Stoneham Public Schools Return to School Plan

August, 2020

Executive Summary

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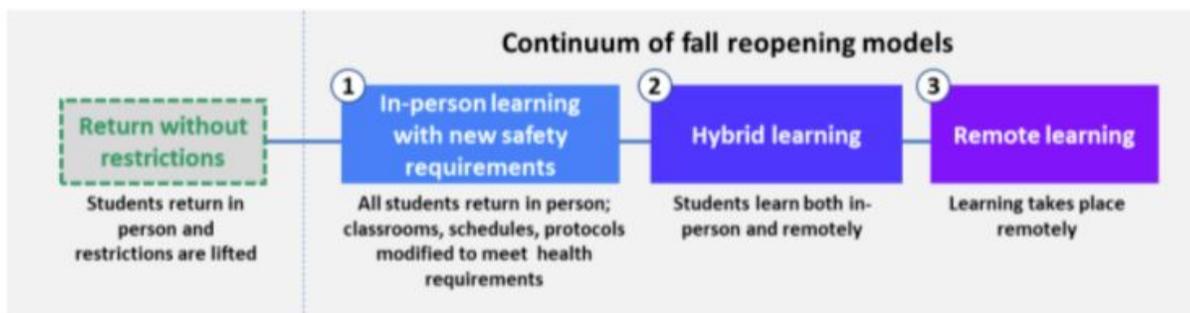Lqj p'O cegtq"
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Background and Context

The Massachusetts Department of Elementary and Secondary Education (DESE) has required school districts to outline three plans for the reopening of school:

- A plan for in-person instruction
- A hybrid model of in-person coupled with remote learning
- A plan for fully remote instruction.

To determine the feasibility of conducting school under each of the three scenarios, DESE required districts to assess the facilities, safety, scheduling, and instruction for each of the three plans. Although DESE has released guidance documents to support the planning of multiple components of the school day, it is important to note the guidance is subject to change based on medical and scientific developments. We understand that throughout the year based on guidance from DESE, as well as the Stoneham Department of Health, all three models may be used, and we may need to flow in and out each model at any given time. Until such time as we are able to return to school as we once knew it, the Stoneham Public Schools plans to implement a **Hybrid Learning Model** based on the current information available to us.

The Massachusetts Department of Elementary and Secondary Education (DESE) has required school districts to outline three plans for the reopening of school:

- By July 31st, school districts must complete and submit a preliminary reopening plan.
- By August 10th, districts must finalize their comprehensive plan documents and release them publicly to their school communities. The additional time will provide districts an opportunity to make changes based on additional guidance provided by the state.

This document outlines our response to DESE's continuum of fall reopening models shared in the image above.

The Stoneham Public Schools sought feedback from multiple stakeholders in the creation of this plan for return to instruction. In the summer, small groups of educators met to help begin the planning around instruction, social-emotional learning needs, and technology. The district administered multiple surveys to parents and

teachers in July to gather feedback on the implementation of possible learning plans. The District Leadership team analyzed the data, which was used to help inform this document.

In addition, the Superintendent has met with labor management teams on a weekly basis and continues to meet with staff on an ongoing basis throughout the summer. All of that data was analyzed and informs the planning of this document. We will also continue to seek feedback on this proposed plan and expect additional revisions to address any additional guidance from the Department of Elementary and Secondary Education (DESE).

This document outlines the three plans required by DESE. We prioritize the following guiding principles in the development of this plan:

Health, Safety, and Wellbeing -- The safety of our students and staff is our top priority.
- **Equity --** A commitment to ensuring all students experience success through equity and access.
- **High Quality Teaching and Learning--** Provide for excellence in teaching and learning with high quality instruction.

These guiding principles support the implementation and continued evolution of the plan.

Stoneham Public Schools has already made numerous investments to prepare for the beginning of the school year for all possible scenarios for the return to school.

- The district has procured **PPE** including over 40,000 face masks. Additionally, supplies of clear masks, face shields, gowns, gloves, cleaning supplies, and hand sanitizer have been ordered.
- School nursing staff at the **Central Middle School** has been increased by .4 and now has **2 full time nurses**. An additional school nurse was added to the **Stoneham High School** so they also have **2 full time nurses**. All elementary schools continue to have a full time nurse assigned to them.
- The district is exploring the purchase/rental of **tents for schools** to have additional outdoor learning spaces.
- All sinks have been equipped with soap and paper towels. We have ordered **Plexiglass barriers for the front office staff** at all schools.
- The district has acquired **storage units** to store unnecessary furniture for all classrooms across the district.
- The district has purchased **signage** to ensure social distancing and pathways throughout the schools.
- The district has also committed to **increasing technology access**. We have ordered **400 Chromebooks** to ensure that grades 1 and 2 have access to a Chromebook. We will also be able to provide all **teachers with access to a Chromebook.**

Teaching and Learning

Last spring, as a result of the COVID-19 global pandemic, teachers and students were thrown into remote instruction with little notice or preparation. Given the differences between remote learning and in-person instruction and the abrupt nature of the extended school closure, teaching and learning were not as effective as we have become accustomed to in the Stoneham Public Schools. Throughout the summer months, groups of educators have worked with administrators to develop instructional plans at each level. These plans have

necessitated a redesign of parts of our curriculum, significant adaptation or creation of teaching materials, and the need for training on these new methodologies and materials for our instructional staff. We have also taken into account that as a community, families and staff have experienced significant and, in some cases, traumatic disruptions to their lives. As a result of this necessary instructional shift the goals for teaching and learning as we return in the fall are:

- Assess student learning to ascertain and address student needs.
- Provide professional development and training to develop the skills students and staff need to support asynchronous and synchronous instruction and learning within a hybrid model
- Prioritize and individualize the instruction for students with complex and significant needs.
- Support implementation of remote and hybrid learning that is personalized, meets the needs of all learners, and provides equity and access for all learners.
- Develop structures and strategies to support students, families and staff's social emotional well-being.

SPS Proposed Face Coverings Policy

The Stoneham Public School District is committed to providing a safe environment as schools reopen during the COVID-19 pandemic. According to public health experts, one of the best ways to stop the spread of coronavirus and to keep members of our school community safe is the use of face masks or face coverings. Therefore, in accordance with guidance from the Center for Disease Control (CDC), the Department of Elementary and Secondary Education (DESE) and the Massachusetts Department of Public Health (DPH), the following requirements are in place until further notice.

Face coverings will be required to be worn by all students and staff PK-12 unless they have provided a doctor's note documenting a medical or disability exemption. Face coverings can be disposable or reusable and will need to: fully cover the nose and mouth and secure under the chin, be made with at least 2 layers of breathable material, fit snugly but comfortably against the side of the face, and be secured with ties or ear loops.

Based on guidance from health authorities' neck gaiters, open-chin triangle bandanas and face covering containing valves, mesh material or holes of any kind will not be considered appropriate face coverings. If a staff member or student does not have a face covering they will be provided with a face covering by the school district.

Individuals may be excused from the requirement for the following list of reasons, per CDC guidance:
- has trouble breathing;
- is unconscious;
- is incapacitated;
- cannot remove the mask or face covering without assistance.
- has a medical, behavioral or other challenge making it unsafe to wear a face mask or face covering.

A written note from a physician is required for a requested exemption. Parents may not excuse their child from the face mask requirement by signing a waiver.

Additionally, face masks or face coverings will not be required when appropriate 6 feet or more of social distancing is enforced during the following times:
- during mask breaks;
- while eating or drinking;
- during physical education classes;
- while outside.

Exceptions to this policy under certain circumstances, such as for students with medical, behavioral or other challenges who are unable to wear masks, must be indicated by a doctor and approved by the building principal in consultation with the school nurse or local Board of Health. Face shields or physical barriers may provide an alternative in some instances.

A student's mask or face covering is to be provided by the student's family. Staff members are responsible for providing their own face coverings. However, the district will supply disposable face covering for individuals who arrive at a building, or board school transportation, without a mask.

If students are in violation of this policy, the building principal will consult with the parent/guardians to determine whether an exception is appropriate, or the student may be removed from the school building for in-person learning until such time as they can comply with the requirement or the requirement is lifted.

Violations of this policy by staff will be handled in the same manner as other violations of School Committee policy.

Visitors in violation of this policy will be denied entry to the school/district facility.

This policy will remain in place until rescinded by the School Committee."

Social Emotional Learning and Supports

The district is very aware that we must prioritize meeting the social-emotional needs of staff and students as we return to instruction.

The goals of the return to instruction for social-emotional learning will be as follows:

- Support the transition of all students back to school by building strong relationships and community.
- Teach the executive functioning skills and other skills students will need for synchronous and asynchronous instruction.
- Develop structures for imbedding social-emotional learning throughout each class setting in both in-person and remote environments.
- Identify and provide support to individuals who need additional or more intensive social emotional/wellness supports or instruction.

Social-emotional learning opportunities will be built into the schedule for each day. At the elementary level and middle school level, each day will begin and end with a morning or homeroom meeting to serve as a social-emotional learning check-in for all students. At the high school level, all classes will have opportunities for a social-emotional learning check-in.

Technology

The Stoneham Public Schools has made a strong commitment to providing staff and students access to necessary devices and technical support. All teachers will have access to Chromebooks for in-person and remote instruction. The District's goal is to be one to one for all students in grades 1-12. The devices have been ordered, and we hope to have them available at the beginning of the school year.

Assessment

Teachers will make use of a variety of formative and summative assessments that will include online platforms and other low-tech options. When students are present in the classroom, teachers receive ongoing feedback immediately from students. In remote learning, immediate feedback is not always provided. Teachers will survey students and families repeatedly during remote learning to gather feedback to make changes to instruction, pacing, and learning. At the elementary level, teachers will continue to use short formative and summative assessments and projects to assess students' progress. Students at the secondary level will receive grades for all classes based upon a combination of formative and summative assessments that will include short and long term projects. Teachers will communicate expectations for all formative and summative assessments.

Three Types of Learning Models

The Department of Elementary and Secondary Education (DESE) has asked each district in the Commonwealth to provide three different models for a return to school in the fall: 1) Full TIme In-Person Model with Health and Safety Requirements, 2) Hybrid (In-Person/Remote) and 3) A Remote Model.

Full Time In-Person Model with Health and Safety Requirements: The DESE originally asked us to complete a feasibility study of our district to determine the number of students that can safely be accommodated in our schools. We determined that while some of our classrooms could fit all students back at 3 ft (the recommended minimum requirement from DESE), there were multiple classrooms across the district that could not fit all students. The School Committee on July 23rd voted to require 6 feet of distance (the distance recommended by DESE) between students in classrooms. The district determined that at 6 feet of distance, even with creative use of available space (e.g. converting libraries, gyms, etc. to classroom space), we do not have enough space to bring all students in safely for in-person instruction. **At this time, an in-person learning model is therefore not possible.**

Hybrid (In-person/Remote) Model: Until such time as we are able to fully return to school in-person, the Stoneham Public Schools plans to implement a **Hybrid Learning Model**. In a Hybrid Learning Model students alternate between in-person and remote instruction. Our inventory of available space showed that we are able to fit students 6 feet apart in the classrooms in all buildings with creative use of space (e.g. converting libraries, gyms, etc. to classroom space). This may also necessitate the hiring of additional teachers and/or the creation of additional sections. During the Hybrid Model some students will be prioritized for full time (4-5 days a week) instruction. These students include preschool students and special education students with complex and significant needs.

Full Remote Model: There are two versions of the Full Remote Model: Full Remote by Choice (Selected by parents who want their student to stay remote while other students are in the Hybrid Model) and Full Remote by Closure (Provided when the Hybrid or In-Person School is not available). In both models students would attend school remotely every day. Instruction would be provided as a combination of synchronous (live) and asynchronous (not in real time) instruction. In the remote model the district will use an online platform for students that will provide tools for taking attendance, managing grades, and student and parent communication.

Remote by Choice and Remote Due to Closure Model

Elementary

Before going into remote learning, efforts will be made to ensure students have physical materials such as reading and math textbooks and journals to record ideas. In this way, while students participate in online instruction, they also have access to low-tech learning options.

Staff will be available during specific times in the day during a Google Meet check-in to support any technology help students or families need. Each day will begin with attendance and announcements and a live morning meeting. The day will also end with a live closing meeting for all students.

Students will attend daily synchronous (live) lessons in English Language Arts, Math, and Writing. Students may also participate in Specials or Science/Social Studies activities.

Middle School

At the middle school, staff will be available at specific times in the day during a Google Meet check-in to support any technology help students or families need. Each day will begin with attendance and announcements and a live Advisory/Homeroom meeting. The day will also end with a live Advisory/Homeroom meeting for all students.

Students will have either six (5th grade) or seven (6-8) classes that include Core Subjects (English Language Arts,, Math, Science, Social Studies) and special or enrichment classes. Attendance will be taken at the beginning of each class, following an SEL check-in with students. All student assignments and materials will be organized in Google Classroom. Synchronous instruction will occur via Google Meets.

High School

At the high school, staff will be available at specific times in the day during a Google Meet check-in to support any technology help students or families need.

Students in the Remote by Closure Model will have either 4 classes and a Flex Class or 5 classes each day. Classes will include a mixture of synchronous (live) and asynchronous (not in real time) instruction. Attendance will be taken at the beginning of each class. All student assignments and materials will be organized in Google Classroom. Synchronous instruction will occur via Google Meets. The district is still researching the recently released Learning Management Systems (LMS) from DESE to determine the best model for Stoneham High School students choosing remote education for the fall. We hope to have more details soons.

Role of Caregiver in Remote Learning

The role of the parent during remote learning instruction is to provide a safe, organized, and quiet space for learning. Please ensure that your child is up, dressed, and logged in ready to go at the required times per their school schedule. Make sure the student takes breaks as outlined in the school schedule. We know it will be a challenge for families, so families are asked to do the best they can. Parents should refrain from helping your students complete assignments. If assignments are too challenging or taking longer than expected, the student or parent should communicate with teachers to make adjustments.

Remote learning is hard for everyone. Teachers are learning, too, and will continue to learn as we refine our Remote Learning models. Families can expect some changes and adjustments to schedules over time to meet students' individual needs and the classroom as a whole. Families can expect teaching methods and routines to

change over time as we continually adjust instruction to the medium. Teachers will seek regular feedback from students and parents.

SPS Options: Hybrid or Full Remote Model

The District send out a survey to K-12 Parents on July 30th asking families to select a learning model for the 20/21 School Year from the following options:

- Hybrid Model (In-person/Remote)
- Full Remote Option

Given the changes made, and pending approval of the instructional model, families will be surveyed again to select a final choice for the 20/21 School Year.

Preschool Model

For our Preschool Programs, we anticipate that students will attend school in-person during their scheduled preschool sessions (½ day or Full Day). We are still in the process of working on confirming that full time in-person sessions are feasible. If full in-person instruction is possible, there would be no remote component for preschool students whose parents select the Hybrid Model. However, we will still offer a Full Remote Option for preschool students.

Kindergarten Hybrid Model

Kindergarten students would attend school in-person either in the morning or the afternoon 4 days a week (M,T or Th, F). The morning sessions would be 8:35-11:00 and the afternoon session would be from 12:15-2:40. The only remote instruction for students in the Hybrid Model would be on Wednesday mornings for both cohorts.

Time	Monday	Tuesday	Wednesday	Thursday	Friday
Morning	Cohort A In School	Cohort A In School	All Students Remote ½ Day	Cohort A In School	Cohort A In School
Afternoon	Cohort B In School	Cohort B In School		Cohort B In School	Cohort B In School

Cohort C: Special Education Students with Complex and Significant Needs would attend 4.5 days/week.

Grades 1-8 Hybrid Model

In grades 1-8, students in the Hybrid Option attend school in-person two days a week (M,T or TH,F) and have remote instruction the other days with a half day of remote instruction on Wednesday.

Monday	Tuesday	Wednesday	Thursday	Friday
Cohort A In School	Cohort A In School	All Students Remote ½ Day	Cohort B In School	Cohort B In School
Cohort B Remote	Cohort B Remote		Cohort A Remote	Cohort A Remote

Cohort C: Special Education Students with Complex and Significant Needs will have the option of attending 4.5 days/week.

High School Hybrid Model

At the high school level, students in the Hybrid Model attend school in-person every other day. The day they are not in-person the students will be attending school remotely.

Week One:

Day 1A	Day 1B	Day 2A	Day 2B	Day 3A
Cohort A In School	Cohort B In School	Cohort A In School	Cohort B In School	Cohort A In School
Cohort B Remote	Cohort A Remote	Cohort B Remote	Cohort A Remote	Cohort B Remote

Week Two:

Day 3B	Day 4A	Day 4B	Day 5A	Day 5B
Cohort B In School	Cohort A In School	Cohort B In School	Cohort A In School	Cohort B In School
Cohort A Remote	Cohort B Remote	Cohort A Remote	Cohort B Remote	Cohort A Remote

Cohort C: Special Education Students with Complex and Significant Needs will have the option of attending 4.5 days/week.

Changing Models Mid Year

Once a student has selected a model, they should plan to remain in that model for the entire school year (or until such time that we return to pre-COVID-19 conditions). It will be possible to change from Hybrid to Remote. However, if families decide to change from Remote to Hybrid we will need up to 4 weeks to determine how to have the student return to in-person instruction while still meeting state and local guidelines.

Student Supports and Services

Special Education

Stoneham Public Schools will meet and exceed the standards outlined by the Massachusetts Department of Elementary and Secondary Education's July 9, 2020 [Comprehensive Special Education Guidance for the 2020-21 School Year](). All special education students will receive ALL the services on their IEP in either the Hybrid or the Remote Model. We will prioritize Special Education services to take place in-person or synchronously (live) depending on individual circumstances. For students receiving Special Education, the district will discuss IEP services with parents and document any differences in how services will be delivered including how, where and when the services are being provided.

Special Education students with significant and complex needs, as defined by DESE, including preschool-age students, will be prioritized for receiving in-person instruction during the 2020-2021 school year. These prioritized students will receive as much in-person instruction as is feasible within the health and safety parameters in effect at each particular time. We plan to provide this group of students with in-person instruction 4.5-5 days a week, every week. All other students with disabilities will be participating in the same learning model and schedule as their peers.

English Language Learner (ELL) Services

ELL services will continue to be provided to all eligible students. Services for ELL students may be provided in-person or synchronously (live) depending on the ability to maintain cohorts.

Guidance and Counseling

Every student, family, and staff member has been impacted by the COVID-19 pandemic. Our school adjustment counselors, guidance counselors, and school psychologists' support will be integral to our safe return to instruction. They are dedicated to fostering the growth of our students as individuals in a safe and caring environment.

School adjustment counselors and school psychologists at the elementary level will work with students, families, teachers, administrators, and outside agencies to support each student. They will continue to provide:

- short-term situational individual and group counseling as needed
- monitoring of student progress
- services associated with IEPs or 504 plans
- mediation in areas of conflict resolution between peers
- referrals to appropriate outside agencies
- participation in the student support teams
- support in positive parent-teacher-student communication; and
- individual/family check-ins.

At the Central Middle School and Stoneham High School guidance counselors and school adjustment counselors will work with students, families, teachers, administrators, and outside agencies to support each student. They will continue to provide:

- short-term situational individual and group counseling as needed
- monitoring of student progress
- scheduling assistance
- mediation in areas of conflict resolution between peers
- referrals to appropriate outside agencies
- overseeing the development and implementation of students' 504 plans
- participation in the Middle School/High School crisis teams
- college and career exploration and guidance
- support in positive parent-teacher-student communication
- individual/family check-ins

District Calendar

Staff Training Days

August 31- September 15, 2020: Teacher Training and Possible Student/Families Meetings

STONEHAM PUBLIC SCHOOLS
2020-2021 School Calendar and Hours

July 2020
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

August 2020
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

September 2020
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
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13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

October 2020
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11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

November 2020
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22	23	24	25	26	27	28
29	30					

December 2020
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13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

January 2021
Su	M	Tu	W	Th	F	Sa
					1	2
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10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

February 2021
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

March 2021
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

April 2021
Su	M	Tu	W	Th	F	Sa
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18	19	20	21	22	23	24
25	26	27	28	29	30	

May 2021
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16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

June 2021
Su	M	Tu	W	Th	F	Sa
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6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

IMPORTANT DATES:
August 27: New Teacher Orientation
August 31: Teachers' Return
September 16: Schools Open
September 4-7: Labor Day Weekend
September 19: Rosh Hashanah
September 28: Yom Kippur
October 12: Columbus Day
November 11: Veterans Day
November 25(1/2 Day)-27: Thanksgiving
Dec. 23 (1/2 Day) -Jan. 1: Holiday Vacation
December 25: Christmas Day

January 1: New Year's Day
January 18: Martin Luther King Day
February 15: Presidents' Day
February 15-19: February Vacation
April 2: Good Friday
April 19: Patriots' Day
April 19-23: April Vacation
May 31: Memorial Day
June 4: High School Graduation
June 15: 180th Day; **June 22:** 185th Day

No School | SC Meetings

EARLY RELEASE DAYS:

October 9: Systemwide - Prof. Development
October 30: Systemwide - Prof. Development
November 25: Systemwide - Thanksgiving
December 2: 9-12 Conferences
December 9 and 10: PK-8 - Conferences
December 23: Systemwide - Holiday Break
January 15: Systemwide - Prof.Development
February 12: Systemwide - Prof.Development
March 10 and 11: PK-4 - Conferences
April 2: Systemwide - Good Friday
June: Last Day of School

SCHOOL HOURS: | Elementary 8:30 A.M.-2:40 P.M. | Central Middle School 7:58 A.M.-2:35 P.M. | High School 8:15 A.M.-2:50 P.M. | **Early Release:** Elem: 12:00 HS: 12:15 CMS: 11:45

First Week of School

Group	Wednesday, September 16, 2020	Thursday, September 17, 2020	Friday, September 18, 2020
Remote Option Students	Full Day Remote	Full Day Remote	½ Half Day Remote
Hybrid Cohort A Students	Morning Kindergarten	Morning Kindergarten	½ Day Morning Remote
Hybrid Cohort B Students	Afternoon Kindergarten	Afternoon Kindergarten	½ Day Morning Remote

Grade K September 21, 2020 Begins M/T/TH/F Morning and Afternoon Rotation with W ½ Day Remote

Group	Wednesday, September 16, 2020	Thursday, September 17, 2020	Friday, September 18, 2020
Remote Option Students	Full Day Remote	Full Day Remote	Half Day Remote
Hybrid Cohort A Students	Full Day In-Person	Full Day Remote	Half Day Remote
Hybrid Cohort B Students	Full Day Remote	Full Day In-Person	Half Day Remote

Grades 1-8 September 21, 2020 Begins M/T, TH/F Rotation with W ½ Day Remote

Group	Wednesday, September 16, 2020	Thursday, September 17, 2020	Friday, September 18, 2020
Remote Option Students	Full Day Remote	Full Day Remote	Full Day Remote
Hybrid Cohort A Students	Full Day In-Person Day 1A	Full Day Remote Day 1B	Full Day Person Day 2A
Hybrid Cohort B Students	Full Day Remote Day 1A	Full Day In-Person Day 1B	Full Day Remote Day 2A

High School September 21, 2020 continues rotating schedule with Day 2B

Sample Daily Calendars

Sample Elementary Schedule: Monday, Tuesday, Thursday, Friday

Amount of Time	Time	Hybrid In-Person Instruction	Hybrid Remote Instruction M or TH Depending on Cohort	Hybrid Remote Instruction T or F Depending on Cohort	Full Time Remote During School Closure	Remote by Choice
15 Minutes	8:30-8:45	Morning work-Academic	Morning work-Academic	Morning work-Academic	Morning work-Academic	Morning work-Academic
15 Minutes	8:45-9:00	Morning Meeting	Live Morning Meeting	Live Morning Meeting	Live Morning Meeting	Live Morning Meeting
60 Minutes	9:00-10:00	ELA Instruction	Block #1: Pre-recorded Lesson: Reading	Block #1: Pre-recorded Lesson: Reading with Specialist	Live ELA Instruction	Live ELA Instruction
60 Minutes	10:00-11L00	ELA Practice: Independent Practice and Small Groups	Block #2: Pre-Recorded Math supported by Specialist	Block #2: Live Pre-Recorded Math	ELA Practice: Independent Practice or Live Small Groups	ELA Practice: Independent Practice or Live Small Group
45 Minutes	11:00-11:45	MATH Instruction	Block #3: Live PE	Block #3: Live Art	Live Math Lesson	Live Math Lesson
45 Minutes	11:45-12:30	Lunch/Recess/ Handwashing	Lunch/Recess: Video for Recess Provided	Lunch/Recess: Video for Recess Provided	Lunch/Recess: Video for Recess Provided	Lunch/Recess: Video for Recess Provided
45 Minutes	12:30-1:15	Math Practice Independent Groups and Small Group	Block #4: Live STEM Lesson	Block #4: Live Music	Math Practice: Independent Practice or Live Small Group	Math Practice: Independent Practice or Live Small Group
15 Minutes	1:15-1:30	Writing/Math/ ELA Support	Pre-recorded Lesson: Writing	Pre-recorded Lesson: Writing	Live Writing Lesson	Live Writing Lesson
30 Minutes	1:30-2:00	Closing Meeting	Live Closing Meeting	Live Closing Meeting	Live Closing Meeting	Live Closing Meeting
45 Minutes On Remote Learning Days Only	2:00-2:45		Independent Remote Academic Work	Independent Remote Academic Work	Independent Remote Academic Work	Independent Remote Academic Work

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Sample Elementary Schedule: Wednesday

Amount of Time	Time	Hybrid Remote Instruction (Both Cohorts)	Full Time Remote During School Closure	Full Time Remote By Choice
30 Minutes	8:30-9:00	Live Morning Meeting	Live Morning Meeting	Live Morning Meeting
45 Minutes	9:00-9:45	ELA Instruction	Live ELA Instruction	Live ELA Instruction
15 Minutes	9:45-10:00	Break	Break	Break
45 Minutes	10:00-10:45	ELA Practice: Independent for Some/ Small Groups Live with Teacher for Others	ELA Practice: Independent for Some/ Small Groups Live with Teacher for Others	ELA Practice: Independent for Some/ Small Groups Live with Teacher for Others
15 Minutes	10:45-11:00	Break: VIdeo Provided for Break: Go Noodle/Yoga	Break: VIdeo Provided for Break: Go Noodle/Yoga	Break: VIdeo Provided for Break: Go Noodle/Yoga
60 Minutes	11:00-12:00	Math Lesson	Live Math Lesson	Live Math Lesson
30 Minutes	12:00-12:30	Live Closing Meeting	Live Closing Meeting	Live Closing Meeting
30 Minutes	12:30-1:00	Independent Remote Academic Work	Independent Remote Academic Work	Independent Remote Academic Work

Sample MS 5th Grade Schedule: Monday, Tuesday, Thursday, Friday

Amount of Time	Time	Hybrid In-Person Instruction	Hybrid Remote Instruction M and T or Th and F Depending on Cohort	Full Time Remote During School Closure	Remote by Choice
15 Minutes	7:55-8:10	Advisory/Homeroom Meeting	Live Advisory/ Homeroom Meeting	Live Advisory/ Homeroom Meeting	Live Advisory/ Homeroom Meeting
50 Minutes	8:10-9:00	CLASS #1: SOCIAL STUDIES	CLASS #1: SCIENCE Support	Live CLASS #1: SCIENCE	Live CLASS #1: SCIENCE
70 Minutes	9:00-10:10	CLASS #2: MATH	CLASS #2: ACADEMIC Support	Live CLASS #2: MATH	Live CLASS #2: MATH
50 Minutes	10:10-11:00	CLASS #3: MATH/ELA SKILLS	CLASS #3: ELA Support	Live CLASS #3: ELA/MATH SKILLS	Live CLASS #3: ELA/MATH SKILLS
50 Minutes	11:00-11:50	CLASS #4: SCIENCE	CLASS #4: SOCIAL STUDIES Support	Live CLASS #4: SOCIAL STUDIES	Live CLASS #4: SOCIAL STUDIES
30 Minutes	11:50-12:20	LUNCH	LUNCH	LUNCH	LUNCH
70 Minutes	12:20-1:30	CLASS #5: ELA	CLASS #5: MATH Support	Live CLASS #5: ELA	Live CLASS #5: ELA
50 Minutes	1:30-2:20	CLASS #6: SPECIAL	CLASS #6: SPECIAL	Live CLASS #6: ACADEMIC SUPPORT	Live CLASS #6: ACADEMIC SUPPORT
15 minutes	2:20-2:35	Advisory/ Homeroom Meeting	Live Advisory/ Homeroom Meeting	Live Advisory/ Homeroom Meeting	Live Advisory/ Homeroom Meeting

Sample MS 5th Grade Schedule: Wednesday

Amount of Time	Time	Hybrid Remote Instruction (Both Cohorts)	Full Time Remote During School Closure	Remote by Choice
15 Minutes	8:00-8:15	Live Advisory/ Homeroom Meeting	Advisory/Homeroom	Advisory/Homeroom
35 Minutes	8:15-8:50	CLASS #1: SCIENCE Support	Live CLASS #1: SCIENCE	Live CLASS #1: SCIENCE
35 Minutes	8:50-9:25	CLASS #2: MATH/ELA SUPPORT	Live CLASS #2: MATH/ELA SUPPORT	Live CLASS #2: MATH/ELA SUPPORT
35 Minutes	9:25-10:00	CLASS #3: ELA	Live CLASS #3: ELA	Live CLASS #3: ELA
35 Minutes	10:00-10:35	CLASS #4: SOCIAL STUDIES	Live CLASS #4: SOCIAL STUDIES	Live CLASS #4: SOCIAL STUDIES
35 Minutes	10:35-11:10	CLASS #5: MATH	Live CLASS #5: MATH	Live CLASS #5: MATH
35 Minutes	11:10-11:45	CLASS #6: ACADEMIC SUPPORT	Live CLASS #6 ACADEMIC SUPPORT	Live CLASS #6ACADEMIC SUPPORT
15 Minutes	11:45-12:00	Live Advisory/ Homeroom Meeting	Advisory/Homeroom Live Class	Advisory/Homeroom Live Class

Sample MS 6-8 Grade Schedule: Monday, Tuesday, Thursday, Friday

Amount of Time	Time	Hybrid In-Person Instruction	Hybrid Remote Instruction M and T or Th and F Depending on Cohort	Full Time Remote During School Closure	Remote by Choice
10 Minutes	7:55-8:05	Advisory/ Homeroom	Advisory/ Homeroom Live Meeting	Advisory/ Homeroom Live Meeting	Advisory/ Homeroom Live Meeting
50 Minutes	8:05-8:55	CLASS #1: SCIENCE	CLASS #1: SCIENCE Support	Live CLASS #1: SCIENCE	Live CLASS #1: SCIENCE
50 Minutes	8:55-9:45	CLASS #2: SPECIAL	CLASS #2: ACADEMIC Support	Live CLASS #2: MATH	Live CLASS #2: MATH
50 Minutes	9:45-10:35	CLASS #3: ELA	CLASS #3: ELA Support	Live CLASS #3: MATH SKILLS or ELA SKILLS or World Language	Live CLASS #3: MATH SKILLS or ELA SKILLS or World Language
52 Minutes	10:35-11:25	CLASS #4: SPECIAL	CLASS #4: Academic Support	Live CLASS #4:ACADEMIC SUPPORT	Live CLASS #4:ACADEMIC SUPPORT
30 Minutes	11:25-11:55	LUNCH	LUNCH	LUNCH	LUNCH
50 Minutes	11:55-12:45	CLASS #5: MATH	CLASS #5: MATH Support	Live CLASS #5: ELA	Live CLASS #5: ELA
50 Minutes	12:45-1:35	CLASS #6: WORLD LANGUAGE/SKILLS	CLASS #6:WORLD LANGUAGE	Live CLASS #6: ACADEMIC SUPPORT	Live CLASS #6: ACADEMIC SUPPORT
52 Minutes	1:35-2:25	Class #7: SOCIAL STUDIES	CLASS #7:SOCIAL STUDIES support	Live CLASS #7: SOCIAL STUDIES	Live CLASS #7: SOCIAL STUDIES
10 minutes	2:25-2:35	Advisory/ Homeroom	Advisory/ Homeroom Live Meeting	Advisory/ Homeroom Live Meeting	Advisory/ Homeroom Live Meeting

Sample MS 6-8 Grade Schedule: Wednesday

Amount of Time	Time	Hybrid Remote Instruction (Both Cohorts)	Full Time Remote During School Closure	Remote by Choice
15 Minutes	8:00-8:15	Advisory/Homeroom Live Class	Advisory/ Homeroom Live Meeting	Advisory/ Homeroom Live Meeting
30 Minutes	8:15-8:45	Live CLASS #1:SCIENCE	Live CLASS #1: SCIENCE	Live CLASS #1: SCIENCE
30 Minutes	8:45-9:15	Live CLASS #2: ELA	Live CLASS #2: MATH	Live CLASS #2: MATH
30 Minutes	9:15-9:45	Live CLASS #3:ACADEMIC SUPPORT	Live CLASS #3: MATH SKILLS or ELA SKILLS or World Language	Live CLASS #3: MATH SKILLS or ELA SKILLS or World Language
30 Minutes	9:45-10:15	Live CLASS #4: MATH SKILLS or ELA SKILLS or World Language	Live CLASS #4:ACADEMIC SUPPORT	Live CLASS #4:ACADEMIC SUPPORT
30 Minutes	10:15-10:45	Live CLASS #5: MATH	Live CLASS #5: SCIENCE	Live CLASS #5: SCIENCE
30 Minutes	10:45-11:15	Live CLASS #6:. SOCIAL STUDIES	Live CLASS #6: ACADEMIC SUPPORT	Live CLASS #6: ACADEMIC SUPPORT
30 Minutes	11:15-11:45	Live CLASS #7: ACADEMIC SUPPORT	Live CLASS #7: SOCIAL STUDIES	Live CLASS #7: SOCIAL STUDIES
15 Minutes	11:45-12:00	Advisory/Homeroom Live Class	Advisory/ Homeroom Live Meeting	Advisory/ Homeroom Live Meeting

Sample Hybrid High School Schedule

Amount of Time	Time	1A/B In-Person Day	1A/B Remote	2A/B In-Person	2A/2B Remote	3A/B In-Person
69 Minutes	8:15 9:24	A	A	B	B	C
69 Minutes	9:28 10:37	D	D	C	C	A
69 Minutes	10:41 11:50	F	F	F	F	D
30 Minutes	11:54 12:24	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
69 Minutes	12:28 1:37	E	E	G	G	G
69 Minutes	1:41 2:50	REMOTE FLEX	FLEX	REMOTE FLEX	FLEX	E

Amount of Time	Time	3A/B Remote	4A/B In-Person	4A/B Remote	5A/B In-Person	5A/B Remote
69 Minutes	8:15 9:24	C	A	A	C	C
69 Minutes	9:28 10:37	A	B	B	B	B
69 Minutes	10:41 11:54	D	E	E	D	D
30 Minutes	11:54 12:24	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
69 Minutes	12:28 1:37	G	F	F	G	G
69 Minutes	1:41 2:50	E	REMOTE FLEX	FLEX	REMOTE FLEX	FLEX

Sample Remote Due to School Closure High School Schedule

Amount of Time	Time	Day 1	Day 2	Day 3	Day 4	Day 5
69 Minutes	8:15 9:24	A	B	C	A	C
69 Minutes	9:28 10:37	D	C	A	B	B
69 Minutes	10:41 11:50	F	F	D	E	D
30 Minutes	11:54 12:24	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
69 Minutes	12:28 1:37	E	G	G	F	G
69 Minutes	1:41 2:50	FLEX	FLEX	E	FLEX	FLEX

Facilities and Operations

On July 22, 2020 DESE published [Facilities and Operations Guidance](#) providing additional details and considerations for school facilities and grounds, as well as operational protocols based on the most recent COVID-19 information and related mitigation practices. As the knowledge and research related to COVID-19 continues to evolve, this Facilities and Operations Guidance will be updated as appropriate. In partnership with the Stoneham Facilities Department, the Stoneham Public Schools will meet or exceed all of the facilities and operations guidelines.

Preparing our Schools

Our goal is to promote the **safe** in-person return of as many students as possible in a school setting. In partnership with the Stoneham Facilities Department, we have taken several health and safety measures to minimize risk to all our school community members to ensure we can safely return to school while the COVID-19 risk remains. First, as indicated above, we conducted a feasibility study for the return to school. The purpose of the feasibility assessment was to determine the number of teaching spaces and classrooms in each school that provides adequate square footage based on the 6ft School Committee approved physical distancing guidelines and access to sinks or hand washing stations to safely bring students and staff into classrooms. We have analyzed air handling and filtration system capacity to ensure proper, safe, and high-quality ventilation in teaching spaces. We have conducted walk-throughs to identify additional expanded space for nursing staff to separate sick students from well students, and care for students or staff when they become ill during the day. Finally, we have identified, measured, and procured plexiglass screening for areas with public contact or where tables can not be moved such as science rooms and computer labs at the high school, testing rooms, main offices, and administrative offices, providing enhanced safety for staff and students.

Building Sanitation

Each school will undergo a thorough disinfection at the end of each day including all rooms in the building using EPA approved products. All frequently touched surfaces such as door handles, push bars, desks, etc. will be disinfected throughout the day. Custodial staff will receive training on the use of new equipment, approved cleaning products, and required cleaning protocols. All sinks in the school will have soap and disposable paper towels. All classrooms will have hand sanitizer available and touch free hand sanitizing stations are being installed in various locations at each school.

Air Quality and HVAC in School Buildings

The Stoneham Leadership Team has collaborated with the Stoneham Facilities Department to review the air quality and HVAC systems outlined below. We received a written summation of our HVAC Systems from the AMS, who we have contracted with over the past three years. AMS has reported that "the HVAC equipment at all the schools in the Town are running at design or near design levels .Pipe insulation and insulation of components has been improved to eliminate water leaks from condensation in various schools...The controls in the various buildings have also been upgraded and in some cases replaced. This has greatly improved performance and efficiency. Ventilation through the introduction of outside air has been brought up to design levels with the repair of equipment and the upgrade of the controls, also." We are pursuing hiring an independent HVAC contractor to further evaluate all our systems.

Food Service Operations

During school closure last spring, our food service department's professionals prepared and distributed thousands of individual meals to hundreds of students at their homes. We will continue to provide breakfast and lunch each day, whether students are learning remotely or in-person. Our food service team will implement a combination of grab and go, or onsite food delivery systems. We believe that this delivery method will optimize student and staff safety.

Transportation

On July 22, 2020, DESE issued [transportation guidance](#) for safely returning to school in the fall. The safe and reliable transportation of students to and from school is our goal. The Stoneham Public Schools plans to meet or exceed all of the guidance that has been provided by the Massachusetts Department of Elementary and Education.

The DESE guidance focuses on supporting districts to develop a transportation strategy that provides safe conditions for all students and staff traveling by bus or van, while also maximizing in-person learning:

- South and Robin Hood Regular Ed Transportation has been canceled for the 2020-2021 School Year.
- The District has met with our primary Special Education transportation provider, North Reading Transportation, to discuss details and review protocols for safe transportation of students that follow the medically-advised health and safety requirements and guidelines. As outlined in the guidance, students and drivers will wear masks and adhere to physical distancing guidelines.
- For this year only we have offered to reimburse parents of special education students who are eligible for transportation if they choose to transport their students.
- The district will take proactive steps to promote safe alternative transportation options for students, including family-provided transportation, walking, and biking when possible.

Several core practices will support safe school van operations this fall:
- Parents must screen their children for symptoms prior to boarding a vehicle.
- Physical distancing (3 ft.) must be maintained to the extent possible while embarking, disembarking, and in transit.
- All drivers and students will wear masks, unless they are unable to as a result of a medical or disability need.
- In cases where physical distancing cannot be maintained (e.g., students who need to be buckled in, transferred in and out of wheelchairs, etc.), drivers and/or monitors should wear gloves.
- If not possible nor comfortable to open windows, the ventilation system should be set to high. Do not recirculate conditioned air.
- Staff will assist children with washing or sanitizing hands upon arrival after exiting the bus, van, or vehicle and prior to departure before boarding the bus, van, or vehicle.

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Certification of Health Safety Requirements

The Stoneham Public Schools confirms that is has incorporated all health and safety requirements issued by DESE in the following advisories:

Initial Fall School Reopening Guidance
Comprehensive Special Education Guidance
Protocols for responding to COVID-19 scenarios in school, on the bus, or in community settings
Fall Reopening Transportation Guidance
Fall Reopening Facilities and Operations Guidance
Guidance for Courses Requiring Additional Safety Considerations for Fall 2020

The district's comprehensive safety protocols and procedures detail our plan to meet all of these requirements.

Note: Special Thanks to Melrose Public Schools for use of information and explanations from their Return to School plan.