



# Chelmsford Public Schools

## **Re-Opening Plan**

**Fall 2020**

August 14, 2020

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## EXECUTIVE SUMMARY

Dear Chelmsford School Community,

As we prepare to reopen schools for the 2020-2021 school year, we have confronted many challenges. Our school reopening plan must first and foremost address the safety of our students, staff, and families, as well as the academic, social, and emotional needs of all. In order to create plans that meets the many guidelines of the Department of Elementary and Secondary Education (DESE), multiple working groups convened and have been working since July. Concurrently, the School Committee and Central Administrative Team have met weekly to discuss these guidelines, and the progress of the working groups. We have monitored both the trajectory of the virus and Governor Baker's phased reopening of the Commonwealth to see how these factors would affect our schools and our decisions.

Our district working groups for *Teaching and Learning*, *Special Populations*, *Facilities and Operations*, *Personnel and Staffing*, and *Communications* were responsible for making a reopening recommendation to the Chelmsford School Committee so that the committee could make an informed decision as to which plan – *Full In-Person*, *Hybrid*, or *Remote* – would be best for our schools this September. These groups worked collaboratively with teachers, parents, and administrators representing all stakeholders. This collaboration honored the various perspectives of all those affected by future decisions made for our district. Each working group created multiple scenarios that encompassed all the components necessary for each learning model, to provide the most complete information to the committee and the community. These working groups met weekly, breaking into smaller groups to prepare the documents now compiled for review in this final plan. The District also solicited feedback from stakeholders who volunteered their time, and were not on a specific working group, to ensure that their input was included in the planning process. This information, coupled with the work of the committees, was provided to the Chelmsford community to provide perspective related to safely reopening schools.

The efforts of the working groups have led to the following plans for the three options required by the Department of Elementary and Secondary Education (DESE):

- Model 1: A Full In-Person Learning Model
- Model 2: A Hybrid Learning Model
- Model 3: A Remote Learning Model

I would like to thank the staff and community members who volunteered their time and shared their views in our reopening groups. This hard but necessary work built a solid foundation for our school year. The Chelmsford Public Schools are committed to providing our students and families with the best educational experience even in these unprecedented times. We look forward to the return of our students and families for the upcoming academic year.

Yours truly,

Jay Lang, Ed.D  
Superintendent of Schools



## ACKNOWLEDGEMENTS

### WORKING GROUPS

This July, the Department of Elementary and Secondary Education (DESE) released initial guidance regarding reopening schools. Additional guidance on separate topics, for schools to begin the planning to reopen schools for Fall 2020, followed. DESE provided districts with a [guidance document](#) for this reopening, as well as a [FAQ](#) document around reopening. After a review of these documents, we established separate working groups to address several different areas: *Facilities, Personnel, Special Populations, Teaching and Learning*, and *Communications*. These [working groups](#) were tasked with breaking down the requirements for reopening based on this guidance and with crafting tentative plans for three scenarios: *In-person, Remote*, and *Hybrid Learning* models that would allow us to safely reopen schools this Fall. The groups included teachers, parents, and administrators from all three levels - elementary, middle, and high school.

Each Working Group Committee has completed an extraordinary task and has worked diligently to address all of the requirements necessary to provide for each learning model at these three levels. I cannot thank them enough for their dedicated work on these working groups. The Working Group Committee members and their respective assignments are as follows:

### SCHOOL COMMITTEE

Dennis King, Chair  
*Teaching & Learning*

John Moses, Vice Chair  
*Communications*

Donna Newcomb, Member  
*Personnel & Staffing*

Maria Santos, Secretary  
*Special Populations*

Jeffrey Doherty, Member  
*Facilities & Operations*

### TEACHING AND LEARNING WORKING GROUP MEMBERS

#### In-Person Learning Model Working Group

Joshua Blagg (Co-Chair)	Dean	Chelmsford High School
Tracey Cody	6th Grade Teacher	Parker Middle School
Jason Fredette (Co-Chair)	Principal	Byam Elementary School
Bethany Friesner	Parent	Harrington
Kathleen Gregory	Kindergarten Teacher	Center Elementary School
Katherine Harris	2nd Grade Teacher	Byam Elementary School
Sarah Hogan	Reading Specialist	South Row Elementary School
Darleen Joos	Art Teacher	Center Elementary School
Therese Keohane	Mathematics Teacher (8th Grade)	Parker Middle School
Olga Madrid	Parent	McCarthy Middle School
Christina Miles	Parent	Byam Elementary
Jonathan Morris (Chair)	Department Coordinator: Science	District
Amanda Noble	7th Grade Teacher	Parker Middle School
Jessica Nollet (Co-Chair)	Department Coord.: World Langs. & CEP	District
Kathryn Simes (Co-Chair)	Department Coord.: Health, P.E., & FCS	District
Mary Skelton	5th Grade Teacher (ELA/SS)	McCarthy Middle School
Kathryn Sullivan	Social Studies Teacher	Chelmsford High School
Lauren Sullivan	2nd Grade Teacher	Byam Elementary School
Mary Jo Sullivan	Parent	Chelmsford High School
Fofe Vasquez	Parent	South Row Elementary School



## Hybrid Learning Model Working Group

Robert Asselin (Co-Chair)	Principal	Harrington Elementary School
Dr. Matthew Beyranevand (Chair)	Curriculum Coordinator: Mathematics	District
Ben Cole	CFT	Chelmsford High School
Kelly Cormier	Physical Education Teacher	Harrington Elementary School
Sandra Day	5th Grade Teacher (ELA/SS)	Parker Middle School
Kristen Graham	3rd Grade Teacher	Harrington Elementary School
Peter Kelly	Parent	Chelmsford High School
Michelle Kender	Science Teacher	Chelmsford High School
Barbara Knight	3rd Grade Teacher	Center Elementary School
Kathryn LaFlamme	Social Studies Teacher	Chelmsford High School
Kurt McPhee	Principal	McCarthy Middle School
Kari Pierce-Clarke	2nd Grade Teacher	Center Elementary School
Stephanie Quinn	Department Coordinator: Social Studies	District
Ginger Skoog	Parent	Center Elementary School
Michael Suleski	6th Grade Teacher (MA/SCI)	Parker Middle School
Tapanee Thompson	Parent	Byam Elementary School
Brenna Thornton	Parent	Center Elementary School
Christina Whittlesey	Department Coord.: Fine & Performing Arts	District
Phakdey Yous	Parent	Center Elementary School

## Remote Learning Model Working Group

Anita Adler	Art Teacher	Parker Middle School
Brendan Asquith	6th Grade (MA/SCI)	Parker Middle School
Santanu Bagchi	Parent	McCarthy Middle School
Julie Barth	Parent	Parker Middle School
Barbara Defreitas	Library Assistant	Harrington Elementary School
Kathryn DeVito	5th Grade Teacher (ELA/SS)	McCarthy Middle School
Abbey Dick (Co-Chair)	Curriculum Coordinator: English	District
Susan Dooley	1st Grade Teacher	Center Elementary School
Ashley Jean	7th Grade Social Studies Teacher	Parker Middle School
Jessica Kowalik	3rd Grade Teacher	Harrington Elementary School
Dr. Robert Lyons (Co-Chair)	Dean	Chelmsford High School
Mary-Carla MacDonald	Parent	Chelmsford High School
Dr. Molly McMahon (Chair)	Principal	South Row Elementary School
Marie O'Donnell	Kindergarten Teacher	Byam Elementary School
Danny Shea	Parent	Center Elementary School
Bill Silver (Co-Chair)	Director of Technology and Information	District
Preethi Subramaniam	Parent	Chelmsford High School
Dr. Marilyn Sweeney (Co-Chair)	Department Coordinator: Technology	District
Dr. Linda Tanini	Science Teacher	Chelmsford High School
Lisa Tice	CFT Vice President	South Row Elementary School



## SPECIAL POPULATIONS WORKING GROUP MEMBERS

Amy Matson (Chair)	Asst. Dir. of Student Services	District
Mary Jane McArdle (Chair Spec. Ed)	Spec. Ed. Team Chair	District
Shawna Mottram	Spec. Ed Team Chair	District
Karen Grabowski	Assistant Principal	Harrington Elementary School
Susan Ferronetti	Special Education Teacher	Byam Elementary School
Charles Larosa	Paraprofessional	Harrington Elementary School
Andrea Imbriaco	Special Education Teacher	Harrington Elementary School
Brenda Petzoid-Eley	Parent	Byam & Parker Schools
Erin Lally	Speech Language Pathologist	Byam Elementary School
Jennifer Colbert	Paraprofessional	Center Elementary School
Stefanie Fields	Asst Dir. Community Ed & parent	Community Education
Kathy Peluso	Paraprofessional	Chelmsford High School
Ameena Langford	Parent	McCarthy Middle School
Elaine Desmarais	Parent	CHS & McCarthy Schools
Tina Robinson	Parent	Chelmsford High School
Denuelle Smith	Parent	Center Elementary School
Dr. Taryn Dery (Chair Intv. Spec. Ed)	Special Education Team Chair	District
Abby Berry	CHIPs Preschool Teacher	CHIPS Preschool
Mary Ellen Forty	CHIPs Preschool Teacher	CHIPS Preschool
Lisa Curran	MS Life Skills Prg. Spec. Ed Teacher	McCarthy Middle School
Kim Atkinson	Autism Program Special Ed Teacher	Byam Elementary School
Dana Degen	Life Skills Program Teacher	Chelmsford High School
Russell Hoyt	Preschool Coordinator	CHIPS Preschool
Beth Deschenes	BCBA	District
Julianne Furtado	ABA Paraprofessional	Parker Middle School
Larainne Wilson (Chair, SEL)	Dept. Coord. of SEL & Counseling	District
Steve Liljegren	Psychologist	McCarthy Middle School
Catherine Lallas	School Counselor	Center Elementary School
Maura Cole	Psychologist	Byam Elementary School
Kathy Rossman	School Nurse	Center Elementary School
Betsy Dolan	Assistant Principal	Byam Elementary School
Shelley Bethel	CFT Secretary & Spanish Teacher	McCarthy Middle School
Joshua Lafortune	Psychologist	Chelmsford High School
Antonio Troncoso	Parent	SR & McCarthy Schools
Sarah Coffey	Parent	Byam Elementary School
Jasmine Waddell	Parent	Byam & Parker Schools
Kelly Rogers (Fac. of ELL)	Dept. Coord. of Literacy, ELL & Title I	District
Victoria Carnevale	ELL Teacher	Parker Middle School
Catherine Lowe	ELL Teacher	Byam Elementary School
Cherie Hamelin	Parent	SR & McCarthy Schools
Julie Mangan	Teacher	McCarthy Middle School





## FACILITIES AND OPERATIONS WORKING GROUP MEMBERS

Nancy Antolini (Co-Chair)	Director of Nutrition Services	District
Robyn Adams (Co-Chair)	Director of Community Education	Community Education
Peter Brekalis	Transportation Coordinator	District
Georgia Fredericks	School Nutrition Worker	Chelmsford High School
Mark Souza (Co-Chair)	Assistant Principal	Parker Middle School
Peggy Gump (Co-Chair)	Coordinator of School Nursing Services	District
Shun Shanahan	Building Commissioner	Town of Chelmsford
Ryan Houle	Captain of Fire Prevention	Chelmsford Fire Department
Stephen Cerven	Safety Officer	Town of Chelmsford
Kathleen Canavan	Facilities Director	Town of Chelmsford
Charlie Buffum	Senior Building Custodian	Chelmsford High School
Donna Omobono	Assistant Principal	Center Elementary School
Robert Russo	CFT President & Tech Eng. Teacher	Chelmsford High School
Catie Lanouette	CFT Treasurer & S.S. Teacher	McCarthy Middle School
John MacIsaac (Co-Chair)	Dean	Chelmsford High School
Christopher Thornton	Parent	SR & CHS Schools

## PERSONNEL AND STAFFING WORKING GROUP MEMBERS

Dianna Fulreader (Co-Chair)	Principal	Center Elementary School
Lauren Cochran	Performing Arts Teacher	Chelmsford High School
Jennifer Bartleman	Paraprofessional	Parker Middle School
Cathleen Lopez	Paraprofessional	South Row Elementary
Kerry Calobrisi (Co-Chair)	Assistant Principal	McCarthy Middle School
Robert Russo	CFT President & Tech Eng. Teacher	Chelmsford High School
Jennifer Doe	CFT Liaison	AFT
Beth Mathews	Elementary Teacher	South Row Elementary
Michael O'Keefe	History Teacher	Chelmsford High School
Stephen Murray (Co-Chair)	Principal	Chelmsford High School
Sean O'Leary	Parent	Byam Elementary
Dimitrios Vasquez	Parent	South Row Elementary
Eric Swansson	Parent	CHS & Parker Schools
Kristen Faucher	Parent	CHS & McCarthy Schools



## COMMUNICATIONS WORKING GROUP MEMBERS

Colleen Marino	4th Grade Teacher	Center Elementary School
Mariclare Hamel	6th Grade	Parker Middle School
Dr. Jeffery Parks(Co-Chair)	Principal	Parker Middle School
Jayson Ramalho (Co-Chair)	Assistant Principal	South Row Elementary School
Hana Barker	Parent	Chelmsford High School
Kate Normington	Parent	Chelmsford High School
Kaitlyn Myers	Parent	Byam Elementary School
Stacey Scott	Parent	Chelmsford High School
Melissa Brennan	Parent	McCarthy & Center Schools

## CENTRAL OFFICE WORKING GROUP FACILITATORS

Dr. Jay Lang, Superintendent <i>Communications</i>	Dr. Linda Hirsch, Asst. Superintendent <i>Teaching &amp; Learning</i>	Amy Reese, Dir. Student Services <i>Special Populations</i>
Brian Curley, Dir. of Facilities <i>Facilities and Operations</i>	Bill Silver, Dir. of Tech. & Information <i>Teaching &amp; Learning</i>	Dr. Cheryl Kirkpatrick, Dir. of Personnel <i>Personnel &amp; Staffing</i>





## DESE GUIDANCE DOCUMENTS

The Chelmsford Public Schools' Reopening Plan with three models (in-person learning, hybrid learning, and remote learning) incorporates statewide safety requirements outlined in the guidance released by DESE below. In addition, planning involves safety requirements published for schools and best practices gleaned from a review of international and national publications. Detailed DESE guidance may be found at the links below:

[Initial Fall School Reopening Guidance - Released June 25, 2020](#)  
[Comprehensive Special Education Guidance - Released July 9, 2020](#)  
[Fall Reopening Frequently Asked Questions - Released July 13, 2020](#)  
[Protocols for Responding to COVID-19 Scenarios - Released July 20, 2020](#)  
[Fall Reopening Facilities and Operations Guidance - Released July 22, 2020](#)  
[Fall Reopening Transportation Guidance - Released July 22, 2020](#)  
[Guidance for Courses Requiring Additional Safety Considerations - Released July 24, 2020](#)  
[Remote Learning Guidance for Fall 2020 - Released July 24, 2020](#)  
[Additional Staff Training Days - Released July 27, 2020](#)  
[Guidance Specific to Career and Technical Education - Released July 29, 2020](#)

## SUBCOMMITTEE WORK

### TEACHING & LEARNING

The Teaching & Learning groups created plans for each learning model following the guidelines of the Massachusetts Department of Elementary and Secondary Education (DESE).

These three models replicate the best learning experience of our high-quality education using the curriculum and technical tools available to our staff. Chelmsford Public Schools are committed to providing the best learning environment and opportunities for students within the parameters allowable by each model. There was a conscientious effort by the committee to prioritize student engagement and social emotional health while developing these models, while also taking into consideration the health and safety of all of our stakeholders. As information about the pandemic emerges, we will adjust our plans to continue to provide a superior education for our students. This is a fluid process that will require districts to be flexible and adapt to any necessary changes.

### Model 1: Full In-Person Learning Plan

The goal of our district was to return to school, as we know this is the best way to meet students' academic, social, and emotional needs. No alternative can replicate the high-quality experience that students receive when they are learning in-person from teachers, alongside their peers.

The major changes required by a full return include:

- Adjustments to classroom set-up, transition procedures, bathroom use protocols, etc. to ensure that we are meeting safety guidelines.
- Disassembling other spaces (i.e. art and music rooms, gyms, cafeterias) to create additional classrooms.
- Utilizing outdoor learning spaces more often, as weather permits.
- At the elementary and middle school levels, students will remain in their cohorts for as much of the day as possible. In order to minimize student transition and travel around the building,



teachers would travel to the different classrooms, when feasible. The goal is to decrease the contact points for students throughout each day.

- Chelmsford High School student schedules are not conducive to the cohort model. CHS would set up wings by grade level and students will attend only four classes each day (instead of six) for longer periods of time, thus reducing transitions.
- Incorporating longer transition periods into the day to allow for staggered transitions, thus decreasing the number of students traveling in the hallways at any one time.
- Turning in assignments digitally when feasible to avoid transferring physical documents handled by multiple people.
- Cancelling large Ensemble rehearsals for the performing arts (Band, Orchestra, Chorus) or adjusting them to ensure that there is appropriate spacing between students.
- Spreading out lunch times or adding additional lunch periods to ensure students are more than six feet apart because masks will be removed during this time. This will reduce the amount of instructional time for students.
- In an effort to reduce foot traffic and maintain healthy social distancing, there would be a heavy reliance on the use of Google Meets.
- Students will take frequent mask breaks.

State guidance of June 25 asked schools to plan for a full return, accounting for social distancing of three feet, instead of six feet. Since then, we have determined that we are not comfortable with a model that has students placed three feet apart throughout our buildings. Additionally, after further review, many of our school sites could not accommodate all students, even at three feet apart, while other schools would need significant adjustments that would still not provide the spacing required for all students to return to school.

**Therefore, the Chelmsford School Committee, at the recommendation of Superintendent Lang, has voted to reject a full in-person return to school and focus our attention on the hybrid and remote learning models.**

### **Model 2: District-Wide Hybrid Plan**

The Hybrid Model is a combination of remote and in-person learning experiences. It provides students with face-to-face learning opportunities, while incorporating remote learning to limit the number of students in the building at any one time, thus reducing the points of contact for students each day. This model complies with the safety guidelines (see Operations & Facilities section), as the health and well-being of our students continues to be our top priority.

Per this model, students are split into two *cohorts* (A & B) and will follow a schedule specific to their cohort. Students will be placed in each cohort alphabetically by last name to keep all of the children in a family on the same schedule. We will make additional adjustments based on other circumstances (e.g. siblings that don't have the same last name or students who have similar needs in terms of specialized instruction). This model keeps both sets of students regularly connected and engaged. We will clearly communicate to parents their children's cohort assignments, indicating which schedule to follow and the rotation for learning pod A or B.

If this district moves forward with this model, here is what to expect:

- The schedules for both cohorts will stay the same throughout each week. and for the duration of the hybrid model.
- During the week, for two days (Monday & Tuesday), one cohort (A) will come to school for part of each day while the second cohort (B) will be remote, learning synchronously with their in-



person peers. Both cohorts will be remote in the afternoon. They will learn synchronously with their teachers. This model will flip with the second cohort (B) coming to school for a part of the

day on Thursdays & Fridays while the second cohort (A) will be learning synchronously with their peers, both cohorts logging in remotely in the afternoon with their teachers. Neither cohort will attend school on Wednesdays. Both cohorts will receive all instruction from their teachers online on Wednesdays.

Mon.		Tues.		Wed	Thur.		Fri.	
COHORT A	COHORT A	COHORT A	COHORT A	REMOTE COHORT A COHORT B	COHORT B	COHORT B	COHORT B	COHORT B

- As stated above, students who are in the cohort that will be attending school during particular days will attend school for part of the day. They will then be dismissed, travel home, and log in for remote sessions for the remainder of the day. The dismissal times will be based on a modified early release time (4 hours in school) as indicated in the schedules for each level (See attached school schedules). We chose a modified in-person model with an early release, for the following reasons:
  - Serving lunch in the school, even socially distanced, increases the likelihood of passing germs as masks are not worn during this time.
  - Wearing masks for part of the day instead of the full-day is more manageable and realistic for students.
  - A shorter day lends itself to less points of contact for students (bathroom trips, transitions, etc.).
  - We will arrange classroom seating in a traditional fashion (rows of desks), which is less conducive to the collaborative and relaxed learning environment that we know is best for students and that we have been utilizing for a long time. Many of our students have never experienced the static educational environment required for safe distancing during this pandemic. Enduring this rigid environment is more manageable for a shorter length of time. By completing the day at home, students can continue their afternoon learning remotely where they can stand, walk around, stretch, remove their mask, etc. in a more flexible environment.
  - Maintaining social distance from peers will be more difficult for a full day, particularly for our younger students.
  - Lunches can be provided as a “grab-and-go” option for those students who are in school and would like to purchase a bagged lunch; those receiving free lunch will get their lunch to eat at home prior to dismissal.
- Students will attend school remotely each Wednesday for the full school day. Teachers will instruct their classes virtually following a regular schedule. This allows us to thoroughly clean school buildings during the week.
- We will adjust classroom set-up, transitions, bathroom procedures, etc. to ensure we are meeting safety guidelines (see Operations & Facilities section).
- Classes may utilize outdoor learning spaces more often, as weather permits.
- Assignments, even in class, will be turned in digitally when feasible to avoid transferring physical documents between multiple people.
- We will take frequent mask breaks.



Technology: Our Director of Technology has created a plan to ensure every child has a device for in-school and out-of-school learning.

Grading/Assessments: Learning standards will remain the same for all students. Grading and assessments will return to the usual practices, prior to the pandemic, for each level. We **will not** continue the credit vs. no-credit model from last Spring. Assessment structures may vary to adapt to this alternate learning model.

Specific details for each level are as follows:

### **Chelmsford High School Hybrid Model**

We will continue to offer students the variety of courses provided in the program of studies with appropriate modifications as needed. Students will remain enrolled in seven courses as previously scheduled. The student population will be divided into two cohorts that will swap in-person and remote learning each week. This model will allow each cohort of students to remain engaged in learning and connected either in-person or virtually with a teacher and classmates 14 times each week.

All students (in-person and remote) will receive instruction for four synchronous classes per day. Classes will follow a modified rotating schedule (A-F), however CHS will offer only four rather than five classes per day. Lunch and travel times for in-person students will commence after the third class of the day to allow for in-person students to travel home and continue working via remote synchronous learning in the afternoon session.

View Chelmsford *hybrid* schedule [here](#).

Practice, Learn, Understand Study (PLUS) Block will continue and have a focus on students' social and emotional health, including the guidance department curriculum and any/all needs related to this pandemic.

### **Middle School Hybrid Model**

In this model, students will be enrolled in six different courses (four teamed classes and two WL/Specialists blocks) that will each meet synchronously, in-person or remotely, every week.

View Middle School *hybrid* schedule [here](#).

### **Elementary School Hybrid Model**

During the time when students are in school, they will remain in their cohorts for the duration of the day whenever possible. As feasible, specialist teachers (art, music, health, etc.) will travel to the students' classroom to support the in-person and remote learning. The curriculum will emphasize literacy and math for the first part of the day, while science, social studies, and specialist classes will be held remotely for all students.

View Elementary School *hybrid* schedules [here](#).

### **Other Considerations for the PK-12 Hybrid Model**

Attendance: All students are required to attend school, either virtually or in-person, at the designated times in the schedule. We understand the guidelines for staying at home due to COVID-19 create a unique situation for students (i.e. quarantining for 14 days), so attendance policies will be adjusted for students that may become ill.



### **Model 3: District-Wide Fully Remote**

In this model, students would participate in synchronous instruction each day with their teachers. *Google Classroom* will continue to be the primary platform for staff to communicate student assignments.

Here is what you need to know for the district-wide fully remote model:

- Classes will be a mix of whole-group instruction, partner work (using “breakout rooms”), individual & small group interactions with teachers (also using “breakout rooms”), and independent work.
- We will continue to provide standards-based lessons for students in all the content areas.
- Teaching methodologies will be implemented to promote student-centered learning that increases engagement in a remote setting.
- A set schedule will mirror the in-person schedule with minimal changes.
- We will foster ongoing professional development for staff to ensure that remote learning experiences are dynamic, engaging, and effective for students.

### **Considerations for the PK-12 Fully Remote Model**

Attendance: All students are required to attend school at the designated times in the schedule. We understand that there may be an increased level of illness due to COVID-19, so flexible attendance policies will be implemented.

Technology: Our Director of Technology has created a plan to ensure every child has a device for out-of-school learning.

Grading/Assessments: Learning standards will remain the same for all students. Grading and assessments will return to the usual practices, prior to the pandemic, for each level. We **will not** continue the credit vs. no-credit model from last Spring. Assessment structures may vary to adapt to this alternate learning model.

### **Model 3a: Remote Learning Academy (alternate option for families)**

Chelmsford Public Schools will develop a Remote Learning Academy as an option for those families who have a child that is immunocompromised, or otherwise do not feel comfortable sending their child to school in the hybrid model. This option will allow students to participate in school remotely full-time. Our plans for the Remote Learning Academy:

- Students will have a mixture of synchronous and asynchronous instruction.
- All instruction and learning activities will align with the MA Curriculum Frameworks for the designated grade-levels.
- We will develop a new sense of community to keep students connected with the school and their peers.
- Students who require specialized instruction (e.g. therapies, ELL, etc.) will have the opportunity to receive these services in a modified way (please see the Special populations section below).



Considerations for implementing this model include:

- The Department of Elementary and Secondary Education (DESE) will offer an online platform and resources that may be used for this model that differs from our current content and materials.
- This model is subject to bargaining with the Chelmsford Federation of Teachers and the Chelmsford School Committee.
- Information regarding staffing is being collected, which will help us make decisions on how to leverage staff members as instructors in the Remote Learning Academy, if we choose a model that uses our own staff.

**Attendance:** All students are required to attend school at the designated times in the schedule. We understand that there may be an increased level of illness due to COVID-19, so flexible attendance policies will be implemented.

**Technology:** Our Director of Technology has created a plan to ensure every child has a device for in-school and out-of-school learning.

**Grading/Assessments:** Learning standards will remain the same for all students. Grading and assessments will return to the usual practices, prior to the pandemic, for each level. We **will not** continue the credit vs. no-credit model from last Spring. Assessment structures may vary to adapt to this alternate learning model.

As always, parents will continue to have the option to homeschool their child if they feel this is the right option for their family. Families must submit proper documentation to the Curriculum Office for approval.

## **SPECIAL POPULATIONS AND SEL**

### **Introduction**

The purpose of this working group is to outline the learning needs of students within the Chelmsford Public Schools who make up our special populations. The Special Populations Committee focused on the unique learning needs of our special education, ELL and 504 students, in addition to the social, emotional, and mental health needs and services across the district. The committee broke into four subgroups: 1) special education, 2) intensive special education, 3) English Language Learners (ELL), and 4) social, emotional & mental health. Each subgroup focused on planning for the unique learning needs of each special population group within the three learning models (full in-person, hybrid and fully remote). All subgroups considered the safety guidelines outlined by the Department of Elementary & Secondary Education (DESE), Department of Public Health (DPH), and the Center for Disease Control (CDC) when discussing and planning to meet the learning needs of our special populations.

### **Model 1: Full In-Person Return to School**

Full in-person learning is the model educators are most familiar with when providing instruction to all students including the special populations groups. The model focuses on ensuring that all the necessary PPE is available, and all safety precautions are followed, as outlined by DESE, DPH and the CDC. The Facilities and Operations Committee focused on these precautions.

A full return in-person would require the district/schools to pay special attention when scheduling students such that students who receive specialized instruction (special education) or language instruction support (ELL) are grouped in classrooms with peers receiving the same services. This is required in order to minimize the number of individuals our special population students come into contact with on a daily





basis. Also, it is necessary to schedule related service providers (OT, PT, Speech, BCBA's, etc.), paraprofessionals, reading specialists and EL teachers to minimize exposure to multiple groups/cohorts of students. We may also consider providing some related and supplemental services virtually to students within the school setting. Consultation among specialists with teachers and/or paraprofessionals can be provided virtually.

Social, emotional, and school counseling services will follow the required precautions for an in-person return to school. Our school-based mental health providers (Clinical Psychologists, School Counselors and School Social Workers) will continue to provide direct, indirect, and administrative services to students and their families. Direct services include counseling (individual, small group, and classroom-based developmental guidance), psychological testing, family support, and crisis intervention. In addition, they will provide consultation to teachers/teaching teams, administrators, school-based support teams (CPT, SST, MTSS etc.), and community-based providers around student and family mental health concerns, attendance, and social-emotional skills. They will also serve as liaisons to our "high needs" team which will support the basic needs of our families, especially those in crisis situations.

## **Model 2: District-Wide Hybrid Plan**

### **Special Education**

Special Education services will be provided both in-person and remotely. A strong emphasis will be placed on in-person services, even during times of remote learning. Special consideration will be given to those populations in which remote learning is not practical. We will prioritize in-person instruction for special education students with significant and complex needs, including our preschool population. These students include those already identified as "high needs" through the IEP process, requiring an excess of 75% of time away from the general education environment. These populations of students typically cannot engage in remote learning due to their disability-related needs. This population also includes our youngest learners exiting Early Intervention services at age three and our CHIPs preschool.

We will develop separate schedules for both our preschool special education students and students in self-contained classrooms, such as the functional academic life skills classes, the elementary ASD program at Byam School, and the NECC Partner classes at Parker Middle and CHS. Additional in-person learning time will be scheduled beyond the District's in-person learning hybrid schedule. For example, if the typical hybrid schedule calls for two days of in-person instruction for all students, the recommendation may range from three to four days of such instruction for our "high needs" special education students.

### **Preschool**

Under a hybrid service delivery model, Chelmsford would be unable to maintain tuition paying, role model students to start the school year. While we recognize the importance of having peer models for our special education preschool learners, in a hybrid learning model, socialization and inclusive experiences are not always possible. We would revisit this decision mid-year (January 2021) with the hope that the health pandemic improves allowing for the return of peer models.

Not having the peer models reduces by one-half the number of students per class. Social distancing is challenging for young children (3 -5 years old) and smaller classes will help. It will ensure that students are kept more than six feet apart. It also ensures that materials, learning centers, tables/desks, etc. will be made available between groups. The special education preschool students will have targeted instruction on their IEP goals. Smaller classes allow for the teachers to assess students' skills after the full remote



learning implementation this past Spring. The preschool students will have the opportunity to regain any lost skills and continue to work on new skills.

All special education services would continue as scheduled, providing a combination of in-person and virtual instruction. Communication regarding expectations, specific services, and schedules for preschool will be sent home to families. A combination of direct in-person instruction will be scheduled and provided, individually or within small groups, including recorded video lessons, parent consultations, and learning activities pertaining to students' targeted IEP skills. This includes related services (OT, Speech, PT, etc.). Direct instruction and support will be provided to those students who require in-person special education services and prioritized based on the students' needs.

We recommend that the preschool students who are part of our integrated program attend in-person four days a week for 2-hour sessions. Students in our intensive preschool classes would attend school four days a week for 4-hour sessions.

This model will allow all eligible students turning three years old during the 2020-2021 school year to receive necessary special education services.

#### **Section 504**

Students who have 504 Accommodation Plans will continue to receive these accommodations. However, these accommodations may look different and, in some cases, may not be necessary based on the service delivery model for all instruction. Students receiving accommodations on a 504 plan will follow the same hybrid schedule that other students will follow.

#### **English Language Learners**

The Chelmsford Public Schools will ensure that English learners have equitable access to meaningful and rigorous learning opportunities as they return to school during the 2020-2021 school year in any learning model that is implemented. The goal is to build on students' cultural and linguistic assets, and the academic, linguistic, social, and emotional supports they need to succeed in all aspects of their lives. While returning to school will present challenges for all, it will be especially challenging for our EL population. To help with the transition, the district will support ELs by providing access to academic content as well as providing supplemental language instruction. It is key that instructors provide grade level content with adequate scaffolds and supports, so that ELs can access this content while developing language proficiency regardless of the learning and instruction model.

Communication with EL families will be provided in the native language of the parents/guardians. This communication will be provided through translation and/or interpretation services.

EL students will receive additional in-person instruction beyond what the District's Hybrid model includes for all students. We will prioritize additional instruction for high needs EL students. All EL students will be provided a schedule for in-person and remote instruction.

We will continue to prioritize the social and emotional learning needs of English Learners. It is important to understand that EL students may have needs that are unique and individual.



### **Model 3: District-Wide Fully Remote**

#### **Special Education**

Unless prohibited by a local or state decision, a strong effort will be made to provide in-person services for our most complex learners. However, a decision to move to a fully remote model would most likely signal significant concerns related to COVID-19, thus once again limiting and/or prohibiting in-person instruction and services. Remote learning for special education students would follow the same guidance as general education, in which academic work is aligned to state standards and IEP goals, and attendance, participation, grading and communication is tracked. A shift to remote learning will be communicated to families, so the delivery of special education services is made clear. A regular and consistent schedule of classes, interventions, services, and therapies, which align with each student's IEP goal, will be offered synchronously and asynchronously.

In-person special education services for our high need students will be considered as long as the Board of Health and the Commonwealth of Massachusetts determines it is safe. Students will be considered on an individual basis per the services outlined in their IEPs. As described above under the District Hybrid Learning Model, these students include those already identified as "high needs" through the IEP process, requiring an excess of 75% of time away from the general education environment. The district will follow DESE's guidance in determining which students are defined as high needs.

#### **Preschool**

Under a fully remote service delivery model, Chelmsford would be unable to maintain tuition paying, role model students. All special education services would continue through virtual means and communication regarding expectations specific to PK will be sent home to families. A combination of direct instruction will be scheduled and provided individually or within small groups, including recorded video lessons, parent consultations, and learning activities pertaining to students' targeted IEP skills. This includes related services (OT, Speech, PT, etc.). Direct instruction and support will be provided to those students who require in-person special education services as long as the Board of Health and the Commonwealth of Massachusetts determines it is safe as outlined in the Hybrid model.

#### **Section 504**

Students who have 504 Accommodation Plans will continue to receive these accommodations. However, these accommodations may look different and, in some cases, may not be necessary based on the service delivery model for instruction. Students receiving accommodations on a 504 plan will receive all instruction remotely.

#### **English Language Learners (ELL)**

English language education will continue to be offered to our ELL population. Based on scheduling and English language acquisition level, students will receive direct instruction via on-line remote sessions. If safety allows, in-person instruction may be scheduled to support students' language acquisition as outlined in the Hybrid Model above. In-person instruction time will vary depending upon the level of students EL needs.



## **All Learning Models**

### **Special Education Process: Evaluations & Team Meetings**

All Child Find obligations (EI referrals, preschool screening, Kindergarten screening, initial evaluations) will continue. Assessment may change given the remote service delivery model for all students. The evaluating team will consider any and all evaluation information that is already available and conduct additional assessments as appropriate under the current circumstances. The decision regarding the feasibility of conducting standardized testing will be considered on an individualized basis. The team chair, special education liaison, and/or related service providers, along with parents/guardians, will discuss whether students who have 3-year reevaluations due need to complete the formal 3-year testing. Cases in which it is clear (based on the student's disability & needs) that the student will continue to be eligible without completing formal 3-year testing may have a determination made in an annual review meeting.

IEP Team meetings (initials, annual reviews, re-evaluations, manifestation determinations) will continue. Chelmsford will continue to prioritize team meetings and will seek to complete by the end of October 2020 all meetings impacted by the school closure last Spring. All Team meetings will be conducted virtually via GoToMeeting or Google Meet platform.

The Bureau of Special Education Appeals (BSEA) continues to be available to both families and districts for dispute resolution purposes.

### **Social Emotional and Mental Health**

Our school-based mental health providers (Clinical Psychologists, School Counselors and School Social Workers) will continue to provide direct, indirect, and administrative services for students and their families. Direct services include counseling (individual, small group, and classroom-based developmental guidance), psychological testing, family support, and crisis intervention. In addition, they will provide consultation to teachers/teaching teams, administrators, school-based support teams (CPT, SST, MTSS etc.) and community-based providers around student and family mental health concerns, attendance, and social-emotional skills. They will also be critical liaisons to our "high needs" team which will support the basic needs of our families, especially those in crisis situations.

### **In-Person, Hybrid and Remote**

Chelmsford Public Schools have focused financial, personnel, and professional development resources on Social Emotional Learning, including the establishment of Multi-Tiered Systems of Support Teams (MTSS) in all schools, focusing first on Tier 1. Some schools now have Tier 2 Teams and we intend to continue toward the goal of full implementation of MTSS. This work has served us well during the pandemic, as its structure and core principles assure that we are planning for the needs of all students. It is recommended that each school assemble its MTSS teams as soon as possible, to outline a plan to address Tier 1, 2 and 3 concerns as outlined in this section.

### **Tier 1 Supports for all Students, Staff, and Families**

Every student, family, and staff member has experienced, and continues to experience, the impact of COVID-19. Chelmsford Public Schools intends to adapt and enhance its Tier 1 (universal) supports for all students and adults accordingly. The goal of these universal supports is to meet the needs of the majority of students, staff, and families. Universal supports include getting students back into a regular, healthy routine, which we know is a vital step for children's social and emotional health. We will use a variety of methods of communication, teaching and skill-building that support ALL of our students in their social, emotional, and academic growth and success.



### **Supporting Staff**

Students often take their lead from the adults around them. Our job as educators is to model well-regulated, positive, and flexible minds, relaxed and confident moods, and to engage in actions in a purposeful, controlled manner. We know that students show lower levels of social adjustment and academic performance when teachers are stressed. Supporting their social-emotional well-being and self-care can have a positive impact on student learning.

### **Re-envisioning School Culture & Conditions for Learning**

In our hybrid learning model, school will look, feel, and work differently than what students, educators, and families have known previously. The following suggestions are designed to help everyone orient themselves to the changed environment, establish a new school culture, and create a set of routines and practices.

### **Strengthening Key Social Emotional Skills and Mindsets**

Social emotional learning (SEL), the process through which students and adults develop the skills and mindsets needed to thrive, is more critical than ever. As schools reopen, focusing on SEL with culturally responsive programming (a universal, Tier 1 strategy) can alleviate the stress, anxiety, and isolation that many students and adults are feeling. Culturally responsive SEL leverages norms and values from the range of cultures represented in our communities, promoting strong relationships, positive self-image, and motivation for success. We will prioritize relevant areas of SEL such as relationship building.

### **Adapting SEL to our hybrid and remote models**

We will seek out ways to help students feel seen, heard, and empowered at school, on-line, and at home. We will provide a variety of formats including virtual lessons, online modules, and applications of skills in a variety of contexts. We will consider what is developmentally appropriate.

We will engage our learning communities and support students while they adapt to transitions by establishing routines in school, whether in-person or virtual. We will establish and adhere to a schedule that includes these routines and social emotional touchpoints. When plans must change, particularly when transitioning between in-person learning and remote learning, we will explain these adjustments to students. We will model flexibility, adaptability, and strong SEL skills when these changes occur.

### **Positive Behavioral Intervention and Support**

At the beginning of each school year, we will take time to train new members of the school community (staff, students, families) and remind returning members of the school's expectations around positive behavior. Our MTSS/PBIS initiatives are well-established but need to be taught explicitly to those new to the buildings as well as reinforced among those who are returning. Therefore, we must:

- Clearly define what positive behavior looks like in the new school context.
- Proactively and creatively update the entire school community regarding expectations for positive behavior.
- Reinforce the community aspect of positive behavior through documented social expectations and ongoing dialogue.
- Prioritize teaching and modeling behavioral expectations in the classroom and other school spaces.
- Contextualize unmet behavioral expectations.



### **Preparing to Address Increased Tier 2 and Tier 3 Needs**

This Fall, schools are likely to see increased rates of chronic stress, anxiety, and depression due to the pandemic, social isolation, a weakened economy, and the racial trauma that some students have experienced. Therefore, we need to enhance systems for proactively identifying students' needs and addressing them with the appropriate Tier 2 (targeted) and Tier 3 (intensive) supports. Establishing an effective system of support involves planning and teamwork. This includes organizing staff at both the district and school levels and making sure that processes are in place to collect, analyze, and act upon data that will inform social, emotional, and mental health efforts.

### **Supporting More Intensive Mental Health Needs**

Schools should expect to observe, hear about, and plan for appropriate supports and services to address signs and symptoms of a wide range of mental health challenges that may occur during in-person and remote learning.

We strongly recommend that our schools prioritize, to the greatest degree possible, maintaining and strengthening connections with students who struggled to engage in the Spring or who are likely to try to avoid school in the Fall. This may include regular check-ins for students and families with school staff and/or helping families to connect with community-based supports. It may also include inviting some of these students and their families to visit the school prior to opening day to talk about what will work best to help the student return successfully.

### **Effective Teaming Structure**

Teaming is a cornerstone of a strong tiered system of student support and is particularly important in the return-to-school process. In a hybrid model, it is necessary for teams to communicate, regularly and at a high level, to support students. We must establish clear goals, roles, expectations, and collaboration structures. It is also important to reinforce the idea that all members of the school community share responsibility for the social, emotional, and mental health of students and the educators who support them.

## **OPERATIONS, FACILITIES, HEALTH AND SAFETY**

The purpose of this working group is to outline the protective measures Chelmsford Public Schools (CPS) are taking to address the health, hygiene and safety of our staff, students, and facilities during the COVID-19 pandemic. This illness may spread to others when an infected person coughs, sneezes, talks loudly, etc. in proximity to others, without use of personal protective measures.

To ensure the health and safety of all staff and students, it is paramount to consider a variety of factors that will reduce the likelihood of COVID-19 transmission when students make a full or partial return to school. Appropriate measures, such as physical distancing, face coverings/masks, proper hand hygiene, and proper sanitization of facilities and materials, have been known to decrease transmission of the disease. Effective implementation of appropriate hygiene protocols plays a key role in minimizing the spread of the disease. To ensure proper implementation, it will be necessary to provide training to students, families, and staff.

The working group visited all the schools and buildings over the course of three weeks. The principals, assistant principals, and building administrators offered insights, as they explained their thinking and their plans to re-introduce staff and students to the buildings. Many of these approaches addressed the unique needs of individual buildings.





Procurement of PPE and maintaining increased quantities of materials has been ongoing since March. Increased demand for common items has resulted in long lead times, increased cost, and in some cases a lack of availability of items. Mandates regarding the quantities of PPE and cleaning chemicals have resulted in some storage issues in our already overtaxed buildings. Below is the current status on PPE, equipment, and other supplies related to COVID-19:

- Transportation guidelines have changed drastically during the pandemic. Here are some highlights:

- [illegible]

The Massachusetts Department of Elementary and Secondary Education (DESE) may provide additional guidelines.

- One-way foot traffic is advantageous in some buildings and not as much in others.
  - Chelmsford High School has relatively good flow for one-way traffic.

- Signs or arrows may be applied to ceiling tiles for visibility. Any change in the traffic flow would require no more than re-orientating tiles.
- Elementary Schools vary in layout and set-up.
  - South Row is a single-story building with relatively good flow.
- Byam and Harrington have similar layouts. However, both benefit from different drop-off and foot traffic flow.
- Center cannot avoid two-way traffic in corridors because every wing is a dead end.
- All modular classrooms require two-way traffic in corridors.
  - Elementary Schools would benefit from floor markings or stickers.
- Middle Schools:
  - McCarthy can have traffic move clockwise in the first-floor square, two-way traffic down band hallways, and second floor can move counterclockwise.
  - Parker can have one-way traffic on top floor square but will require two-way traffic on stairwells.

Classroom space also varies greatly from building to building. Every building will set-up sample classrooms to obtain a sense of how different spacings would work. Here are some of the observations/concerns raised:

- Majority of rooms with six foot spacing accommodate 10 to 12 students plus teacher.
- Rooms with three foot spacing range from 16 to 21 students per room plus teacher.
- Middle Schools only have sinks in the science labs. Hand washing stations required.
- Food served in classes raises concerns about pest management.
- With no cubby use, coats or backpacks will be stored on chairs possibly impeding egress.
- We need to establish a best practice for setting up mandatory hand sanitizer stations in each room.
- There was discussion raised about whether teachers should have desk shields in addition to spacing and masks; we are not sure this is advisable or feasible.

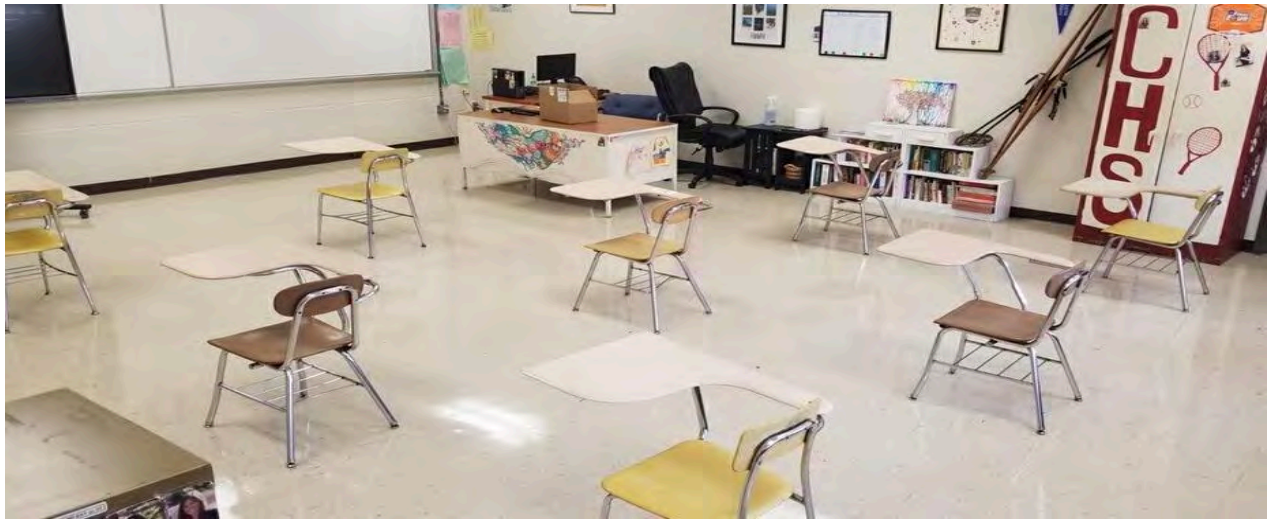
### Example Elementary School Classroom Set-Up



## Example Middle School Classroom Set-up



## Example High School Classroom Set-up



Restroom recommendations call for each space to be single use, but this may not be feasible or manageable. There is no way for teaching staff to be aware if students from other rooms are also receiving restroom passes.

- Need to determine if single use or not
- If not, consider how to space inside, possibly using every other stall
- Time constraints on students leaving class
- Building code prevents making all restrooms unisex
- Must determine frequency of policing/disinfecting

Nurse's stations will require some degree of modification. Each site has been evaluated and work is in progress. The scope of this work varies from the addition of glass for patient observation, to the installation





of air conditioning to make the space usable. Each school needs to identify an isolation room that is well ventilated and separate from the students who are seen for visits, such as medical administration, blood glucose checks, and routine first aid care. This space will be used for students with COVID-19 symptoms while they await pick-up. If additional space is needed, schools will designate areas either inside or outside the building (as appropriate) to accommodate students who are showing symptoms of COVID-19. If a student tests positive for COVID-19, school officials will refer to and follow the Protocol for responding to COVID-19 scenarios in schools dated July 17, 2020. The Chelmsford Board of Health in collaboration with CPS will make recommendations for contact tracing and quarantine. In addition, staff will follow the procedures below:

- A nurse or staff member will monitor students in the isolation room.
- Parents will be advised to pick-up the student as soon as possible.
- Parents should provide at least four possible emergency contacts who are able to dismiss their child during the school day.
- School administration or designee will contact the custodian to request that the room be sanitized. This will take approximately 30 minutes using deep cleaning procedures.
- Teachers will be encouraged to contact the school nurse for guidance should a student exhibit any of the above symptoms.
- Staff or students with any of the above symptoms must get a test for active COVID-19 prior to returning to school. A list of available testing sites will be provided. They will also be advised to contact their primary care physician for further instructions.
- The CPS will follow the protocols for responding to COVID-19 scenarios in school, on the bus, or in community settings dated July 17, 2020.

#### **Access to the Health Office**

- Medication administration: for those students requiring medications scheduled throughout the day, the nurse may visit the classroom at appropriate times per the student's medication plan.
- Basic first aid: staff members will call the Health Office for basic first aid needs (cuts, scrapes, or other general needs) prior to sending a student to the Health Office. Minor first aid needs may be cared for in the classroom.
- Medical emergencies: as always, the health office will respond to medical emergencies such as seizures or serious accidents at the location in which they occur.

The School Nutrition Department will have to undergo major operational changes to comply with the guidelines for spacing and the additional steps involved with the delivery of meals to classrooms. Here are some steps they are working on:

- On-line ordering through the School Nutrition website – parents may order lunches for their children up to one week in advance. The system will be able to differentiate if the meal is for classroom delivery or grab-and-go pick-up. The system will also print-out labels with the students' name, room number, and choice of delivery or pick-up.
- The current plan is to divide the staff between morning and afternoon shifts, 3.75 hours in length, except for leads who will work their regularly scheduled hours. The morning shift and afternoon shift will form permanent cohorts to maintain consistency among the staff.
- All lunches will be prepared in a centralized kitchen at the high school for the safety of staff and students. The kitchen staff will deliver grab-and-go meals to all schools.
- Meals made available to remote learners – our suggestion is to have two or three locations for pick-up in the afternoon.



HVAC recommendations are being put into effect by the Town DPW and the Town Sustainability Manager. Below are some of the measures being taken:

- All school buildings will be set to “occupied” mode weeks prior to staff returning.
- Ensure that all preventative maintenance and filter changes are completed, upgrading to MERV 11 where possible.
- Ensure that exhaust is separate from intake across all HVAC systems.
- Maintain 40% to 60% relative humidity when possible.
- Maintain maximum CO<sub>2</sub> concentrations at 800 to 1000 PPM in occupied spaces when possible.
- Maintain outside air dampers at maximum positions through Summer/Fall months when possible.
- On a daily and ongoing basis, set HVAC systems to “occupy” two hours prior to the actual occupation of the building, at maximum outside air damper positioning.
- Continue with preventative maintenance on all HVAC equipment as recommended and scheduled.

Housekeeping procedures will be augmented by adding daily tasks and increasing the frequency of existing tasks to minimize transmission of the virus from surfaces. Extra supplies of disinfectant are being warehoused by a local vendor in case there is a shortage of chemicals once all schools reopen. State guidelines will be followed related to cleaning/disinfecting in the buildings, additionally we will be fogging common areas regularly, and classrooms periodically, to add another layer of protection. Below are some items that we are working on with the custodial crew:

- Increased cleaning of high-touch surfaces (i.e., doorknobs, handrails, etc.)
- Ordering additional equipment to allow the custodial crew to disinfect large areas in a short period of time
- Trash removal during the school day if lunches are served outside the cafeteria
- Periodic and regularly scheduled disinfecting of restrooms throughout the day
- Additional contracted cleaning staff to augment existing contract labor
- Additional hours (regular and overtime) of CPS custodians
- Revamping the pest management contract if necessary
- Additional supplies and equipment will, when applicable, be submitted for possible reimbursement

### **Conclusions**

Based on the six foot spacing requirements, updated transportation recommendations, and logistical issues involving feeding the students, a full return to school does not seem feasible at this time.

A hybrid model would necessitate significant additional labor costs including custodial staffing, contracted cleaning, food service staffing, and possible staffing increases in the school health offices. To some extent, existing lunch and recess aides may be utilized to assist with the classroom lunch delivery and additional porter duties. In general, most of the schools indicated they could make the revamped parent and bus drop offs work with existing staff.

If a remote model were to be implemented, additional labor needs, and a portion of the increased supply needs, would prove unnecessary until such time as students were re-introduced to the buildings.



## **PERSONNEL AND STAFFING**

As we prepare to provide plans for opening schools, we want to reiterate that our primary goal is to attend to the safety and health of students and staff, while offering the most engaging and rigorous learning possible. We know that the prospect of returning to classrooms is at once exciting and welcomed, but also brings with it some expected concerns. Likewise, the possibility of not being able to return to the classroom at this time raises other concerns for staff. We want to be responsive to the needs of staff through this transition and beyond.

To address these questions and concerns, a Personnel Working Group was assembled as part of the process of developing the reopening plan. This group was comprised of community members, and staff from different roles, schools, and levels. The group reviewed data and protocols from the CDC, MA Department of Public Health, DESE, and consulted with the Department of Public Health in Chelmsford to consider how to prepare for the safe return of our staff and students with a specific focus on the resources our staff might need to facilitate this return. We describe below some protocols and resources that we hope will address some of the current questions of staff.

Because educating students will need to be approached in unaccustomed ways no matter what model we choose, staff will be called upon to be flexible, adaptable, and patient. We will be here to support staff each step of the way. We hope the resources we have created and the collaborative work that produced them feels responsive to staff needs in this uncertain time, and that staff knows that our resources will evolve as the situation and guidance evolves.

### **Attending to staff safety**

Staff and student safety is our number one priority as we plan to reopen schools. As guidance evolves, we will update our safety protocols and procedures to ensure that we are utilizing the most up to date guidance from the CDC and Department of Public Health. In addition to the protocol and procedures described above, there are some points pertaining to staff that are either worth repeating or emphasizing in this section of the plan.

As always, but especially during this pandemic, it is important that if staff are not feeling well, *they stay home*. The CDC and Department of Health have suggested that anyone with any [symptoms of COVID-19](#) should contact their health care provider and self-quarantine. Staff will have access to several legal and contractual provisions to support their needs at this time. They will be allowed to utilize their accruals for time off as they always have, whether we are in-person or remote. We have developed a [CPS Personnel Return-to-Work FAQ](#) that addresses some specific, anticipated staff questions. As we learn more, and as additional guidance from the CDC and Department of Public Health become available, we will update this resource. Additionally, the Office of Human Resources has provided resources and supports to staff that may be accessed on our [website](#). The website includes wellness programs and resources.

Whichever model Chelmsford adopts, when staff and students report to work, the following additional safety protocols will be implemented. If you have questions or concerns that any of these procedures are not being followed, please consider providing gentle reminders, and, if necessary, reach out to your Principal or to the Office of Human Resources for assistance.

- Daily Self-Certification: staff reporting to work will be asked to self-certify their wellness upon entry at each building using the district's self-reporting form that will be collected in the school or





- department. The purpose of this form is to have documentation of who entered each building and their self-certified attestation of health in case contact tracing is necessary.
- Face coverings: all staff, and students in Grade 2 and above, will be asked to wear their own, self-provided face covering (one that sufficiently covers mouth and nose) while indoors or in common areas. Students in Pre-K-Grade 1 will be encouraged to wear face coverings. Accommodations will be made for those with conditions that prohibit face coverings, and any impacted staff should contact their Principal or the Office of Human Resources if they need such accommodation. The district encourages the use of transparent face coverings to the extent they can be acquired, especially for use around younger children and those with conditions that would make this advantageous. Breaks during the day will enable staff and students to safely take their masks off.
- Visitor restrictions: at the start of the 2020-2021 academic year, any entry to schools by those who are not required to be there will be monitored and limited. Student teachers and interns will need to arrange for remote practicums and internships regardless of the model selected. Schools will have protocols to track and monitor anyone who has permission to enter the buildings.
- Travel restrictions: based on the travel restrictions put into effect by Governor Baker on July 24, 2020, any staff or student who travels to a state other than Rhode Island, Connecticut, Vermont, New Hampshire, Maine, New York or New Jersey will be required to self-quarantine for 14 days during which time they must have exhibited no symptoms. Travel outside of these states is, therefore, discouraged, and, if necessary, staff should review the procedures for requesting a travel-related leave of absence (outlined in CPS Personnel return-to-work FAQ) or accommodation as soon as possible, but at least 72 hours before needing approval.

### **If staff or their families get sick**

It is understandable that staff may have questions about what happens if they are in “close contact” with someone who is diagnosed with COVID-19, if they are diagnosed themselves, or if they or their immediate family is in a high-risk category. To respond to these concerns and to continue to respond as the situation and questions evolve, we have drafted a [CPS Personnel Return-to-work FAQ](#) that will be available on the Office of Human Resources webpage along with other wellness resources and contact information. Staff should feel free to contact the Office of Human Resources if they have questions or if they need assistance in any way.

### **Resources and supports for staff**

This pandemic has been extremely challenging for all of us, and reopening schools will present new challenges. We want to support our staff in any way we can. We also encourage staff to reach out to the Office of Human Resources if they need anything or have concerns or questions. As mentioned above, our [website](#) will be updated with useful links and contact information, as well as with wellness information and programs. Our [CPS Personnel Return-to Work FAQ](#) also has a section on [resources and supports](#) for staff.



## COMMUNICATIONS

The goal of the communications group was to develop regular procedures for communicating with families and to provide updates to key aspects of the plan to the larger community. This group also created plans for teachers and building principals to establish procedures for communicating with families. Updates will be coordinated across the district using a common format. The district and schools will continue to use current communication methods through ConnectEd, X2, and social media to update the changes happening within the district.

In order to support students and families, teachers will make curriculum resources accessible on *Google Classroom*, as well as provide students with any materials necessary to complete assignments. Teachers will establish communications and regularly update families with respect to student learning. Additionally, FAQs and documents will be created that will detail how instruction is being delivered and how instructional methods are evolving due to current learning setups.



# **APPENDIX**

## **School Schedules**

**High School**

**Middle School**

**Elementary School**



A photograph of Chelmsford High School. The building is a multi-story structure with light-colored brick and dark-framed windows. A wide concrete walkway leads from the foreground towards the building entrance. To the right of the walkway is a grassy area with some trees and a bench. A tall light pole stands near the entrance. The sky is blue with some clouds.

# **CHELMSFORD HIGH SCHOOL**

## ***REMOTE AND HYBRID SCHEDULES***

## High School Remote Model

4 Block - 65 Minute Classes - 90 minute long block - 285 minutes per block/cycle							
Time							
7:19-8:24	A	E	B	F	C	G	D
8:32-10:02	B	F	C	G	D	A	E
10:10-11:15	C	G	D	A	E	B	F
11:23-12:38	PL/LU	PL/LU	PL/LU	PL/LU	PL/LU	PL/LU	PL/LU
12:46-1:51	D	A	E	B	F	C	G

- Regular rotation of schedules
- 4 Block Rotation
- Extended times in classes to incorporate additional support for remote learning

## High School Hybrid Model

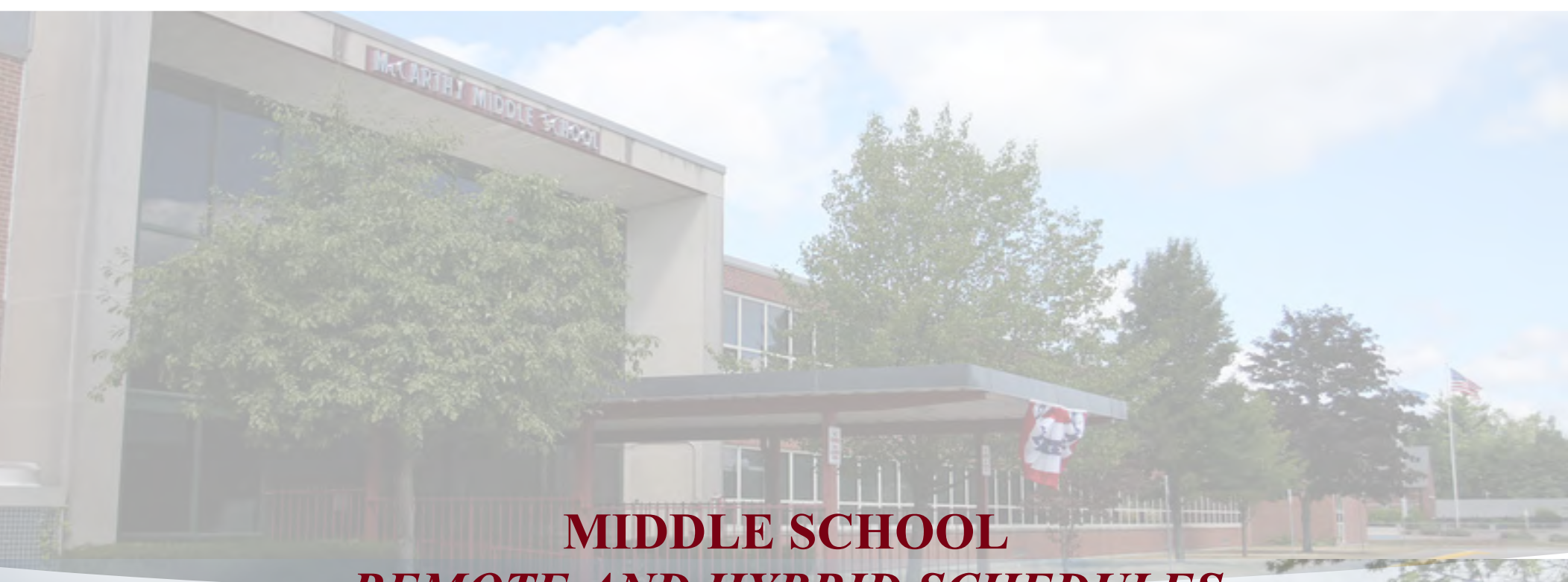
4 Block - 65 Minute Classes - 90 minute long block - 285 minutes per block/cycle							
Time							
7:19-8:24	A	E	B	F	C	G	D
8:32-10:02	B	F	C	G	D	A	E
10:10-11:15	C	G	D	A	E	B	F
Dismissal/Lunch							
12:00-12:38	PL/LU	PL/LU	PL/LU	PL/LU	PL/LU	PL/LU	PL/LU
12:46-1:51	D	A	E	B	F	C	G

- Regular rotation of schedules
- 4 Block Rotation
- Extended times in classes to incorporate additional support

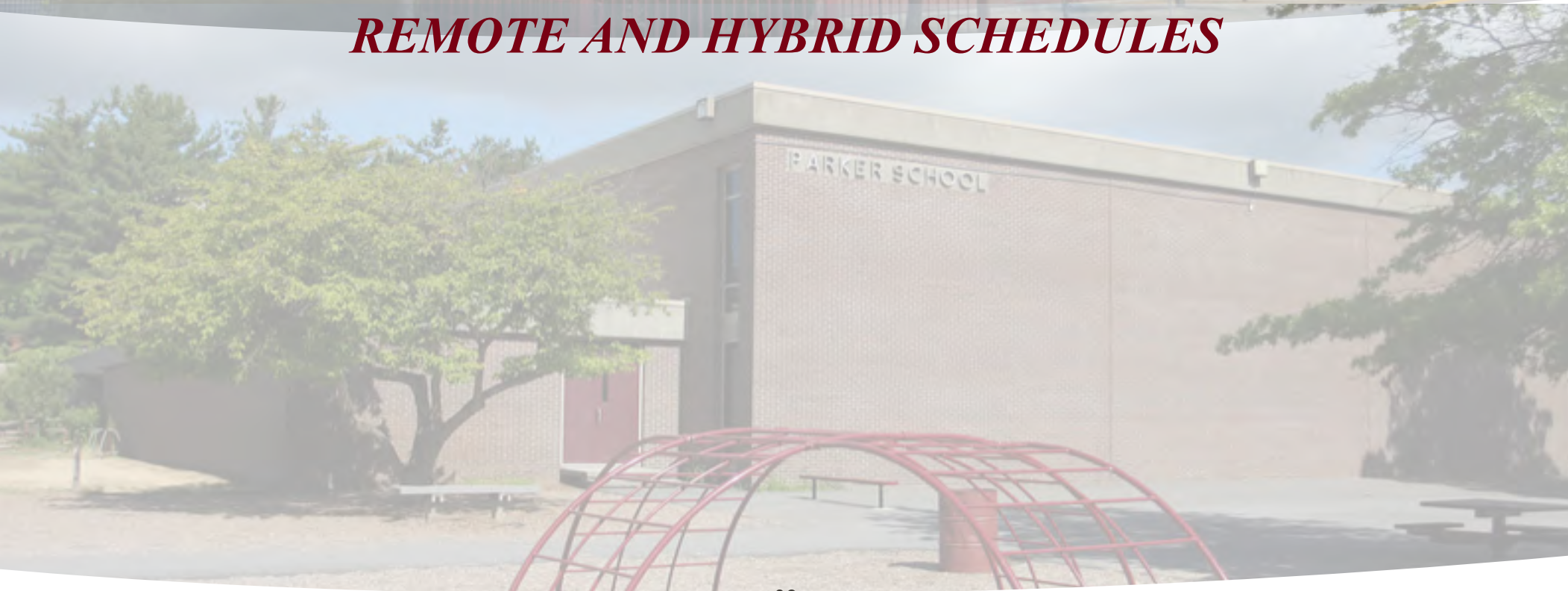
*For CHS Hybrid Model the following will apply:*

- Approx. 50% student population in building
- other % will be learning synchronously at home
- students go to 4 classes per day and a PLUS block
- 8 minute passing time between classes opposed to 3 minute passing times





**MIDDLE SCHOOL**  
***REMOTE AND HYBRID SCHEDULES***





## Middle School Remote Model

Period	Grade 8	Grade 7	Grade 6	Grade 5
8:19 HR 8:30	HR/Announcements	HR/Announcements	HR/Announcements	HR/Announcements
8:35 1 9:15	CORE	WL/SPEC	CORE 8:23-9:33 (70)	CORE 8:23-10:17 (118)
9:20 2 10:00	WL/SPEC	CORE	B, O, GM & Art/SPEC 9:33-10:17 (44)	
10:05 3 10:45	CORE	CORE	CORE 10:17-12:10 (113)	B, O, GM & Art/SPEC 10:17-11:01 (44)
10:50 4 11:30	CORE	LUNCH 10:45-11:45		CORE 11:05-12:45 (100)
11:30 5 12:30	LUNCH 11:30-12:30	WL/SPEC 11:45-12:30	LUNCH 12:10-1:10	
12:30 6 1:10	PM Even Days/ CORE Teacher Office Hours	PM Odd Days/ CORE Teacher Office Hours	LUNCH 12:45-1:45	
1:10 7 1:50	CORE	CORE		B, C, GM & Art/SPEC 1:12-1:56 (44)
1:55 8 2:40	WL/SPEC	CORE	CORE 1:56-2:40 (44)	B, C, GM & Art/SPEC 1:56-2:40 (44)

## Middle School Hybrid Model

Period	Grade 8	Period	Grade 7	Grade 6	Grade 5
8:00 HR 8:10		8:00 HR 8:05		Homeroom 8:00-8:06	Homeroom 8:00-8:06
8:13 1 9:07	CORE	8:08 1 9:02	CORE	2 CORE 8:06-9:58 (112)	2 CORE 8:06-9:58 (112)
9:10 2 10:04	CORE	9:05 2 9:59	CORE	Break 9:58-10:08 (10)	Break 9:58-10:08 (10)
10:07 3 11:01	CORE	10:02 3 10:56	CORE	2 CORE 10:08-12:00 (112)	2 CORE 10:08-12:00 (112)
11:04 4 12:00	CORE	10:59 4 12:00	CORE		
12:00- Staggered Dismissal 12:05- 1:20 Travel Home & Lunch					
1:20 RL5 1:55	WL/ Specials/SPED		WL/ Specials/SPED	Specials/Arts Block/SPED	Specials/Arts Block/SPED
2:05 RL6 2:40	WL/ Specials/SPED		WL/ Specials/SPED	Specials/Arts Block/SPED	Specials/Arts Block/SPED

### Considerations

- Four period day- NO LUNCH
- Grade 7 & 8 staggered passing time (this could be accomplished in any schedule).
- 57/58 minute periods (including passing) = roughly 52 minutes of teaching time
- ALL SPECIALS/WL REMOTE



**ELEMENTARY SCHOOL**  
***REMOTE AND HYBRID SCHEDULES***



## Elementary Remote Model

9:00 - 9:20am Morning Meeting (20) <ul style="list-style-type: none"> <li>• Check In</li> <li>• Review Expectations</li> <li>• Announcements</li> <li>• SEL</li> </ul>	9:00 - 9:20am Morning Meeting (20) <ul style="list-style-type: none"> <li>• Check In</li> <li>• Review Expectations</li> <li>• Announcements</li> <li>• SEL</li> </ul>	9:00 - 9:20am Morning Meeting (20) <ul style="list-style-type: none"> <li>• Check In</li> <li>• Review Expectations</li> <li>• Announcements</li> <li>• SEL</li> </ul>	9:00 - 9:20am Morning Meeting (20) <ul style="list-style-type: none"> <li>• Check In</li> <li>• Review Expectations</li> <li>• Announcements</li> <li>• SEL</li> </ul>	9:00 - 9:20am Morning Meeting (20) <ul style="list-style-type: none"> <li>• Check In</li> <li>• Review Expectations</li> <li>• Announcements</li> <li>• SEL</li> </ul>
9:20 - 11:30 Literacy (120)	9:20 - 11:30 Literacy (120)	9:20 - 9:50 WIN / IGT (30)	9:20 - 9:50 Science / Social Studies(45)	9:20 - 10:20 Math (60)
Mid block (Ex, 10-10:10, Brain Break (10)	Mid block, 10:10 - 10:20 Brain Break (10)	9:50 - 10:50 Math (60)	9:50 - 10:20 WIN / IGT (30)	10:20 - 10:30 Brain Break (10)
11:30 - 12:30 Student Lunch & Recess (60)	11:30 - 12:30 Student Lunch & Recess (60)	10:50 - 11:00- Brain Break (10)	10:20 - 11:20 Math (60)	10:30 - 11:00 Science / Social Studies (30)
12:30 - 1:30 Math (60)	12:30 - 1:00 Science /Social Studies (30)	11:00-11:30- Literacy (30)	11:20 - 12:20 Student Lunch & Recess (60)	11:00 - 11:30 WIN / IGT (30)
1:30 - 2:00 Science / Social Studies (30)	1:00 - 1:30 WIN / IGT (30)	11:30 - 12:30 Student Lunch & Recess (60)	12:20 - 1:50 Literacy (80)	11:30 - 12:30 Student Lunch & Recess (60)
2:00 - 2:30 (30) WIN / IGT (30)	1:30 - 2:30 Math (60)	12:30 - 2:00 Literacy (90)	1:50-2:00- Brian Break (10)	12:30 - 2:30 Literacy (120)
2:30 - 3:20 Specials (50)	2:30 - 3:20 Specials (50)	2:00-2:30 Science / Social Studies (30)	2:00-2:30 -Literacy (30)	2:30-3:20 (50) Specials
		2:30-3:20 Specials (50)	2:30-3:20 Specials (50)	



# Elementary Hybrid Model

K-4		Monday In-Person Cohort A		Tuesday In-Person Cohort A		Wednesday Both Cohorts (eLearning)						Thursday In-Person Cohort B		Friday In-Person Cohort B					
8:50 9:00		Arrival/Handwashing										Arrival/Handwashing							
	K A & B	K C,D,E		1st A & B		1st C,D,E		2nd A&B		2nd C,D,E		3rd A&B		3rd C,D,E		4th A&B		4th C,D,E	
9:00 9:30		Starting the Day All students attend synchronous sessions, starting w/ “Daily Morning Meeting” w/ focus on SEL (building community, problem solving skills, etc.)																	
9:30 10:00		F		F		F		F		F		P		P		P		P	
10:00 10:45		Math		10:00 11:25 Literacy Writing		10:00 10:45 Math		10:00 11:25 Literacy Writing		10:00 10:45 Math		10:00 11:25 Literacy Writing		10:00 10:45 Math		10:00 11:25 Literacy Writing		10:00 11:25 Literacy Writing	
								9:50 - 10:50 Math (60)						9:50 - 10:20 WIN / IGT (30)				10:20 - 10:30 Brain Break (10)	
10:45 11:10		Mask Break		10:45 11:10 Mask Break				10:45 11:10 Mask Break		Mask Break		10:45 11:10 Mask Break				Mask Break		10:45 11:10 Mask Break	
11:10 12:35		Literacy Writing		11:25 11:50 Mask Break		11:10 12:35 Literacy Writing		11:25 11:50 Mask Break		11:10 12:35 Literacy Writing		11:25 11:50 Mask Break		11:10 12:35 Literacy Writing		11:25 11:50 Mask Break		11:25 11:50 Mask Break	
		11:55 12:40 Math				11:55 12:40 Math				11:55 12:40 Math				11:55 12:40 Math				11:55 12:40 Math	
12:40 1:40		Handwashing - Start Dismissal and Handwashing/Arrival at Home/Lunch																	
	Science/SS (Synch/Asynch)		Science/SS (Synch/Asynch)				Science/SS (Synch/Asynch)				Science/SS (Synch/Asynch)				Science/SS (Synch/Asynch)				
2:30 3:00		(Monday: Kindergarten Specials) ( Tuesday: Grade 1 Specials) ( Wednesday: Grade 2 Specials) ( Thursday: Grade 3 Specials) ( Friday: Grade 4 Specials) - The week they are with a specific grade, they would be providing synchronous instruction. The other grades would be working independently asynchronously.																	
3:00 3:15		Synchronous session for 15 minutes at the end of each day (Q&A regarding morning learning, preview for tomorrow.)																	