in the spring, DESE released Elementary and Secondary Prerequisite Content Standards documents that identified a subset of the state standards by subject and grade level which the Department deemed to be most critical for success in the next grade. Using these and internal standards documents, across the district, teachers targeted these critical learning standards and are prepared to inform teachers in future grades about what standards they were unable to adequately address.

Using these targeted standards as a guide, teachers will be pre-assessing students in the fall in a more robust fashion than is customary in order to identify learning goals to be addressed and woven into the curriculum and instruction for the year and course. They will also be using these pre-assessments and ongoing formative assessments to identify students in need of intervention.

Students identified as needing intervention, especially in reading, writing, and mathematics will receive differentiated Tier 1 instruction that aims to meet their individual needs in the classroom provided by the teacher or paraprofessional in the classroom or Tier 2 support outside the classroom to help bring their skills up to grade level. The manner in which these levels of support are given will be worked out at each building level.

Community and Culture Building Events

Rituals and routines are important ways of building and sustaining school cultures in which every member feels seen, known, and respected. In regular school days, these rituals and routines can be seen in classroom and school practices, such as welcoming every student into the building in the morning or “get to know you” games played in elementary morning meetings or secondary advisory groups.

In a hybrid or remote environment, we can expand the occurrences of the following to support our students:

- Starting blocks of synchronous (“live”) lessons with “morning meeting” or “opening circle” activities designed to build connection.
- Synchronous weekly advisory group meetings led by an advisory teacher or student leader.
- Regular teacher “office hours” when students can drop in via computer or phone to

get help with assignments and/or check in with their teacher.

- Individual calls to students from educators and staff to check on students' well-being or to review feedback on student work.
- Opt-in, interest-based peer groups such as a book club, drawing workshop, sing-along group, etc. led by educators, paraprofessionals, or students.
- Counselor-facilitated peer support groups organized around a common need.

Similarly, there are milestone events that students look forward to over the school year. Some of these are related to our curriculum, such as elementary grade level showcases of learning. Others of these milestone events are because of where the students are in their schooling or developmental stages, such as the end of the year ceremonies in grades 2, 5, 8, and 12. As we did in the spring of 2020, building -based faculty and parent groups will work to find and implement creative replacements for these milestone events when they cannot be conducted in a customary way.

Equity and Cultural Proficiency

As we continue to navigate the global pandemic and the changes it has wrought in public education, we must examine structural aspects of our schools and classrooms and instructional choices we make through the lenses of equity and bias. Teachers should create classroom environments in which students feel safe enough to engage in meaningful conversations about culture, bias, and anti-racism. Schools should develop training plans for teachers to acquire the tools to have difficult conversations about race and the knowledge to expand their curricula to include the contributions of people of color in all subject areas. As we purchase new books and other resources, we should prioritize titles that increase representation and promote cultural competency, using the librarians' expertise and tools such as <https://diversebookfinder.org> to curate our physical and electronic collections.

At all grade levels, we should review our curriculum to ensure representation of diverse characters, authors, and historical figures, as well as to examine how we teach about race, racism, and anti-racism. At the middle and high schools, we should review school policies around class placement and leveling with an equity lens to remove institutional barriers. Finally, all teachers should engage in culturally responsive instruction that aims to improve learning expectations, opportunities and outcomes of students who have been historically marginalized educationally in our school systems and society.

www.kqed.org/mindshift/55941/how-to-develop-culturally-responsive-teaching-for-distance-learning).

STUDENT & STAFF HEALTH, SAFETY & WELL-BEING



❖ What We Know About the Covid-19 Pandemic

- Coronaviruses are respiratory viruses and are generally spread through respiratory secretions (droplets from coughs and sneezes) of an infected person to another person. There is evidence of airborne transmission — in which the virus spreads in the much smaller particles from exhaled air, known as aerosols. Given the nature of the pandemic, we know it is impossible to completely eradicate the risks associated with COVID-19. In Massachusetts, however, we have seen evidence that risk can be mitigated if we practice good respiratory hygiene, proper handwashing, maintaining appropriate physical distances, wearing a covering on the face to stop the spread of germs, avoiding touching our eyes, nose, mouth or face, and, most importantly, by staying home when we are sick. We expect that all students and staff will incorporate these healthy practices, making them a part of their daily routine when we begin the 2020 - 2021 school year.

❖ Core Health & Safety Requirements

- Masks/Face Coverings
 - All students in preschool through grade 12+ will be required to wear masks
 - All staff will be required to wear masks
 - Students will need to bring two masks from home on a daily basis. They can be reusable (but must be washed each day) or disposable
 - Masks will be available in each school should a student need a mask provided to them
- Physical Distancing
 - Whenever possible individuals will maintain 6 feet of physical distancing
 - During “mask breaks” 6 feet is required
- Hand Washing & Sanitizing
 - Students and staff will be required to wash or sanitize their hands upon arrival to the school, before eating, before putting on and taking off masks, and prior to dismissal

- Schools will place hand washing and sanitizing visuals throughout the schools to remind students and staff of proper handwashing and hand sanitizing procedures.
 - Staying Home When ill
 - Our district will ensure that all staff are familiar with the state provided checklist of symptoms
 - Families will screen students prior to sending them to school each day
 - Staff will self-screen before reporting for work
 - Student/Staff will continue to follow the Holliston Public Schools standard school exclusion procedures, such as;
 - fever free without medication for 24 hrs prior to returning to school
 - if an antibiotic is required for treatment, the child must be taking the antibiotic for a minimum of 24 hrs and be symptom free prior to returning to school.
 - Creation of Student Groups
 - To minimize the number of students who would potentially be exposed in the event of a COVID-19 event, to the extent feasible, elementary and middle schools will keep students in the same group throughout the day and the high school will minimize the mixing of student groups where possible.
- ❖ **Personal Protective Equipment (PPE) Preparations**
- Staff/Students
 - All student in preschool through grade 12+ will be required to wear masks
 - All staff will be required to wear masks
 - Students are advised to bring two masks from home on a daily basis. They can be reusable (but must be washed each day) or disposable
 - Masks will be available in each school should a student/staff need a mask provided to them. Masks will be available from staff at entrance doors, in main offices and in counselor offices.
 - Each school schedule will provide opportunities for “mask breaks” throughout the day. These will occur with students six feet apart, ideally when students are outdoors
 - Face shields will be provided to staff, but are not required. Shields will be worn (in addition to masks/face coverings) by staff who will be working closely with students who are unable to wear mask/face covering and/or if a 6 foot distance can not be maintained.
- ❖ **School Safety Protocols**
- School Attendance Guidelines
 - **Staff** will complete the checklist daily prior to coming into school.
 - Screening [COVID-19 Staff Self-Screen](#)
 - If they answer yes to any of the checklist questions they will not come to school and they will call the nurse to discuss.
 - [Holliston Follow up to 'YES' Answers](#)

- If they are feeling ill they will not come to school and will contact the nurse
 - **Parents** will do a screening daily [COVID-19 Daily Student Checklist](#)
 - If child has any symptoms they will not send the child to school and they will contact the nurse
- When a Student or Staff Member has Close Contact or Becomes Ill or /tests COVID-19 Positive
 - If a student or staff has been exposed to COVID-19, regardless of whether the individual has symptoms or not, the individual must be quarantined and directed to stay home for at least 14 days after the last day of contact with the person who is sick or tested COVID negative
 - **Close contact** is considered being within 6-feet of an infected person for 10-15 minutes with or without a face covering.
 - If students or staff are identified as symptomatic at any point during the school day, they will be removed from any subsequent contact with other staff and students.
 - If a student/staff is dismissed due to illness, prior to return to school the student/staff must be evaluated by the Healthcare Provider. Documentation from Health Care Providers is required to return to school of an alternate diagnosis or a negative COVID-19 test.
- Medical Isolation Room
 - In order to minimize transmission of COVID-19, all Holliston Public Schools will have an isolation room in close proximity to the nurse's office with good ventilation. This space would be available for students displaying COVID-19 symptoms.
 - This space will be separate from the nurse's office or other space where routine medical care is provided.
- Cleaning and Disinfecting Protocols
 - We continue to follow the guidance from the Centers for Disease Control (CDC), which includes the ongoing maintenance of restrooms, ensuring they have functional toilets, clean and disinfected surfaces, and handwashing supplies.
- Restrooms Cleaning
 - Bathrooms will be cleaned and disinfected throughout the day as well as at the end of each day.
 - Regularly stocked with supplies for handwashing, including soap and paper towels for drying hands or hand sanitizer with at least 60% alcohol and no touch trash cans.
- Notification of Health Officials and Close Contacts
 - In accordance with state and local laws and regulations, school nurses/administrators should notify the Holliston Board of Health, staff, and families immediately of any case of COVID-19 while maintaining

confidentiality in accordance with the [Americans with Disabilities Act \(ADA\)](#). The HPS Nursing Team will work collaboratively with the Holliston Board of Health to identify individuals who have tested positive and/or who had [close contact](#) with a person diagnosed with COVID-19. Individuals and families will be instructed to stay home and [self-monitor for symptoms](#), following [CDC guidance](#) if symptoms develop.

➤ **School Closure**

The [Department of Elementary and Secondary Education issued guidelines in regard to school closures on July 17, 2020](#). The Holliston Board of Health will be important partners in this decision.

❖ **One Isolated Case of COVID-19**

School remains open. Contact tracing and quarantine process for those with close contact are in effect.

❖ **Multiple Cases of COVID-19 in a School or in the District**

Holliston's Board of Health will be contacted to review the need for closure of part of or all of one school. Multiple cases in the district will be reviewed as to closing the district for a short period of time for cleaning, a longer time aligned with 14 day quarantine, etc. The Department of Elementary and Secondary Education must be consulted.

Presence of a Significant Number of Cases in the Local Municipality

Holliston's Board of Health will be contacted to review the need for closure of part of or all of one school. A spike of local cases will result in consultation with Holliston's Board of Health as to the need to close one school, multiple schools, or the district. The Department of Elementary and Secondary Education must be consulted.

■ **Presence of Significant Number of Cases in the State of Massachusetts**

The state level officials constantly monitor the statewide infection rate. If rates increase and result in a regression from Phase 3 to either of the previous phases, DESE officials will determine the need for school closures and local districts will follow those instructions.

➤ **Visitor Policy**

- No outside visitors or volunteers are permitted in schools unless authorized by administration.

➤ **Considerations for Courses Requiring Additional Safety**

- For chorus, singing, musical theater, and using brass or woodwind instruments (at this time, these activities are not permitted indoors):
 - Only when outdoors, students must be 10 Feet apart with masks whenever possible
- For non-musical theater:

- If outdoors, masks are strongly encouraged whenever possible, and students must be 6 feet apart
- If indoors, masks are required, these activities can occur with 6 feet of distance between individuals.
- For physical education activities and dance:
 - If outdoors, without masks, these activities can occur with 10 feet of distance between individuals.
 - If outdoors, with masks required, these activities can occur with 6 feet of distance between individuals.
 - If indoors, with masks required, these activities can occur with 6 feet of distance between individuals.
 - No sharing of equipment allowed unless it is sanitized between each use

Activity	Indoor	Outdoor
Chorus Musical Theater Brass & Woodwind Instruments	Not allowed at this time.	10 feet apart Masks when possible
Non-Musical Theater	Masks required 6 feet apart	Masks strongly encouraged 6 feet apart
Physical Education	Masks required 6 feet apart	Without masks - 10 feet apart With masks - 6 feet apart Shared equipment must be sanitized between each use.

SOCIAL EMOTIONAL SUPPORTS



In the Holliston Public Schools, social emotional supports are provided in a comprehensive way in each building by all staff, but specifically by our Student Support Providers who include: school counselors, psychologists, adjustment counselors, BCBA, social workers, interventionist,

and nurses. Social Emotional supports are aligned throughout the district from PreK-12+ in an effort to provide all students, staff, and families with supportive mental health supports and education pertaining to their own stress levels and emotional needs.

❖ **Equity of Services**

It is the responsibility of HPS to provide equitable access to services, materials, and personnel based on the needs of each student. All grade level counselors are considered the point of contact for students requiring access to the following:

- Grab-and-Go lunches
- Access to bottled water
- Access to PPE
- Access to technology/WiFi
- Field Trip costs
- School supplies

Careful considerations are taken into account when determining the following:

- In-person vs Remote learning
- Development of cohorts or groupings of students including, but not limited to, the determination of high needs students
- Needs of staffing for PreK-12+
- Workshops and lessons relative to student social emotional well-being

❖ **Student Support Access & Logistics**

- Use of offices and or designated spaces, must follow the CDC guidelines. Students must maintain a minimum of 6 ft distance, no large groups, sharing of fidgets, coloring supplies, games, or lunch groups to take place in these areas. Discourage providing seating such as bean bag chairs or couches which cannot be properly cleaned or disinfected in a timely and efficient manner.

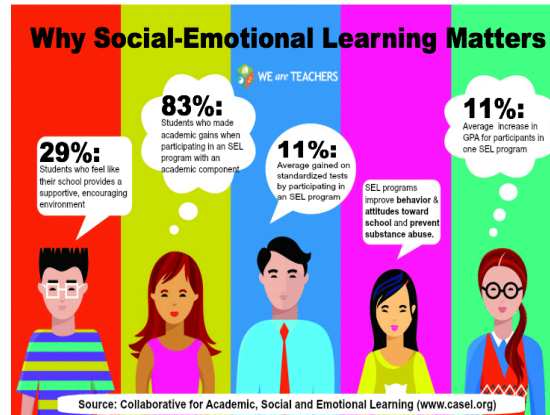
❖ **Communication/Documentation**

- Student confidentiality is of the utmost importance. Communications shared with teachers, specialists, administrators, and nursing staff should only be done in a private manner with only those who have contact with the student in the given school year. Relative to filings or involvement with DCF, HPD, or other providers, counselors should follow the district communication chart. Additionally, communication between home and school should follow professional discretion and based upon the needs of the student either through social/emotional and/or academic lens.

❖ **Staff/Student/Family Trainings**

- Through a phased in approach at the start of the year, HPS will utilize the first 10 days to initiate a year-long process of training and professional development to our staff, students, and families. These trainings will include, but are not limited to:
 - Online/Virtual Learning Platform Behavior
 - Initiation/Time Management/Engagement

- Social Isolation/Fear of regression
- Importance of Masks and Physical Distancing
- Community Building/Rebuilding relationships w/ peers
- Social Justice and equity
- Coping/Self-Regulation Skills
- How to help your student return during COVID-19
- Trauma-informed practices



SCHOOL FACILITIES

Assessment & Maintenance of Air Quality

Our maintenance staff annually cleans, repairs, and inspects our HVAC systems. While our oldest system is now 22 years old, proper maintenance and repairs have kept them in good working order. Each year the systems are opened up, vacuumed or blown out, belts and filters replaced, and each is then tested to ensure that it is back in good working order. If there are any issues our maintenance staff cannot remedy, we call in an outside technician. In addition, we have asked our outside HVAC technician to increase our fresh air intake to 100% fresh air (ie no recycled air). We are also planning to have an independent analysis done of our system to ensure we are getting the best and safest performance from the system.

Hot & Humid Days and Fan Use

Knowing that we can have some warmer days in late August and early September, we have a couple of ideas on how to help with those days. First, we will keep our HVAC system on all night with our windows open on the 2nd floors to bring in as much cooler evening air as possible. This will help us start the next day with better conditions. Second, we will mount fans in the windows not pointed at the students, bringing in more outside air. While the guidelines do not recommend using fans that only move recycled air, the current guidelines allow for bringing in fresh air via this method. Third, we plan to create multiple outdoor learning spaces by purchasing tents and chairs for the students.

Cleaning Protocols (borrowed some from Concord-Carlisle)

Prior to school opening

- We will be increasing our custodial staff to have more cleaning help during the first shift when the buildings have the most occupancy.
- Laminated signage and posters will be installed reminding staff and students to use social distancing and proper hygiene.
- Proper training and instruction will continue to be provided to all custodians and maintenance staff around additional cleaning in common touched items and restrooms.
- Custodians will be trained on the use of electrostatic backpack sprayers.

Commonly Touched Spaces

- Commonly touched spaces will be wiped down multiple times throughout the day with disinfectant (ie railings and door handles).

Classrooms

- Wall mounted hand sanitizers will be installed inside classrooms or right outside a classroom to service multiple classrooms.
- Free standing hand washing stations will be available at each school in multiple locations to supplement other hand washing/sanitizing options.
- Custodians will perform a daily deep clean of every classroom using electrostatic sprayers.

Restrooms

- Restrooms will be cleaned 3 times per day.
- Male bathrooms will be limited to having one urinal if multiples exist.
- We are considering limiting bathrooms to one student at a time.
- HPS will stock bathrooms with supplies for handwashing, including soap and paper towels for drying hands.
- No-touch trash cans will be placed near doors so students can use a towel to avoid placing a washed hand on the door handle

Community Building Use

School buildings will not be available to outside groups. We must give priority to cleaning the buildings and getting the schools ready for the next day.

Visitors

Visitors will not be allowed in the buildings. Procedures for dropping off materials and lunches to students will be developed. Discharging of students who are ill will be done through the nurses office.

School Use of Facilities (borrowed some from Carlisle)

Learning Spaces/Classrooms

- Students will be 6 feet apart.
- Teachers will have a designated 6 foot teacher area in the front of the classroom.
- All items in the classroom that are shared and cannot be easily cleaned will be removed (pillows, stuffed animals, sensory tables, playdough, sand, etc.). Every effort will be made to ensure that children are not sharing items.
- Students may have their own supplies in the classroom for individual use (eg. markers, crayons, pens/pencils, play dough, etc).
- If individual supplies are available, such items will be stored individually by each student.
- Playground equipment will not be used.
- Drinking fountains are prohibited. Water refill stations may be used if available. Parents are encouraged to send water in with their children.

Reception Areas

- Each counter will have a “sneeze guard” to protect staff
- Everyone will be required to wear masks in the reception area

Hallways

- Middle School and High School - When feasible, hallways will be designated as “one way”
- Elementary - Students escorted by staff
- Stairways will be designated as “one way”
- In Emergency Situations/Evacuations the quickest evacuation route will be used
- Students are encouraged to adhere to physical distancing guidelines when walking in the hallways

Hand Washing & Sanitizing

- Instructions for proper hand washing will be posted in restrooms.
- Hand sanitizing/washing stations at the entrance of schools and available throughout the school as well.

Elevators

- Limited to one adult and/or one student at a time.

Health Offices

- COVID-19 related isolation space:
 - In order to minimize transmission of COVID-19, HPS will have an isolation room in close proximity to the nurse's office. This space would be available for students and staff displaying COVID-19 symptoms.
 - This space should be separate from the nurse's office or other space where routine medical care is provided.

TRANSPORTATION GUIDANCE

All of our big yellow buses are 77-passenger buses. Under distancing guidelines provided by DESE (7/22/20), we will be able to have 26 passengers on each bus with one per seat alternating between window and aisle (see diagram below). This will be one monitor and 25 students. We will not have capacity to provide transportation for all who would like the service. After meeting the statutory requirements, the remaining seats will be available to interested parents via a lottery system. Driver training on our procedures will occur in August.

School Bus Sanitizing and Disinfecting Protocols

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

- After the 3 morning and 3 afternoon runs, a more significant cleaning including every seat and the floors will be completed.

Student Bus Routes

Per DESE, “schools should look for ways to isolate cohorts of students and prevent inter-group contact to the extent feasible.” To reduce transmission risk and keep students in bus route cohorts, student pick-up and drop-off location will be the same address (am and pm, Monday-Friday).

Student Screening Procedures

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

At the Bus Stop

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

Boarding and Riding the Bus

- When the vehicle stops at the designated stop, students will maintain six (6) feet of distance while boarding the bus.
- All drivers, monitors, and students are required to wear a mask on the bus.
- Student masks should be securely on their face before they board.
- Students will have an assigned seat on the bus based on their position on the route. The seats will be assigned from the rear of the bus to the front of the bus based on the order of pickup on the route.
- Upon arrival at school, the bus will be unloaded in a controlled manner, starting from the front of the bus and emptying sequentially to the back.
- Students will be distanced at least three (3) feet from one another (see diagram below).
- Students will sit one to a seat (see diagram below).
- As students board the bus, they will apply hand sanitizer to clean their hands.
- Students will remain in their assigned seats, facing forward, while the bus is traveling to and from school.
- Bus windows will be open at all times except in extreme weather.

Placentino

- Buses will use the middle loop in order to facilitate cleaning between runs
- Parents will enter from the entrance closest to Adams Middle School and use the Placentino loop.
- Exiting from the same entrance/exit, a right hand turn will only be allowed to reduce drop-off traffic.

Miller

- Buses will use the middle loop in order to facilitate cleaning between runs
- Parents will enter from the entrance closest to Adams Middle School and use the Placentino loop.
- Exiting from the same entrance/exit, a right hand turn will only be allowed to reduce drop-off traffic.

Adams

- Only buses will be allowed in the parking lot area directly in front of the school entrance
- Parent drop-offs will be done via parent drop off loop to the right side of the building when facing the building.

High School

- The Highland Street entrance and the entrance at the HCAT studios will be for buses only.
- Parent drop-offs will be done via the main parking lot only.

SCHOOL LUNCH

Student Lunch Offerings

- The menu will be streamlined and have a single offering per day
- Bag lunches will be available for purchase
- At the elementary level, the teachers will notify the lunch staff the number of students buying lunch that day.
- Some elementary classrooms will eat lunch in their classroom
 - Life Threatening Allergy students will eat lunch in the cafeteria with their classroom cohort.
- Middle and High School will be exclusively grab and go.

Lunch Payment

- PowerSchool parent Portal allows parents to prepay using MySchoolBucks

Logistics for Serving Lunch

- Regardless of whether lunch is being eaten in the classroom or cafeteria, students shall maintain a distance of 6 ft. apart while eating lunch.
- If eating lunch in the classroom:
 - A member of the staff will deliver the meals to the students.
 - Students should store their masks in a parent provided bag for minimizing risks.
 - Students will wash their hands before and after eating.
- If eating lunch in the cafeteria:
 - Students will sit in an assigned seat.
 - If they bring their lunch they should store their masks in a parent provided bag for minimizing risks.
 - If they are buying lunch, they should tell a staff member and they will get their lunch for them. Before storing their masks in a parent provided bag for minimizing risks.
 - Students will wash their hands before and after eating.

Lunch for Remote Learners

Lunch will be available for remote learners on a pickup basis. Pickup will occur at the Miller cafeteria in the middle bus loop. Families will need to contact the lunch program in advance to reserve a lunch to be available for their students. All normal lunch procedures for payment will be in place.

STUDENT SUPPORT SERVICES

Overview of Special Education Supports for All Learning Models & Equity

Many students face challenges that impact their ability to equitably access educational instruction. This is further exacerbated with the current school closure, and must be considered on an individual basis as we move forward with our school re-opening planning during the COVID-19 pandemic. To that end, the district is reviewing the needs of several vulnerable student groups: students with disabilities on Individualized Educational Programs (IEPs), students on 504 plans, English Learners, and students who face home-stability issues.

In planning for our return to school this fall, one of the most important aspects of our services will include parent engagement. Ongoing communication with families will be critical to a successful start to the year. Parents can expect education teams to communicate at the outset to determine what worked and what did not work this past spring. Teams will gather as much data as possible to assess present areas and levels of need upon re-entry.

Providing a free and appropriate public education (FAPE) to the students of Holliston has been the foundation in the development of the three models of learning for the Fall of 2020. Each model was developed with a focus on the need to protect the health and safety of students with special needs and those individuals providing education, specialized instruction, and related services while simultaneously providing appropriate services inline with students' Individualized Education Programs (IEPs) and 504 plans to ensure the continued academic, social and emotional growth of our students. It must be noted that some variability will be required between buildings as services provided are uniquely designed for students at different developmental levels.

Models of Learning

The ***“Full In-Person Model of Learning”*** is applicable for high needs students and will provide the services noted in the student's Individualized Education Program (IEP) primarily in an in-person, synchronous format at school. Some targeted instruction and/or related services (speech and language, occupational therapy, physical therapy, vision, hearing, orientation and mobility, teacher of the visually impaired, AAC, and specialized reading) may be provided remotely, through synchronous or asynchronous learning when appropriate, while the student is in school, and as dictated by a student's needs, student/staff schedules, or to meet CDC as well as local safety protocols for all (eg, limit mixing of student cohorts and staff moving between cohorts of students). Every effort will be made to maintain as much in-person instruction as is safely possible, however, the manner in which services are provided will be made on an individual basis to ensure that the needs of each student drive our decision-making. Instruction or services that may be provided remotely while the student is in school, will offer the opportunity for appropriate teacher or para support in accessing the instruction.

One area that will require teams' creative thinking will be ensuring inclusion opportunities for students who receive much of their instruction in sub-separate settings. While limiting the mixing of cohorts of students is essential to the health and safety of the school population, it is also important for continuum students to have the opportunity to interact socially with typical peer models through inclusion classes. Some inclusion opportunities may need to be through a remote platform with trained staff available to support student interactions.

When the instructional needs for a student require closer proximity of staff, and when working with students who are unable to wear PPE themselves, specialized/additional (PPE) will be used to maintain safety for both the student and staff.

The ***“Hybrid Model of Learning”*** will include in-person instructional opportunities, as well as synchronous and asynchronous instruction provided remotely. Following a school-based weekly schedule, special education services as noted in the student's IEP will be provided through in-person instruction on some days, and remotely on other days. During days of remote instruction, some service will be offered through synchronous, online platforms that allow for real-time instruction, communication, and observation between teacher (or counselor, or

therapist) and student. As always, flexibility will be key to ensuring that a model of service fits the individual needs of students, especially within the remote environment. An emphasis is being placed on providing services in-person when possible and remotely when appropriate, as dictated by a student's needs, safety protocols and student/staff schedules. Specialized PPE will be provided when in-person instructional needs require closer proximity.

The ***“Remote Model of Learning”*** will include both synchronous and asynchronous instruction through a virtual platform, with no in-person services offered. Some services and instruction will be delivered synchronously through online platforms that allow for real-time instruction, communication, and observation between teacher/counselor/therapist and student. Instruction will continue to target identified goals and objectives on the students' IEP. Accommodations identified in the IEP or 504 plan will continue to be provided with close monitoring of student progress and success, and adjustments made in a timely manner. Asynchronous learning opportunities will continue to ensure differentiated support that targets students' specific learning strategies and accommodations linked to their plans. Additionally, independent work, targeted to the student's ability level and areas of need identified through their IEP, or accommodated through their 504 plan, will be provided to support skill development and independence.

Special Education Services - Partnering with Parents/Guardians

Special Education staff, families and students have a collaborative partnership built to ensure the academic, social and emotional growth of our students with special needs. The District looks forward to continuing this meaningful partnership as it is a critical element to the success of our students during this unprecedented time.

When school closed in the spring of 2020, special education services were a combination of “Resources and Supports” and “Instruction and Services”. As we move into the new school year, the emphasis will be on “Instruction and Services”. This means that services will consist of regularly scheduled and consistent classes, interventions, services and therapies targeted to each student's individual goals and objectives on their IEP. Right from the start, special educators will be collaborating with families, related service providers, paraprofessionals, general educators, and others who support children with special needs, ensuring that instruction and instructional strategies are appropriate and accessible whether they occur in-person or remotely.

The District recognizes the need to evaluate students' current level of performance and identify skill gaps. This is true for our entire student body but especially for our students with disabilities. Special education staff will be reviewing special education progress reports and data collections on levels of performance towards goals prior to closure and comparing to data collection post-closure in order to identify significant regression. This data will be used to drive decision making for individual students as it relates to providing services and instruction at the level in which they currently present, as well as determining the need for additional or compensatory services.

Students in Out-of-District Schools will continue to receive their services either remotely or in-person as directed by the individual schools. In partnership with parents, Holliston Public

Schools will continue to communicate with schools as to their in-person vs. remote status, receipt of remote learning plans when applicable, and through student progress reports as appropriate.

As always, please do not hesitate to contact your student's special education liaison, Student Services Administrator, or Student Services Director with any questions or concerns. Please know that we are here for you, and we want to support you.

Identification of High Needs Students

According to the most recent Massachusetts Department of Elementary and Secondary Education guidance, students with significant and complex needs, as well as all preschool children, will be prioritized for full-time, in-person instruction when developing plans for re-opening in the fall in the event we are in a hybrid model. The criteria they have provided for determining complex and significant needs is as follows:

- Students already identified as “high needs” through the IEP process. ***Such students must meet at least two of these criteria:***
 - Services provided outside of the general education classroom
 - Service providers are special education teachers and related service providers
 - Special education services constitute more than 75% of the student's school day
- Students who **cannot** engage in remote learning due to their disability-related needs
- Students who primarily use aided and augmentative communication
- Students who are homeless
- Students in foster care or congregate care
- Students who are dually identified as English learners

Integrated Preschool

Preschool students are particularly vulnerable learners as they are at the start of their academic career. The primary method of learning in early childhood is play and socialization which is mostly eliminated with remote learning. Additionally, servicing special education students remotely at this age poses great difficulty as much of therapy is hands on/play based. As such, and following state guidelines, Holliston Public Schools will continue to provide in-person services for all preschool students on a typical schedule.

If health conditions warrant, special education services for preschool students may require full remote learning. Should this be required, special education service delivery will be provided at designated times, and therapists may have some flexibility to accommodate home/family schedules. Curriculum material and student directed activities will be pushed out with synchronous and asynchronous lessons to all preschool students in this model.

Other At-Risk Students

In addition to preschoolers and high needs special education students, the following at-risk students will be considered for greater in-person services:

- Students dually identified as English Learners
- Students who are homeless
- Students in foster or congregate care

English Learners (ELs) have a particular challenge relative to accessing instruction. In determining the learning model for these students, World-Class Instructional Design and Assessment (WIDA) data, which assesses a student's English proficiency, will help to guide the decisions as to how a student receives their instruction. For some, it may be important to prioritize as much in-person instruction as possible in order to receive the support needed to access curriculum as well as improve their English acquisition. For students with greater English proficiency, a more typical hybrid learning model may be appropriate. Teachers and administrators shall regularly communicate with students' parents and guardians, including providing interpretation and translation services to limited English proficient parents and guardians, to ensure progress and appropriate support, making modifications when necessary.

Some students within the district may face challenges accessing instruction as a result of their unique living arrangements, such as homelessness or foster support. Students who are homeless or living in foster care environments need stable educational opportunities. In these instances, more in-person instruction may be necessary to ensure equal access. Each student with such a challenge will be individually reviewed to determine the best course of action to support their learning.

Parent Meetings and Testing

In order to limit the number of visitors and support physical distancing in our buildings, IEP meetings will continue to be held remotely. However, alternative arrangements will be considered on an individual basis and in collaboration with parents and guardians if a remote meeting is not a feasible option for families. The IEP developed at the remote meeting will subsequently be delivered to families electronically with several options for parents to respond.

The District will continue to work with families of those students whose initial evaluations or three-year reevaluations were interrupted due to the closure in March to determine an appropriate timeframe for completion of the assessments. Upon return to school, each child will need to reacclimate to the new school year and new classes, reacquaint with friends, and become socially and emotionally grounded. Parents are urged to collaborate with school staff and allow for a period of adjustment prior to scheduling assessment. Parents should feel comfortable reaching out to their liaison or Student Services Administrator to proactively plan for upcoming assessments based on their child's reacclimation to school. Evaluations often require close

proximity, therefore, specialized PPE will be required by the evaluator and student to ensure safety of all parties.

Community Resources:

- Coronavirus Update
 - Comprehensive Special Education Guidance for the 2020-21 School Year Memo — minor text updates made 7/23/2020
<http://www.doe.mass.edu/covid19/on-desktop/2020-0709special-ed-comp-guide-memo.docx>
- Problem Resolution System Office Information Guide
 - Complaint Information
<http://www.doe.mass.edu/prs/guide/complaint-info-guide.docx>
- Holliston Youth and Family Services
 - <https://www.townofholliston.us/youth-and-family-services>

TECHNOLOGY

The HPS Technology department has made preparations for in-person, hybrid, and remote learning by securing nearly 1000 new devices (700 student, 300 staff), as well as improvements to network infrastructure. Therefore, in the fall, HPS will be able to provide Chromebooks for every student in grades K-12. More information about the timeline and process for device exchange and distribution for the 2020-2021 school year will be forthcoming.

- Grades K & 1 will be provided a Chromebook Flip for all learning modes. This device provides flexibility as a tablet and laptop, streamlines usage of our online productivity and collaboration tools available in Google Suite, and provides robust content filtering.
- Grades 2-12 will be provided with a Chromebook to leverage Google Suite, other digital resources, and customizable age-appropriate content filtering.

HPS will continue to perform device repair and distribution for all of these devices in a timely manner to maintain continuity of learning.

The Technology Department continues to partner with curriculum leaders as we plan digital learning content to ensure that we have the right tools and resources to support students in all learning environments. Additionally, our collection of resources for staff and families will be

expanded in the upcoming school year to meet the growing needs of our digital learning community.

Student Data Privacy

HPS has secured and is actively pursuing [Data Privacy Agreements](#) for all its digital learning resources. More information regarding newly adopted digital resources will be shared near the start of the school year. If you have any concerns or questions, please contact Dan MacLeod, Director of Technology & Digital Learning at macleodd@holliston.k12.ma.us.

Digital Learning Resources

Instructional Tool	Description	Grades
Clever	Resource used to access digital learning resources efficiently using single sign on	PK - 5
Seesaw for Schools	Students are able to share their learning as digital portfolios using drawing and recording, collage, video, and more. Teachers gain a deeper insight into student thinking and process, differentiate instruction to meet a variety of student needs, and provide oral and written feedback to their students. Families are able to gain insight and engage with their student's learning using the Parent and Family app (iOS, Android) or website.	PK - 2
Google Classroom	Helps students and teachers organize assignments, boost collaboration, and foster better communication	3 - 12
Zoom	Interactive videoconferencing tool used primarily during remote learning. For more about Zoom security features, see here .	PK - 12
Office Hours via Zoom	Technology office hours will be offered for families to assist with digital learning resources	PK - 12
PowerSchool's Unified Classroom	Portal for students and families to access attendance, grades (6-12), schedules, MySchoolBucks	PK - 12
HPS Website	Resources for families to help understand our digital learning resources	PK - 12
Helpdesk	Support tool for students, staff and families for technology questions/issues	PK - 12

PERSONNEL & STAFF SUPPORT

In order to ensure a safe and successful environment for our students for when we return to school in the fall, we must also consider the well-being of our staff members, related to safety concerns. This should include some social-emotional support for staff, as well as physical safety needs, just as we are thinking about these needs for students.

All of the HPS teaching and learning models will require flexibility. This will continue to be true, perhaps at an even greater extent as the year plays out, with unknown circumstances at the state and local level. Staff and administrators will be working to provide a successful learning environment to return to in the fall, but external, environmental circumstances may impact how we implement any plan in the fall and throughout the year.

We have surveyed staff and will be surveying again to determine who may not be able to return to school for medical or other reasons. We will try to accommodate as many people as possible, but this will depend upon specific needs, not just preference.. We will be reaching out in August, in order to determine who may need specific accommodations, but a request will not be guaranteed until you receive official confirmation from the Superintendent's Office. Once a determination is made, we will work with those approved to review options in accordance with your rights under contracts as well as state and federal law.

If you have questions related to leaves of absence or accommodations, the Executive Assistant to the HPS Interim Superintendent may be able to assist you. Please contact Lisa Ahronian ahronianl@holliston.k12.ma.us for confidential support. In addition, members of the HFT may reach out to the HFT President at cutonej@holliston.k12.ma.us for confidential support related to the collective bargaining agreement

Employees can also find information about paid sick leave and expanded Family and Medical Leave Act under the Families First Coronavirus Response Act [here](#).

