

# School Reopening Plan (DRAFT) 2020 - 2021 School Year



WELLESLEY PUBLIC SCHOOLS  
*Learning • Caring • Innovating*

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## Message From The Superintendent

Dear Members of the Wellesley Public Schools Community,

In March of 2020, the trajectory of our school year and our lives was dramatically altered as a result of the COVID-19 pandemic. What began as a temporary closure of two of our schools, expanded to include our entire district and, ultimately, every school district in Massachusetts. As the scope of the pandemic expanded and the length of our closure was extended, WPS kept pace with evolving state direction to guide our approach to remote learning. As with districts everywhere, this shift was difficult and challenged our infrastructure, expertise, and reach. There were many lessons learned this past spring and we were all reminded of the broad role that schools play in grounding our lives, driving our schedules, and building and maintaining critical social connections between and among students, staff, and families.

As we look ahead to fall, we are all craving a return to school, which would signal a larger return to normalcy in our lives. The reality is that we still have important work to do to help prevent a resurgence of the virus and the loss of the hard-earned progress we have all helped achieve.

School Year 2020-2021 will be one in which we bridge between multiple layers of health and safety protocols, modified schedules, and new approaches to teaching and learning. We will also have to be more flexible than ever as we assess public health indicators and adhere to evolving medical guidance, which may direct us to become more restrictive or relaxed in our approach to school.

Throughout the spring and summer, members of our staff, town leaders, and volunteers have been working closely together to plan for SY 2020-2021. This has included a district-wide advisory committee and multiple technical working groups. Throughout this process, we have continued to seek input from parents, educators, and students to help inform our evolving plans. We have also been guided by a myriad of state and federal directives as well as our close collaboration with school districts throughout the Commonwealth. We remain grateful for the support and robust discourse this challenging task has created, even when there is not always a clear consensus on the best path forward.

The plans presented in this document still very much remain a work in progress, but represent our current thinking on how best to address the many challenges we must overcome to safely bring students and staff back to our schools as soon as possible.

Sincerely,



Dr. David Lussier, Superintendent of Schools

## Acknowledgements

We extend a huge thank you to the many people - students, educators, parents, and community members - who offered feedback and guidance as we worked on the WPS Reopening Plan. Their wide ranging perspectives, expertise, and deep commitment to Wellesley students informed our planning at every phase. Additionally, we appreciate the time and leadership efforts from the WPS School Committee and the WPS Administrative Council.

Finally, we are extremely grateful to the members of the School Reopening Advisory Committee and various Working Groups who attended many meetings throughout June, July and August. Their dedication and collective thinking was essential to our planning. Thank you to: *Aditya Acharya, Brian Allieri, Barbara Barnett, Greg Beaupre, Anne Beauchamp, Beth Bergeron, Scott Berry, Kirsten Blackwill, Jayne Byrne, Toni Carlson, Megan Cassidy, Jamie Chisum, Wen Cobb, Lisa Collins, Linda Corridan, Charmie Curry, Joan Dabrowski, Abdelaziz Darouichi, Jeff Dees, Matt Delaney, Chief Richard DeLorie, Holly Detroy, Kathy Dooley, Susan Downes, Lisa Driver, Dick Elliot, Jen Eramo, Effa Fouda, Kyle Gekopi, Natasha Goddard, Cathi Gordon, Sharon Gray, Anne Higgins, Mara Hochberg, Jackie Hoglund, Joe Hutton, Mark Ito, Lenny Izzo, Amy Jankins, Toni Jolley, Meghan Jop, Mike LaCava, Leslie LeBlanc, Carla Lumley, David Lussier, Jen MacPherson, Cynthia Mahr, Cristina Malinn, Kate Morton, Sarah Matloff, Gerardo Martinez, Astrid Mazariegos, Gayle McCracken, Joe McDouough, Deane McGoldrick, Rachel McGregor, Mike McIntyre, Kate Morton, Donald Newell, Zach Nichols, Sarah Orlov, Leigh Petrowsky, Karen Poole, Dana Plunkett, Robyn Rease, Mike Reidy, Maura Renzella, Ellen Quirk, Peter Ritter, Cynthia Russell, Michael Santangelo, Collin Shattuck, Ranjani Sriram, Sheryl Strother, Peter Szuch, Shawn Thompson, Elizabeth Wheeler, Nora Wilkins, Chuck Winitzer, Vivian Zeng, Rebecca Zieminski.*

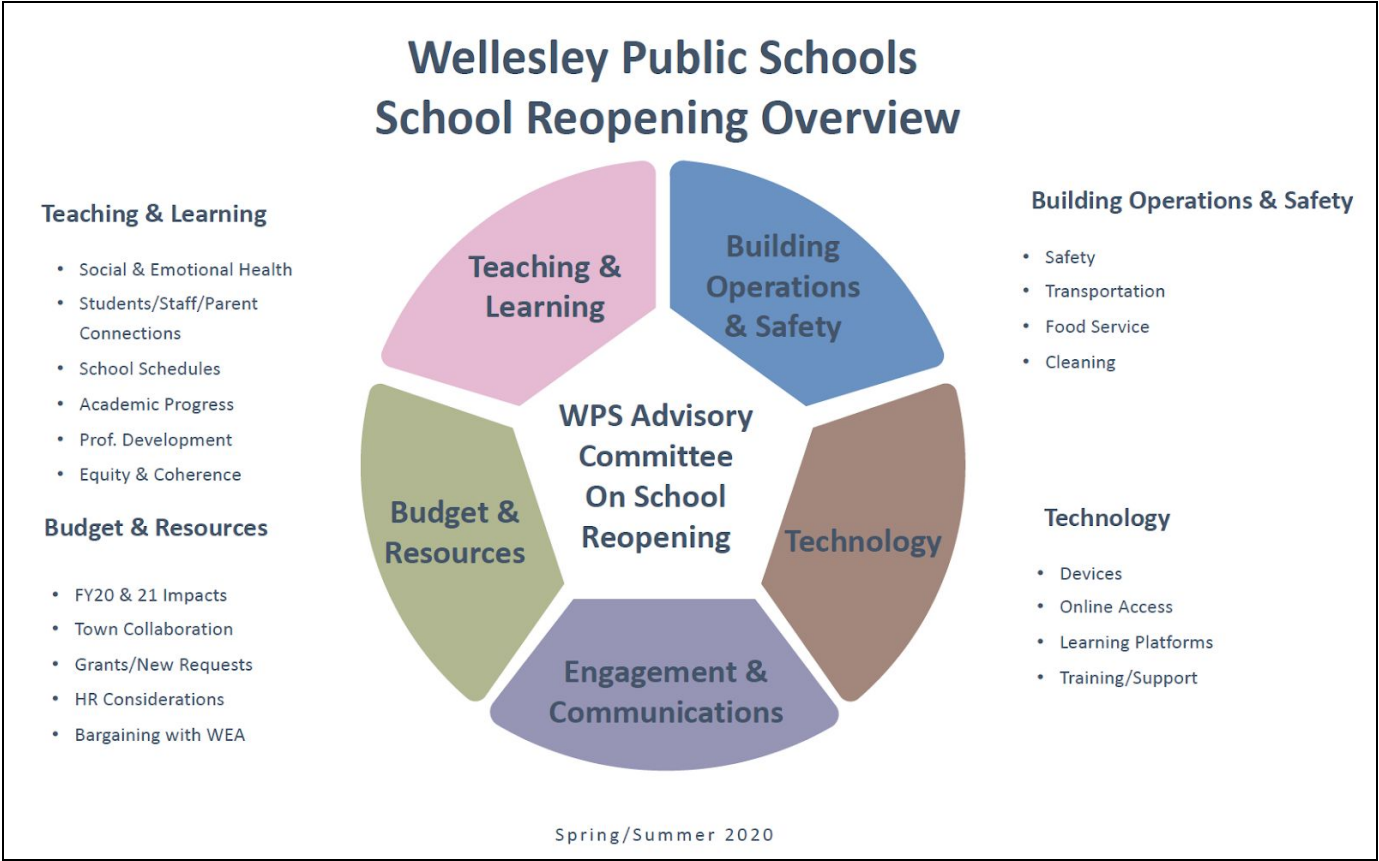


# Key Sources of Input

## School Reopening Advisory Committee and Working Groups

In late May, the District assembled a **School Reopening Advisory Committee (SRAC)**. This group was made up of a wide range of stakeholders including students, educators, parents, school committee members, and town leaders. The SRAC worked closely with the Superintendent of Schools on the reopening process and served as ongoing thought-partners at each stage of planning. **TABLE 1** shows a visual of the WPS School Reopening Overview that informed the key topics addressed between May and August. Additionally, several members of the SRAC were tasked to facilitate Working Groups focused on the key reopening topics (e.g. safety, teaching and learning, technology). A full list of the SRAC and Working Group members are listed below in **TABLES 2** and **3** along with the meeting dates and topics of discussion.

**TABLE 1:** Wellesley Public Schools School Reopening Overview



**TABLE 2:** School Reopening Advisory Committee: Participants & Meetings

School Reopening Advisory Committee Participants (name/position)	Meeting Dates
David Lussier, Superintendent of Schools	May 29, 2020
Cindy Mahr, Assistant Superintendent for Finance and Operations	June 10, 2020
Joan Dabrowski, Assistant Superintendent of Teaching and Learning	June 24, 2020
Sarah Orlov, Director of Student Services	July 1, 2020
Charmie Curry, Director of Diversity, Equity, & Inclusion	July 15, 2020
Kathy Dooley, Director of Technology	July 23, 2020
Toni Carlson, Director of Libraries and Innovation	
Linda Corridan, Director of Nursing	
Jamie Chisum, Principal, WHS	
Mark Ito, Principal, WMS	
Gerardo Martinez, Principal, Schofield	
Becca Zieminski, Early Childhood Director	
Kyle Gekopi, Teacher, WHS and WEA President	
Sharon Gray, School Committee	
Joe McDonough, Facilities Management Department (FMD) Director	
Lenny Izzo, Director, Wellesley Board of Health	
Lisa Collins, Parent & Central Council Moderator	
Effa Fouda, Student, WHS	
Aditya Acharya, Student, WHS	

**TABLE 3:** Working Groups: Participants, Key Discussion Topics & Meetings

Working Group, Key Discussion Topics & Participants (name/position)	Meetings
<b>Teaching &amp; Learning:</b> <i>Social Emotional Learning &amp; Wellness, School Schedules, Curricula, Student Support/Academic Recovery, Special Education, Professional Development</i>	<b>PreK-12 Meetings:</b>
	June 4
	June 11
	June 25
Joan Dabrowski, Assistant Superintendent for Teaching & Learning	July 2
Sarah Orlov, Director of Student Services	July 9
Anne Beauchamp, PreK-12 Coordinator for Curriculum, Assessment & Accountability	July 16
Gerardo Martinez, Principal, Schofield	July 24
Ellen Quirk, Principal, Hunnewell	
Jayne Byrne, Teacher, Sprague	<b>PreK-5 Meetings:</b>
Mike LaCava, PreK-12 Director for Performing Arts	June 22
Jen MacPherson, PreK-5 Department Head for Math	June 29
Cynthia Russell, Director of METCO	July 6
Astrid Mazariegos, Elementary Special Education Coordinator	July 13

<p>Becca Zeiminski, <i>Early Childhood Director</i>  Amy Jankins, <i>PreK-5 Instructional Technology Specialist</i>  Megan Cassidy, <i>School Psychologist, Hunnewell</i>  Karen Poole, <i>Teacher, Hardy</i>  Jen Eramo, <i>ESL Teacher, Fiske</i>  Lisa Collins, <i>WPS Parent</i>  Jamie Chisum, <i>Principal, WHS</i>  Sarah Matloff, <i>Assistant Principal, WHS</i>  Mark Ito <i>Principal, WMS</i>  Kyle Gekopi, <i>President, WEA; Teacher, WHS</i>  Natasha Goddard, <i>Department Head for English, WMS</i>  Nora Wilkins, <i>Department Head for Science and Engineering, WHS</i>  Mike Reidy, <i>Department Head for Social Studies, WHS</i>  Greg Beaupre, <i>Department Head for Special Education, WHS</i>  Dana Plunkett, <i>Director of Guidance, WHS</i>  Cristina Malinn, <i>Department Head for Special Education, WMS</i>  Peter Szuch, <i>School Psychologist, WHS</i>  Brian Allieri, <i>Instructional Technology Specialist, WMS</i>  Kirsten Blackwill, <i>Teacher, WMS</i>  Leslie LeBlanc, <i>Teacher, WMS</i></p>	<p><b>Grades 6-12 Meetings:</b>  June 22  June 29  July 6  July 13</p>
<p><b>Building Operations &amp; Safety:</b> <i>Safety and Cleaning Protocols, Food Services, Transportation, Before &amp; After School Programs</i></p> <p>Linda Corridan, <i>Director of Nursing</i>  Cynthia Mahr, <i>Assistant Superintendent for Finance and Operations</i>  Jeff Dees, <i>Principal, Upham</i>  Joe McDonough, <i>Facilities Management Department (FMD) Director</i>  Chief Richard DeLorie, <i>Wellesley Fire Chief</i>  Rebecca Zieminski, <i>Early Childhood Director</i>  Collin Shattuck, <i>Assistant Principal, WHS</i>  Holly Detroy, <i>Wellesley Health Department</i>  Michael Santangelo, <i>Facilities Management Department (FMD)</i>  Kate Morton, <i>Science Department Head, WMS</i>  Wen Cobb, <i>Director of Accounting and Business Services</i>  Toni Jolley, <i>Principal, Bates</i>  Robin Rease, <i>Assistant Principal, WMS</i>  Dick Elliot, <i>Facilities Management Department (FMD)</i>  Matt Delaney, <i>Director of Food Services, Whitsons</i>  Scott Berry, <i>District Manager, Whitsons</i>  Vivian Zeng, <i>Wellesley Health Department</i>  Rachel McGregor, <i>Principal, Fiske</i>  Leigh Petrowsky, <i>Principal, Sprague</i>  Cathi Gordon, <i>Assistant Principal, WMS</i>  Deane McGoldrick, <i>Director of Transportation</i></p>	<p><b>Building and Operations</b>  June 22  June 29  July 6  July 13  July 20  July 27  Aug 3</p> <p><b>Food Services</b>  June 23  June 30  July 7  July 14  July 28</p> <p><b>Transportation</b>  June 24  July 1, 8 &amp; 29</p>

<p>Mike McIntyre, <i>Out of District Coordinator, WPS</i>  Carla Lumley, <i>Administrative Asst./Trans., Wellesley METCO</i>  Susan Downes, <i>Provider, JSC</i>  Chuck Winitzer, <i>Provider, Eastern Bus</i>  Shawn Thompson, <i>After School Program Director, WCCC</i></p>	<p><b>Before and After</b>  Ongoing Discussions</p>
<p><b>Technology:</b> <i>Devices, Learning Platforms and Tools, Technology Protocols and Training, Professional Development, Operations, Technology Support, Access</i></p> <p>Kathleen Dooley, <i>Director of Technology</i>  Toni Carlson, <i>PreK-12 Director of Libraries and Innovation</i>  Toni Jolley, <i>Principal, Bates</i>  Barbara Barnett, <i>K-5 Dept. Head for Spanish</i>  Anne Higgins, <i>PreK-12 Director of ESL</i>  Zach Nichols, <i>Teacher, WHS</i>  Lisa Driver, <i>Teacher, WMS</i>  Mara Hochberg, <i>Teacher, Elementary</i>  Ranjani Sriram, <i>Instructional Technology Specialist, WHS</i>  Jackie Hoglund, <i>PreK-5 Instructional Technology Specialist</i>  Elizabeth Wheeler, <i>Hearing Specialist</i>  Joe Hutton, <i>IT Operations Manager</i>  Pete Ritter, <i>1:1 Coordinator &amp; Instructional Technology Specialist</i>  Abdelaziz Darouichi, <i>Systems Administrator</i>  Maura Renzella, <i>Youth Director, Town of Wellesley</i>  Donald Newell, <i>Wellesley Municipal Light Plant (WMLP) Director, Town of Wellesley</i></p>	<p><b>PK-12 Meetings:</b>  June 11  June 23  June 30  July 7, 14 &amp; 21</p> <p><b>PK-5 Meeting</b>  July 16</p> <p><b>Grades 6-12 Meeting</b>  July 14</p> <p><b>Technology Operations Meeting</b>  July 15</p>
<p><b>Budget &amp; Resources:</b> <i>FY20 Closeout, FY21 Adjustments, Maximizing Revenue Opportunities, Preparing for Town Meeting, Collaborating with Town Officials, HR Consideration, WEA Bargaining</i></p> <p>Cynthia Mahr, <i>Assistant Superintendent for Finance and Operations</i>  Gayle McCracken, <i>Director of Human Resources</i>  Meghan Jop, <i>Executive Director of General Government Services, Town of Wellesley</i>  Sheryl Strother, <i>Finance Director, Town of Wellesley</i></p>	<p><b>Ongoing Conversations throughout</b></p> <p><b>Budget &amp; Resources Meeting</b>  July 15</p> <p><b>WEA Negotiations</b>  August 5 -7</p>



## *Massachusetts Department of Elementary and Secondary Education (DESE) Guidance*

On June 25th, the **Massachusetts Department of Elementary and Secondary Education (DESE)** released [initial guidance](#) on the reopening of schools for SY 2020-2021. This guidance outlined the many health and safety measures recommended to be in place for schools to safely reopen for students and staff in the fall. This included an emphasis on the critical practices of wearing masks, maintaining social distancing, adhering to personal hygiene, and following strict cleaning protocols. (DESE has also released separate guidance in specific topic areas, which can also be found on the [WPS website](#).)

### *Feedback & Data from WPS Stakeholders: Surveys & Focus Groups*

An essential step in the reopening planning process was to gather feedback and ideas from key stakeholder groups including students, parents/guardians, educators, and staff. As noted above, the District established a School Reopening Advisory Committee (SRAC) alongside multiple Working Groups focused on key reopening topics (e.g. safety, teaching and learning, technology). These groups met regularly throughout the summer and served as key thought-partners in the development of the district's reopening plan.

Additionally, a two-pronged data collection effort was conducted from April through July aimed at breadth (online surveys) and depth (focus groups). The District also continued to receive feedback and respond to questions through a dedicated email address ("reopening 2020".) A vast amount of information was collected and synthesized from these various groups. Collectively, these inputs have informed our plan. Highlights from the surveys and focus groups are noted below.

#### **April 2020 Surveys: Remote Learning Experiences**

([Full presentation of April survey results is linked here](#).)

In late April, the District surveyed parents, guardians and students asking about their remote learning experiences. 1,179 parents/guardians and 529 7th-12th graders responded to this online survey.

While 57% of parents/guardians across the district reported helping their child with remote learning for at least 2 hours a day, parents/guardians also reported that middle and high school students were technologically and academically independent (88%-96% were independent for most or all work). Most K-12 parents/guardians reported that there was not enough rigor and challenge (52%-66%) and too much disconnection (57%-65%). Parents/guardians suggested more/longer live sessions, higher expectations, and a streamlined experience.

Most students reported that there was the right amount of rigor and challenge (61%-62%) and the right amount of connection (51%-65%). However, more students reported too

much disconnection (31%-43%) than reported too much connection (4%-7%). Students suggested more live sessions, a streamlined experience, and a reduced workload. They also reported benefiting from the flexibility and self-paced learning, adequate sleep, ample free time, and less stress.

## **July 2020 Surveys: Initial Thoughts on Returning to School**

([Full presentation of July survey results is linked here.](#))

In early July, the District surveyed parents/guardians, educators and staff about their initial thoughts on returning to school. 2,754 parents/guardians and 733 educators/staff responded to this online survey.

Between 67% and 76% of parents/guardians said they would enroll their children in a full in-person model or a hybrid model at every level. There was lower endorsement (between 51% and 61%) of a full remote model. Additionally between 13% and 16% of parents/guardians reported needing a fully remote model for their child(ren) due to a medical need. When asked to rank hybrid models, twice as many parents/guardians preferred a “within week” hybrid than preferred a “by the week” hybrid.

For educators and staff, when asked whether they could return in person, 68% responded that they could, while 26% responded that they could if they had childcare, and 12% responded that they could not return due to a medical need. Additionally, 61% of educators and staff were nervous about returning to buildings and 28% preferred to work remotely to limit their risk. Considering hybrid models, educators ranked a “within week” hybrid similarly to a “by the week” hybrid. Considering a full remote model, educators overwhelmingly ranked synchronous “live” experiences as the most valuable component.

## **July 2020 Focus Groups**

([Full presentation of Focus Groups Themes is linked here.](#))

Throughout July, the District conducted 19 Focus Groups, each with approximately 15 participants. Focus Groups lasted one hour and were facilitated by members of the Working Groups. While structured, the parent/guardian (PreK-5, 6-8, and 9-12) Focus Groups and the WHS Student Focus Group conversations were informed by participant interest. Educator Focus Group conversations were structured around a specific topic (e.g. schedules, curricula, technology). All of the educator Focus Groups included discussions on how to best support vulnerable students and teacher professional development needs. Facilitators took ample notes, from which themes for each focus group were identified.

Two strong overarching themes emerged: 1) prioritizing social emotional learning and relationships before academics and assessment; and 2) supporting parents through education/training and strong messaging/communication. Other overarching themes included more academic rigor (this theme came from parents), collaboration, teaming, and collegial support (this theme came from educators); health and safety concerns, even with protocols; anxiety and stress concerns; and consistency and coordination across all aspects.

## *Community Updates*

Outside of weekly updates at televised School Committee Meetings throughout the Spring and for much of the summer, the District hosted two interactive community forums in July to both provide updates and answer questions. Video links and slides from both presentations remain posted on the WPS website:

- July 9, 2020
  - [Video Presentation](#)
  - [Slides](#)
- July 23, 2020
  - [Video Presentation](#)
  - [Slides](#)

## **WPS School Reopening Priorities**

Looking across the many sources of feedback received by the District, some cross-cutting themes appeared that, taken together, have formed the reopening priorities for WPS:

- Plan for the safe return of students and staff for in-person instruction
- Attend to social and emotional health of students, staff, and families
- Differentiate approach for the most vulnerable students, including full provision of IEP services
- Increase academic rigor, feedback, and amount of live time in remote learning
- Provide flexibility in staffing models
- Prepare to move to more relaxed/restrictive standards and schedules as determined by public health indicators
- Continue to support the professional growth of all educators

# Health and Safety Procedures

*Our goal is to keep the WPS community safe and healthy with a focus on mitigating the spread of COVID-19 while we begin the process of reopening schools and educating students in the classroom. It is not one strategy but a combination of mitigating initiatives working together in order to reduce the risk of disease transmission.*

## *Masks, Hand Hygiene, and Physical Distancing*

**Face Masks:** As part of the mitigation strategies for COVID-19, staff and students must wear a face mask at all times. We are asking both students and staff to bring/wear a face mask from home. The evidence continues to show that wearing a face mask is key to interrupting the spread of COVID-9. Students will also be required to wear a face mask while on the bus. The district has a supply of replacement face masks for both students and staff.

In addition to face masks, teachers have available to them a clear face shield that can be worn in conjunction with their face mask for additional protection. In order to meet the learning challenges of some of our students, teachers working with Pre K, K, Grade 1, EL, CML and hearing impaired students, have clear face masks available to them so that students can better visualize the teacher's mouth during instruction.

Recognizing the difficulty that students may have with wearing a face mask for the entire day, mask breaks will be scheduled throughout the school day while maintaining physical distancing guidelines.

In keeping with DESE guidelines, currently, masks will be worn during recess/play but students can take a mask break during recess as long as all students remain 6 feet apart. Additional personal protective equipment such as gloves and protective gowns are also available to staff as the need arises.

**Hand Hygiene:** All students and staff will be expected to maintain strict hand hygiene practices throughout the school day. Hand washing with soap, water, and disposable paper towels is readily accessible to all students and staff. Hand washing is the first line of defense for infection control and should be used over hand sanitizer whenever possible.

Hand sanitizer with at least 60% alcohol can be used at times when hand washing is not available and students may use hand sanitizer only with written parent permission. Hand sanitizer stations are available in every classroom and are strategically placed throughout all of the buildings.

Time will be allotted during the school day so that students have several opportunities for hand hygiene.



**Physical Distancing:** COVID-19 is a virus that is spread through respiratory droplets. Putting distance between individuals will help mitigate the spread of this virus. Wellesley Public Schools has taken the position that a **6 foot distance between individuals is the safest approach to reopening schools**. Staff and students will remain 6 feet apart when at all possible. In order to accomplish this physical distance, class sizes will be smaller to facilitate desks being 6 feet apart.

Physical distancing will be enforced when entering and exiting the buildings, while passing in the hallways, on all school buses during transport as well as entering and exiting the bus. Physical distancing will also be enforced with the use of all bathrooms.

Related to physical distancing, keeping students in the same cohort as much as possible and limiting interaction between cohorts throughout the school day is another mitigating strategy. Recognizing that this is easier to manage in the elementary grades, secondary grades are working to reduce student transitions throughout the day, again, with the focus of reducing exposure risk.

Plexiglass partitions are being installed in high traffic areas such as the Main Office in schools. Plexiglass will also be available to teachers when close student interaction is needed.

There will be no gathering of large crowds including community/family and non-essential visitors to the schools will be limited.

Schools that have elevators will have a maximum capacity of 2 riders with both individuals facing front at all times.

**Outdoor Education:** WPS has always leveraged outdoor spaces at schools to enhance its programs. District staff will expand its use of outdoor spaces for a broader range of activities, including core academic instruction (when appropriate), lunches, mask breaks, recess, physical education, and performing arts. Working with school principals and head custodians, the District has partnered with the Facilities Management Department to investigate tent/canopy options that will allow the district to more fully access outdoor spaces for the aforementioned activities.

**Contact Tracing:** Another mitigation step is contact tracing. Early identification of individuals who may have come in close contact with an individual diagnosed with COVID-19 will help mitigate the spread of the virus. To that end, anyone entering a school building must attest to feeling well and being symptom free.

Procedures are in place for a daily sign in documentation so that there is an exact accountability of staff in a building for timely identification of potential exposure.

Seating charts will be required in all classes and on every bus so that students can be readily identified for contact tracing if needed.

All COVID-19 testing results of Wellesley residents, both positive and negative, are reported to the Wellesley Board of Health. If any individual associated with the WPS (student or staff) is diagnosed with COVID-19, they will be notified by the Wellesley Board of Health and will work with the school nurses and the Massachusetts Community Tracing Collaborative in order to notify close contacts.

Individuals that are identified as a “close contact” to someone who has a positive COVID-19 test will be notified and given instructions regarding testing availability, quarantine guidelines and return to school/work criteria.

### *Arrival/Dismissal Procedures*

Strict adherence to physical distancing will be addressed with the arrival and dismissal procedure at each school. Multiple exits and entrances will be used to avoid congestion. Students will go straight to their classrooms instead of previous groups congregating prior to the beginning of school.

### *Response to Positive COVID-19 Cases*

The school nurses will work in conjunction with the Wellesley Board of Health to track and trend illness in the district. Key to quickly identifying potential cases is parental communication regarding illness in the family. Close attention will be paid to absentee rates, clusters of illness in a specific classroom, grade or school.

DESE has provided schools with specific protocols for COVID-19 management that address several scenarios for both students and staff. While each of these protocols vary depending on the situation, there are common elements for managing symptoms, isolation, quarantine, testing and guidelines for returning to school/work after a positive test or close contact exposure.

As part of the reopening process, preliminary information has been developed for both families and teachers. These documents contain additional information on our mitigation strategies for keeping our students and teachers safe as well as a more in depth explanation of scenario specific illness management.

Additional information for both families and teachers can be found in in the following documents: [Appendix A: Family Information \(COVID\)](#) and [Appendix B: Teacher Information \(COVID\)](#)

## Quick Reference Sheet

### Key Actions for Individual COVID-19 Events

EVENT: Individual is symptomatic		
Location of Event	Testing Result	Quarantine
<p>If an individual is symptomatic <b><u>at home</u></b>, they should stay home and get tested.</p> <p>If an individual is symptomatic either in <b><u>school or on the bus</u></b>, they should remain masked and adhere to strict physical distancing. Students will be assessed by the nurse and placed in the Medical Waiting Room until they can go home. They should not be sent home on the bus.</p> <p>If a staff member is symptomatic at school, they should find coverage for their duties, go home and get tested.</p>	Individual tests <b>negative</b>	Return to school after 24 hours have passed with no fever and improvement of symptoms without the use of fever reducing medication.
	Individual tests <b>positive</b>	Remain home (except to get medical care), monitor symptoms, notify your school nurse, notify close personal contacts, assist the school in contract tracing efforts, and answer the call from the Wellesley Board of Health or MA Community Tracing Collaborative. Most people who have relatively mild illnesses will need to stay in self-isolation for at least 10 days <b>and</b> until at least 24 hours have passed with no fever and improvement in other symptoms.
	Individual <b>is not tested</b>	Remain home in self-quarantine for 10 day from symptom onset, then return once 24 hours have passed with no fever and improvement in symptoms, without the use of fever reducing medications.
EVENT: Individual is exposed to COVID-19 positive individual		
Location of Event	Testing Result	Quarantine
<p>If the individual is <b><u>at home</u></b> when they learn they were in close contact with an individual who tested positive for COVID-19, they should stay at home and be tested 4 or 5 days after their last exposure.</p> <p>If an individual is <b><u>at school</u></b> when they learn they were in close contact with an individual who tested positive for COVID-19, they should go home as soon as possible. A student identified as a close contact cannot take the bus home.</p> <p>They should stay at home and be tested 4-5 days after their last exposure.</p>	Individual tests <b>negative</b>	Remain home in self-quarantine for 14 days from exposure.
	Individual tests <b>positive</b>	Remain home (except to get medical care), monitor symptoms, notify your school nurse, notify close personal contacts, assist the school in contract tracing efforts, and answer the call from the Wellesley Board of Health or MA Community Tracing Collaborative. Most people who have relatively mild illnesses will need to stay in self-isolation for at least 10 days <b>and</b> until at least 24 hours have passed with no fever and improvement in other symptoms.
	Individual <b>is not tested</b>	Remain home in self-quarantine for 14 days from exposure

Included in our direction from DESE, are guidelines for identification and management of “close contacts” at the Elementary, Middle and High School level recognizing that exposure will look different at each level depending on the student’s footprint throughout the school day.

Testing is the key component to controlling the spread of COVID-19. Massachusetts has developed the [COVID-19 Test Site Locator](#) so that anyone needing a COVID-19 test can readily access a testing site close to them.

In the case of more than one confirmed case (students or staff) or if there is a series of single cases in a short period of time, school administration, the nursing department and the Wellesley Board of Health will collaborate to determine if there is a transmission occurring in school.

If it is suspected that there is in-school transmission beyond one cohort or a small number of cohorts, school administration will consult with the Wellesley Board of Health to decide mitigating steps of partial to whole school closure as well as extensive cleaning.

Should there be multiple positive cases of COVID-19 in multiple buildings, school administration will collaborate with the MDPH, the Wellesley Board of Health and DESE regarding any decisions for a school or district closure due to illness.

### *Parent Screening Requirements*

As part of COVID-19 mitigation strategies, parents will be asked to complete a symptoms assessment with their student every morning before school. Included with this assessment is taking their child’s temperature to verify that their student has no fever, is feeling well and acting well. Any student that has any of the identified symptoms will need to remain home and be evaluated by their primary care physician. Parents/guardians who keep their child home should contact their school’s nurse.

### *Building Signage*

Building signage has been designed to give a consistent message throughout all of our buildings. Signs will be placed in strategic locations and will serve as a reminder to the work we are doing to keep everyone safe. Hand hygiene, physical distancing, hallway directions, reinforcement of wearing a face mask, attestation to feeling well and being symptom free as well as conference room and elevator capacity are examples of the signage that will be implemented. Key signs will be available in multiple languages based on student and family needs at each building.



## *Building Cleaning*

The Facilities Maintenance Department (FMD) issued a *Custodial Care Guide* (revised in January 2018) that provides an overview of the daily cleaning activities carried out by the FMD staff on behalf of the schools. Building on this guidance, FMD created a *COVID-19 Cleaning and Disinfecting Guidelines for School and Municipal Buildings* (July 2020). This supplementary guidance is based on recommendations from the MA Department of Elementary and Secondary Education ([DESE](#)), the Centers for Disease Control (CDC), the Commonwealth of Massachusetts Reopening Guidelines and the International Sanitary Supply Association (ISSA).

It should be understood that the unpredictable nature of the COVID-19 virus requires that the FMD custodial staff be agile and that guidelines for cleaning and disinfection be fluid. School and building specific cleaning and disinfecting practices may vary as needed to reflect those unique conditions and operations; however, the guidance in the *Custodial Care Guide* and the *COVID-19 Cleaning and Disinfecting Guidelines for School and Municipal Buildings* can be applied to all buildings by exercising reasonable judgment.

As the COVID-19 coronavirus has been identified as an enveloped virus, similar to influenza, FMD has proven cleaning methodologies and protocols which can be used to combat its spread. The process includes cleaning and disinfecting. Cleaning removes all visible and invisible soiling and disinfection eliminates many or all pathogenic microorganisms, except bacterial spores, on inanimate objects. Disinfection will inactivate/destroy the virus if the appropriate procedures and chemicals are used.

In addition to the regular cleaning that is done by the custodial staff, additional measures will be put in place due to COVID-19. These include, but are not limited to:

- Spray bottles with a neutral cleaner and paper towels for every instructional space and school vehicle;
- Wall mounted hand sanitizer dispensers (min. 60% alcohol content) in every classroom and common areas, as well as, additional pump-bottles to minimize crowding of users;
- Cleaning and disinfection of student desks, tables and chairs, including interim cleaning after lunch periods;
- Elimination of all bubblers (automatic water bottle filling functions at hydration stations will remain available);
- Removal of trash after lunch periods; and
- High touch surfaces, including light switches, tables, doorknobs, countertops, phones, keyboards, restroom fixtures, handrails, etc. will be cleaned and disinfected throughout the day.

Each afternoon/early evening, each school will be thoroughly cleaned and disinfected. The *Protexus* and *Victory* Electrostatic Spray Systems are both used by FMD to disinfect school and municipal buildings.

The fifty-three women and men that comprise FMD's custodial staff are well-trained and dedicated professionals that truly feel they are part of the various communities in which they work, whether it be in schools or municipal buildings. The Town of Wellesley's Facilities Management Department (FMD) received national recognition as the grand award winner for K-12 School Districts of the 2018 Green Cleaning Award for Schools & Universities. FMD is committed to ensuring a safe reopening of schools by providing a clean and safe learning and work environment.

### *Air Quality/Ventilation*

The Facilities Management Department (FMD) issued a *COVID-19 Ventilation Guidelines for Schools and Municipal Buildings* (August 2020) to provide guidance in schools and municipal buildings in Wellesley during the COVID-19 pandemic. This guidance is based on recommendations from the MA Department of Elementary and Secondary Education ([DESE](#)), the Centers for Disease Control (CDC), the Commonwealth of Massachusetts Reopening Guidelines and the American Society of Heating, Refrigerating and Air-Conditioning Engineers (ASHRAE).

It should be understood that the unpredictable nature of the COVID-19 virus requires that the FMD custodial staff be agile and that guidelines for ventilation be fluid. School and building specific ventilation practices and modifications may vary as needed to reflect those unique conditions and operations; however, the guidance in the *Maintenance Procedures Manual* and the *COVID-19 Ventilation Guidelines for Schools and Municipal Buildings* can be applied to all buildings by exercising reasonable judgment.

The Facilities Maintenance Department (FMD) follows the more specific guidance issued by the American Society for Heating, Refrigerating and Air Conditioning Engineers (ASHRAE) regarding air quality and ventilation. ASHRAE recommended making filtration, ventilation, and maintenance improvements to central HVAC systems. Therefore, based on their evaluation, FMD's Operations Manager and HVAC Controls Administrator recommended the following specific HVAC modifications to try to minimize risk associated with the COVID-19 virus in the Town of Wellesley's schools and municipal buildings:

- ASHRAE recommends using Minimum Efficiency Reporting Value (MERV) 8 filters in most commercial buildings. However, for COVID-19, they recommend using MERV 13 filters. FMD will replace the existing filters on a one-for-one basis with the highest rated MERV filters possible that do not require filter rack modifications. Mechanical equipment age, condition and capacities varies across the District, and must be considered for proposed filter upgrades.

- For health care spaces (School Nurse's Offices and Isolation Rooms), FMD follows DESE's recommendation of installing portable air filtration units with HEPA filters. HEPA filters have an even higher MERV rating than MERV 13 filters. HEPA filters are typically used in hospitals and laboratory cleanrooms. Installing these units in classrooms was considered but deemed not to be feasible and not recommended for a number of reasons, including higher risk of students tripping over the extensions cords, overloading electrical circuits, and increased noise.
- ASHRAE recommends increasing outdoor air as a percentage of total supply air and increasing the overall ventilation rates. FMD recommends that we adjust our control sequences to improve ventilation in our newer buildings to the extent feasible with the resources and time available. However, for our older buildings (Hardy, Hunnewell, Upham), manual adjustments to the pneumatic controls and equipment would be needed. Even then, many of the adjustments that are possible in our newer buildings will not be possible in our older buildings.

Most instructional spaces have operable windows. Typically, windows provide *supplemental* ventilation to that provided by the building's mechanical systems. While it is encouraged to utilize windows where available and where practical (based on outside weather/temperature), they are not necessarily required for ventilation.

FMD provides the highest level of maintenance service for public schools and municipalities in the State. In particular, FMD focuses on preventive maintenance and indoor air quality. Extraordinary maintenance is performed on the mechanical systems of all buildings via capital Recommissioning projects that occur on a regular 5-6 years' cycle. In Fall 2019 six schools (Hardy, Hunnewell, Upham, Middle School, Sprague and Bates) were recommissioned as part of a \$328,000 project. Few, if any, other municipalities or school districts are performing this level of preventive maintenance. This is also evidenced by receiving the highest number of incentive points of any school district by the Massachusetts School Building Authority (MSBA) for FMD's maintenance and capital planning efforts.

## *Transportation*

All parents are encouraged to provide transport to and from school. When this is not feasible, the district will provide limited fee-based busing.

In-district transportation (including athletic and field trips) is contracted through Eastern Bus. All of our school buses are 77-passenger vehicles. Current [DESE guidance](#) restricts capacity to 32% or 25 students. Students will be seated no more than one student per bench, alternating sides for each row, which allows for approximately 3 feet of physical distancing. Sibling may sit together in closer proximity. Each student will be assigned to a bus and a particular seat. All students must wear a mask and face forward at all times.

State guidance requires school districts to provide busing to all eligible Kindergarten through Grade 6 students who live in excess of 2 miles from their neighborhood school. In addition, Wellesley Public Schools offers a fee-based busing option to students who live within 2 miles of their neighborhood school or older students in grades 7 through 12. Through our contract with Eastern Bus, we run approximately 14 school buses each day. To comply with the DESE guidance of limited seating capacity, we have discussed multiple scenarios. These include:

- Provide mandated transportation only (Kindergarten to Grade 6 over 2 miles);
- Provide mandated transportation and limited optional transportation (Elementary and WMS only);
- Provide mandated transportation and limited optional transportation (all of WMS and limited WHS); and
- Provide mandated transportation and full optional transportation at an additional cost to the district.

Further discussions with families are needed before a final decision on the busing model can be made. A survey will be going out to those who have opted into the school year 2020-2021 transportation program.

Mandated in-district and out-of-district transportation is provided through 3 to 5 passenger vans. Mandated transportation is provided to students who require transportation as part of their individual education program (IEP); who attend vocational or technical schools; homeless students; and students in foster care. Van service is a combination of district-owned and operated vans and contracted vans through JSC. Parents are encouraged to transport their own children when possible and mileage reimbursement will be provided. Van ridership will be limited to 5 passengers on the full-size vans and 2 and 1 monitor on the smaller vans and abide by similar social distancing protocols as the school buses with limited capacity; alternating rows; and assigned seats.

Parents are expected to check the health of their children before allowing them to board the bus. In addition, students must wash their hands and/or apply hand sanitizer prior to boarding the school bus. Masks are required of all bus riders regardless of age with the exception of those with medical reasons. If the student's mask breaks in transit, or a student forgets to bring a mask, the driver or bus monitor will provide one to the student. The district will seek to hire bus monitors on all in-town routes to ensure students adhere to our safety protocols.

To increase ventilation on the school buses and vans, windows will be kept open at all times unless not possible due to extreme weather conditions. Vehicles will be cleaned between the AM and PM routes and cleaned and sanitized at the end of each day.

Students who do not abide by the district's safety protocols will be denied continued access to the bus.



If a child becomes sick during the day, they will not be permitted to travel home on the school bus or van. Parent or guardian pick up will be required.

### *Food Service*

In partnership with Whitsons, WPS has made a number of modifications to the operation of our Food Services with strict adherence to food safety and sanitation protocols set forth by the CDC, USDA, FDA, Department of Health, [DESE guidance](#) and National Restaurant Association's ServSafe protocols.

Whitsons will provide pre-packaged meals hot, frozen or fresh-chilled using fresh, wholesome ingredients. Meals will be prepared by Whitsons in their secure, USDA-inspected, production facility using modern production equipment and packaging technology to ensure a consistently fresh product. Meals will be transported to WPS for distribution as part of our daily operations.

Meal service will be through a pre-order system only that includes limited pre-packaged meal choices and no a la carte items. All vending machines (water and healthy snacks) will not be available. Students are encouraged to bring a water bottle to school each day and use a bottle filling station to stay hydrated. Water bubblers have been disconnected.

Students who order a meal in advance will be allowed to walk to the cafeteria, at scheduled times, to pick up their meal. In some cases, meals may be brought to the classroom to ensure social distancing. Students will be required to adhere to proper hand hygiene before and after meals and mask changes. Meals will be eaten in the classroom or outdoors (weather permitting) with students maintaining 6 feet of distancing. Masks will be removed during meal times when students are seated, following our mask removal and storage protocols.

We recommend families send their children to school with reusable travel utensils. Students will use the utensils for lunch and bring home nightly for cleaning. Plastic silverware will be provided for when students forget their reusable utensils. Condiments will be provided in single-use packaging.

Eligible National School Lunch Program (NSLP) students who enroll in the remote learning school will be provided meals. Meals will be offered through a pre-ordering system with curb-side pick-up at a school site.

## Teaching and Learning

In late June, DESE asked each school district to plan for three possible reopening scenarios, including the full return of students; a hybrid model of in-person instruction and remote learning; and a full remote learning model. The state was also clear that districts would have to provide a full remote learning option for students who could not return to school for medical or other reasons. Below is an overview of the three learning models and the remote learning school along with our recommendation for Fall 2020: a hybrid model.

### *Overview of Learning Models: Full Return, Hybrid & Full Remote*

#### **Full Return Of Students And Staff: *\*\*Not Feasible for Fall 2020\*\****

Upon receiving the late June DESE guidance, WPS staff immediately began the feasibility work to investigate the parameters of a full return of students. The social distancing requirements outlined by the state guidance was a critical driving factor in this work. The state outlined a clear preference for the well-established six feet of social distancing, but also defined a new, three-foot minimum. Principals, working in collaboration with their head custodians, began the technical task of examining what might be possible in this scenario.

At the elementary level, principals were concerned that the widespread use and placement of tables would make this challenging, but nonetheless reported that using a three-foot minimum distance, that a full return of students might be possible. At the secondary level, this picture was more challenging with both WMS and WHS reporting that it was unlikely that 100 percent of students could be accommodated based on these requirements and the realities of their student enrollment, classroom sizes, and schedules.

Equally important, the entire administrative team reported a unanimous concern that three feet was not enough of a social distance between and among students and staff and expressed their clear preference that six feet remain a minimum social distancing standard. The Wellesley Board of Health agreed with the adoption of this standard, which was ultimately approved by the Wellesley School Committee on July 15th.

Based on a six-foot social distancing standard within schools, principals reported that a full return of all students would require both significantly more classroom space, even after all available space at their schools was repurposed for classroom learning. At the elementary level alone, this could be as many as 50 additional classrooms, which would also require a similar number of additional staff. At the secondary level, even with reduced transitions during the day, there remained significant concerns about the ability of staff to appropriately maintain social distancing standards with such large numbers of students in the building at one time.







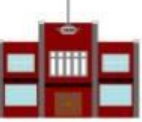


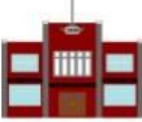





The result of our feasibility analysis is that WPS cannot safely accommodate the full return of all students and staff at this time. The District will, of course, continue to monitor




additional guidance and direction from the state and medical community in calibrating its future capacity to accommodate the full return of all students and staff.

### Hybrid Model: **\*\*WPS Recommended Learning Model for Fall 2020\*\***

Beginning in Fall 2020, the District will utilize a “within the week” hybrid model. Students will be divided into two Cohorts (A & B). Cohort A will attend school in-person on Mondays and Thursdays; Cohort B will learn from home. On Tuesdays and Fridays, Cohort B will attend school in-person; Cohort A will learn from home. Cohorts A & B will attend together remotely on Wednesday mornings. [Appendix E](#) provides detailed hybrid schedules for each level: PAWS, Elementary, Middle and High Schools. **TABLE 4** below provides a helpful visual of how every student has a place in the WPS Hybrid Model and Remote Learning School (RLS).

**TABLE 4:** WPS Fall 2020 Hybrid Model and Remote Learning School

<b>WPS Recommendation for Fall 2020</b>					
	Monday	Tuesday	Wednesday Half Day	Thursday	Friday
<b>Cohort A</b> (students in hybrid)					
<b>Cohort B</b> (students in hybrid)					
<b>Prioritized Students</b>					
<b>Students enrolled in Remote Learning School (RLS)</b>	RLS	RLS	RLS	RLS	RLS

 In school learning
  At home learning
  Remote Learning
 **RLS** Remote Learning School

## Full Remote Model: **\*\*Ready If Needed for SY20-21\*\***

If a full remote learning model is required, the District's in-person learning schedules will pivot to an online format with adjustments for screen and movement breaks. Unlike the hybrid, students will be in a *single* cohort. All students attend for full days Monday, Tuesday, Thursday and Friday. Wednesday is a half day for students. [Appendix F](#) provides detailed full remote schedules for each level: PAWS, Elementary, Middle and High Schools.

## *Remote Learning Expectations*

In late June, DESE amended the student learning time regulations to include remote learning. This expectation means that remote learning will be more comprehensive and rigorous and must meet the following standards:

- When required as part of a district's learning model, all students **must** participate in remote learning and districts must have systems in place to track attendance and participation;
- Remote academic work is aligned to state standards; and
- Districts must have a plan in place for issuing grades for students' remote academic work.
- Teachers and administrators shall regularly communicate with students' parents and guardians about remote learning activities, including providing interpretation and translation services to limited English proficient parents and guardians.

WPS will fully adhere to this guidance. Educators will work closely with families and students to share remote learning schedules and articulate required attendance and participation expectations. Additionally, teachers will develop systems for feedback **and** grading that will be included on report cards.

Finally, the District received consistent feedback from students and families throughout the Spring and Summer that synchronous online learning (e.g. "live teaching") was the most beneficial aspect of remote learning during the initial closure. In the July survey, educators agreed that synchronous teaching engages students. There is shared belief among all stakeholders that *live* teaching leads to meaningful learning and should be prioritized. Thus, a key shift in our hybrid and full remote learning models is a marked increase in synchronous online learning. Students and teachers will experience more live time.

## *WPS Remote Learning School*

DESE is requiring that local school districts have a learning model in place for any K-12 student who must remain at home for SY20-21. These students will enroll in the WPS Remote Learning School (RLS). The RLS will be a separate virtual school made up of only those students who will be full time "at-home learners."

The K-5 RLS schedule will mirror the WPS K-5 Full Remote Model schedules with full days on Monday, Tuesday, Thursday and Friday. Wednesdays will be a half day. Core academic subjects will be offered along with some electives. [Appendix F](#) shows a detailed sample schedule. The District will prioritize the K-5 RLS staffing with K-5 WPS educators who also need to remain at home or who opt to teach in the RLS.

The 6-12 RLS will also be a full time learning model with daily schedules. It is still in development as the course offerings will be dependent upon student enrollment. Wherever possible, the District will match WPS teachers with appropriate courses and students. That said, additional secondary staff and/or a contracted learning management system (e.g. Edgenuity, FLVS Global) may be utilized to ensure that students receive the required courses they need for grade level completion and/or graduation. More guidance from DESE is expected in mid August that will inform how WPS can incorporate a comprehensive set of course offerings for our secondary students. Thus, detailed information on the WPS RLS secondary course offerings will be provided in late August once final numbers of RLS students are confirmed and state guidance is received.

In order to ensure a smooth, productive, and meaningful educational experience, students who opt to attend the RLS in the Fall, will make a commitment to participate for the first half of the school year (through January 29, 2021). In early January, RLS families will be surveyed about their intent to remain in the RLS through the end of SY20-21.

Should a student who initially opts to return to school and participate in the district's hybrid model need to unexpectedly remain at home, they may transfer into the RLS at any point in the school year. It may take up to four weeks for this transfer to be completed. During the transition time, the student will remain in the hybrid model; accessing it fully remote if needed. It is important to note that the transfer in or out of the RLS reflects a "change of school" experience for students and educators. It can be disruptive socially, emotionally and academically. Thus, we urge families to thoughtfully consider their decision when opting to attend the RLS and when requesting to transition in or out of either model.

### *School Calendar for 2020-2021*

In late July, DESE informed local school districts that in order to provide sufficient training for educators and staff, the 180 day learning time requirement was reduced to 170 days. With this reduction, school districts would have an additional 10 days to prepare for the 2020-2021 school year. Districts were also directed to begin instruction to students no later than September 16th. Thus, the WPS school calendar has been adjusted to 175 days with a start date of Tuesday September 15th. The School Committee will be asked to approve any changes to the School Calendar. **TABLE 5** shows the updated WPS School Calendar and **TABLE 6** highlights the key activities that will occur as part of a WPS ten day phased-in approach

**TABLE 5:** 2020-21 Academic Year Calendar



## WPS 2020-21 ACADEMIC YEAR CALENDAR

August 20						
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 20						
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			

October 20						
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

November 20						
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					

December 20						
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		

January 21						
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						

February 21						
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 21						
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 21						
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	

May 21						
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					

June 21						
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			

Student Scheduled Days						
September	10	February	15			
October	21	March	23			
November	17	April	16			
December	17	May	20			
January	19	June	17			

Aug 26, 27 & 28  
Aug 31 thru Sept 11  
Sept 7th (Monday)  
Sept 14-15  
**Sept 16th (Wed) 1/2 Day**  
Sept 28 (Monday)  
**Oct 1 (Thursday)**  
**Oct 2 (Friday)**  
Oct 5 - Onward

October 12 (Monday)  
October 27 (Tuesday)  
November 3 (Tuesday)  
November 11 (Wednesday)  
November 25 (Wednesday)  
November 26-27 (Thurs, Fri)  
November 30 (Monday)  
December 24 - January 1  
**2021**

January 4 (Monday)  
January 18 (Monday)  
February 15 - 19  
April 2 (Friday)  
April 6 (Tuesday)  
April 19 - 23  
May 31 (Monday)  
June 4 (Friday)  
**June 23&24 (Wed/Thurs)**

June 25 (Friday)

**\*Cohort A: Monday/Thursday in school learning**

**\*\*Cohort B: Tuesday/Friday in school learning**

For SY20-21, every Wednesday will be a half day for students in grades K-12. Wednesdays will also be used as an in-school day for cohorts to balance weeks w/holidays or other events.

No School

**Cohort A** will follow Monday's schedule on Wednesday for holiday weeks: **10/12, 11/30/20, 1/18 & 5/31/20**

**Cohort B** will follow in-school schedule on Wednesday for missed in-school days on **11/3/20 and 4/2/21**

Additional **Elementary** Early Release Date for Parent Conf.

Half Day - All Schools - Elections

Graduation Day - WHS 1/2 Day

**\*NOTE: For Cohorts A & B, the final day of school will be an in-person half day.** With no contingency days used, Cohort A's last day will be June 16 and Cohort B's last day will be June 17. With 5 contingency days, Cohort A's last day will be June 23 and Cohort B's last day will be June 24.

**Please see PAWS Website for PAWS-specific Start/Stop Dates**

Approved by School Committee: September 2, 2020

**TABLE 6:** WPS Phased-In School Reopening Plan - *Fall 2020*

<b>Date</b>	<b>Professional Activities</b>
<b>August 31 - September 9</b> (7 days)	All teachers and staff report in person: <ul style="list-style-type: none"> <li>• Welcome back activities &amp; SEL for staff</li> <li>• Technology training</li> <li>• Personal Health and Safety protocols</li> <li>• Professional development on hybrid and remote pedagogy for instruction and SEL as well as Diversity, Equity, and Inclusion</li> <li>• Classroom set-up</li> <li>• Department and grade level meetings</li> </ul>
<b>September 10, 11, 14</b> (3 days)	All teachers and staff report in person: <ul style="list-style-type: none"> <li>• On-going planning meetings</li> </ul> Elementary: <ul style="list-style-type: none"> <li>• Meeting 1:1 with each student and family</li> </ul> Secondary: <ul style="list-style-type: none"> <li>• Student orientations TBD</li> </ul>
<b>September 15</b>	First In-person Day for Cohort A (½ day)
<b>September 16</b>	First In-person Day for Cohort B (½ day)
<b>September 17</b> (Cohort A) & <b>September 18</b> (Cohort B)	Hybrid begins with in-person instruction for each cohort of students
½ Day Wednesday Afternoons <b>Beginning on Sept. 23</b>	First half of the day is Remote Learning with both cohorts joining the teacher at the same time online.  All teachers and staff participate in on-going professional development, planning and activities on topics such as: <ul style="list-style-type: none"> <li>• Anti-racist practices</li> <li>• PBL in a hybrid or remote environment</li> <li>• Community outreach</li> <li>• Inclusive practices</li> </ul>

### *Planning for Special Populations*

As part of the District planning, educators considered the unique needs of specific populations of students who benefit most from in-person learning. These students include students with disabilities, English learners who are in the early stages of English

development, students in grades K-2, economically disadvantaged students, and those students without internet access. With that in mind, the following guidance is embedded in our plan:

1. *Students with Disabilities:* In-person instruction will be prioritized for two particular groups of students with disabilities: **preschool-aged students and students with significant and complex needs**. Remote learning is often more challenging for these students. Students with **complex and significant needs** include:
  - a. Students already identified as “high needs” through the IEP process on the IEP form entitled “Primary Disability/Level of Need”- PL3. ***Such students must meet at least two of these criteria:***
    - i. Services provided outside of the general education classroom
    - ii. Service providers are special education teachers and related service providers
    - iii. Special education services constitute more than 75% of the student’s school day (required as one of the two)
  - b. Students whose placement page (PL2) lists them as *Partial Inclusion* or *Substantially Separate Classroom*
  - c. Students who are placed in a WPS Specialized Program
  - d. Students who **cannot** engage in remote learning due to their disability-related needs
  - e. Students who primarily use aided and augmentative communication
  - f. Students who are homeless
  - g. Students in foster care or congregate care
  - h. Students on an IEP who are dually identified as English learners
2. *English Learners in the early stages of English development:* Within the hybrid model, in-person learning for English Learners (ELs) will be taught within a Sheltered English Instruction (SEI) classroom environment with the English as a Second Language (ESL) teacher collaborating with the classroom teacher. Additionally, in the hybrid model, remote ESL sessions will be provided for “at-home” ELs based on their proficiency levels. Finally, the District will **prioritize in-person instruction of all active English Learners (ELs) and recent Former ELs K-12 who has one or more of the following criteria:**
  - a. is economically disadvantaged
  - b. has an IEP
  - c. has a English Language (EL) proficiency at or below 3.9
3. *Students in Grades K-2:* The District continues to recognize that remote learning is particularly challenging for our youngest elementary aged learners. To mitigate this, the District expanded its one-to-one program and will provide iPads for PreK-2 students. Students will learn how to use these devices early on in the school year so

that when they are at home they can more independently engage in remote learning. Additionally, the District will deepen and expand its use of Seesaw, the Learning Management System, so that students have more age-appropriate ways to learn from home.

4. *Economically Disadvantaged Students:* Students who qualify for free and reduced lunch will be prioritized for in-person learning if they are working below grade level in at two or more core subjects (e.g. Math, English Language Arts). Principals will use January 2020 report cards to make this determination.
5. *Students Without internet Access:* The Technology Department will continue to work with families to ensure there is consistent internet availability for remote learning. For those students who cannot access the internet, in-person learning will be prioritized.

### ***Special Education\* and 504 Accommodations***

Students with disabilities have unique needs and we are planning for those needs in all three of our learning models, in-person, hybrid, and remote. We are committed to continuing to provide a comprehensive range of accommodations, supports and services to our students and their families. We are also looking forward to continuing to partner with families as we plan for meeting the needs of your students during these challenging times.

### **Delivery of IEP Services**

Students will receive all services documented in their IEPs through in-person instruction, remote instruction, or a combination of both, with a strong emphasis on providing in-person instruction to the greatest extent possible, while abiding by the current necessary health and safety requirements. In particular, as remote learning is often more challenging for specific students, WPS will prioritize in-person instruction for two particular groups of students with disabilities: preschool-aged students and students with significant and complex needs (described in detail above). If WPS implements a hybrid model of instruction for our students, students prioritized for in-person instruction will not attend on a hybrid basis; rather, this subset of students will attend in-person instruction on all days that in-person instruction is provided.

Additionally, all students with IEPs who are participating in the hybrid model, will have the choice to receive some of their 'C' grid services in-person. 'C' grid services refers to any special education service that is delivered outside of the general education setting. Students may be pulled out of the general education setting for some special education services and if these services are provided outside the general education setting, they are described in section 'C' of the student's service delivery grid on their Individualized Education Plan.

## **In-person Learning for Students with Disabilities**

For students engaged in in-person instruction, health and safety will be our first priority. If staffing alternatives are required for reducing class size, students with disabilities will receive their specialized instruction and supports from qualified professionals. WPS will also employ flexible solutions for reducing the mixing of student groups to ensure students with disabilities receive their services safely in the least restrictive environment. If alternative school spaces or external spaces are utilized, WPS will make every effort to place students with disabilities in groupings or cohorts that support learning goals in the least restrictive environment. While having classes outdoors may be a possibility for many students, this option may not be suitable for some students with disabilities and those decisions will be made on an individual basis.

Staff trained in various areas of special education will be included in each building's COVID-19 Response Team. For educators who may provide direct physical support to students with disabilities, WPS will provide additional training on the use of the additional personal protective equipment needed, including appropriately donning and doffing disposable gowns, face shields, etc.

## **Hybrid Learning for Students with Disabilities**

In a hybrid learning model, WPS will prioritize in-person learning for students with disabilities. Preschool-aged students with disabilities and students with significant and complex needs will be identified for continuous in-person learning as outlined previously in this document.

All learning and services provided remotely within a hybrid learning model will follow the guidance provided in the section below on Remote Learning. Similarly, learning and services provided in-person will follow guidance provided in the section above on In-person Learning, while meeting all current health and safety requirements.

All students with IEPs who are participating in the hybrid model, will have the choice to receive some of their 'C' grid services in-person.

## **Remote Learning for Students with Disabilities**

During the Spring of 2020, WPS utilized two models of remote service delivery to satisfy the requirement to provide a FAPE to students with disabilities: a Resources and Supports model (e.g., sending packets and assignments home coupled with communication with parents) and an Instruction and Services model (e.g., structured learning time, teletherapy and video conferencing). For the 2020-2021 school year, WPS is prepared to remotely implement IEPs through the Instruction and Services model; if necessary, the Resources and Supports model will only be used on a temporary basis for a limited period of time of no more than two weeks.



***Our Instruction and Services will include the following components:***

- A regular and consistent schedule of classes, interventions, services and therapies as required by the student's IEP, offered synchronously or asynchronously; the schedule will regularly include time interacting directly with teachers and related service providers, some independent work time, as appropriate, and opportunities for interacting with classmates;
- Structured learning time designed so that the student can access state standards;
- Frequent interactions with teachers and other staff members to ensure participation; and
- For students receiving the majority of their daily instruction through special education, supplemental work (beyond lessons taught synchronously or asynchronously) during the school day that can be accomplished independently with guidance from and accountability to the teacher or therapist.

**Inclusion and the Least Restrictive Environment (LRE)**

As we plan for the implementation of physical distancing requirements for students and adults in classrooms, each of our schools will consider the additional special educators and related service providers who will need to enter our classrooms throughout the school day to provide services to students with disabilities in the least restrictive environment. Schools and staff will develop classroom assignments and service delivery schedules for students with disabilities so that they receive services consistent with their IEPs in the least restrictive environment, while also maintaining current health and safety protocols. For example, special education teachers and related service providers (speech language pathologists, occupational therapists, etc.) may provide special education services in the general education setting remotely from within the school building via video conference, instead of coming into the classroom to provide services. This practice may help to minimize foot traffic in and out of classrooms while also providing access to services that support the inclusion of students with disabilities.

If service providers are not able to provide special education services in the general education setting remotely within the school building via video conference, educators or related service providers will try to schedule services in a manner that maintains physical distancing requirements and avoids overlapping with other staff in the classroom. Some classrooms may have slightly reduced numbers of students in order to accommodate the additional educators and staff members needed to support students with disabilities throughout the school day.

**Transition Services**

Although in-person participation in community-based programs and inclusive-concurrent enrollment programs at institutions of higher education may be limited at this time, WPS will continue our best efforts to develop plans collaboratively with community-based providers, colleges, parents/guardians, and students in order for students to access as much transition programming as possible. Current health and safety requirements will remain a priority as



we make decisions regarding students' access to transition services in our community-based settings; however, we are committed to resuming some or all transition services as it is safe to do so with the proper health and safety measures in place.

## **Parent Support and Engagement**

WPS special education staff will partner with parents to support a smooth transition to the reopening of school, given the introduction of physical distancing protocols and adjusted schedules. In particular, educators will work closely with parents of students who experience difficulty with changes in routine or students who experience anxiety with such changes. We will strive to cultivate strong two-way communication with our WPS families, although the frequency and type of communication will vary depending on the student's individual needs.

This ongoing engagement will help providers and parents develop a comprehensive plan for students to receive individualized instruction and related services. IEP team members will be soliciting information from parents regarding their children's experiences during the spring closure, including continuing areas of need, ability to access remote learning and other information critical to meet students' needs as schools reopen. Students may have regressed and/or may have developed new disability-related areas of need. Since most students will have spent several months in the full-time company of their family or caregivers, staff will be taking the opportunity to obtain as much data and information from parents and caregivers as possible. Ongoing parent/school collaboration will also promote and sustain important connections between students and their teachers, a source of vital support and stability for students.

Students' providers will be contacting parents if a student's IEP services will be delivered in a different manner than described in a student's IEP, giving particular consideration to potential changes in how and/or where special education services will be provided. If special education services are to be provided differently than as described in a student's IEP, parents will be notified in writing following such discussion.

## **Initial Evaluations, Reevaluations and IEP Team Meetings**

Due to the closure of school and the unexpected suspension of in-person education in March, some annual review Team meetings, evaluations and/or parts of evaluations were postponed. As we plan to return to in-person services and instruction, WPS will address the backlog of assessments and meetings as follows:

- Initial evaluation and reevaluation testing will be scheduled and Team meetings held;
- IEP Teams will schedule and hold any meetings that were delayed;
- IEP Teams will continue to conduct meetings as they are due;
- As per guidance from the MA Dept of Elem and Sec Educ, IEPs will be updated as though the student is attending school full time, in-person;
- WPS is prepared to adapt our approach to the delivery of IEP services, at any time, based on current health guidelines;

- Unless prohibited by current health guidelines, in-person special education evaluations will be conducted regardless of the learning model adopted at a given time (in-person, hybrid, or remote);
- All IEP Team meetings will continue to be conducted remotely.

*\*Some information has been taken and adapted from DESE Guidance on Fall 2020 Special Education Services, July 9, 2020*

## **Students with 504 Plans**

Regardless of the learning model in place at any given time, all accommodations under Section 504 will be provided to students as outlined on their 504 plans. Teachers will follow students' 504 Plans for all in-person instruction as well as any accommodations that may be necessary for remote instruction in which the student participates.

- 504 Plans will be updated as needed and reviews scheduled;
- Any necessary evaluations and reevaluations will be completed;
- All 504 meetings will be conducted remotely.

## ***Professional Development and Teacher Training***

Professional development and teacher training are key supports the District will continue to provide for educators. In order to prepare staff to be ready to meet the needs of students in this rapidly changing social and educational environment, WPS will offer a range of differentiated professional learning opportunities with a variety of entry-points.

The professional learning opportunities for SY20-21 will focus on four priority areas identified by educators as critical for teaching and learning in this upcoming school year and beyond:

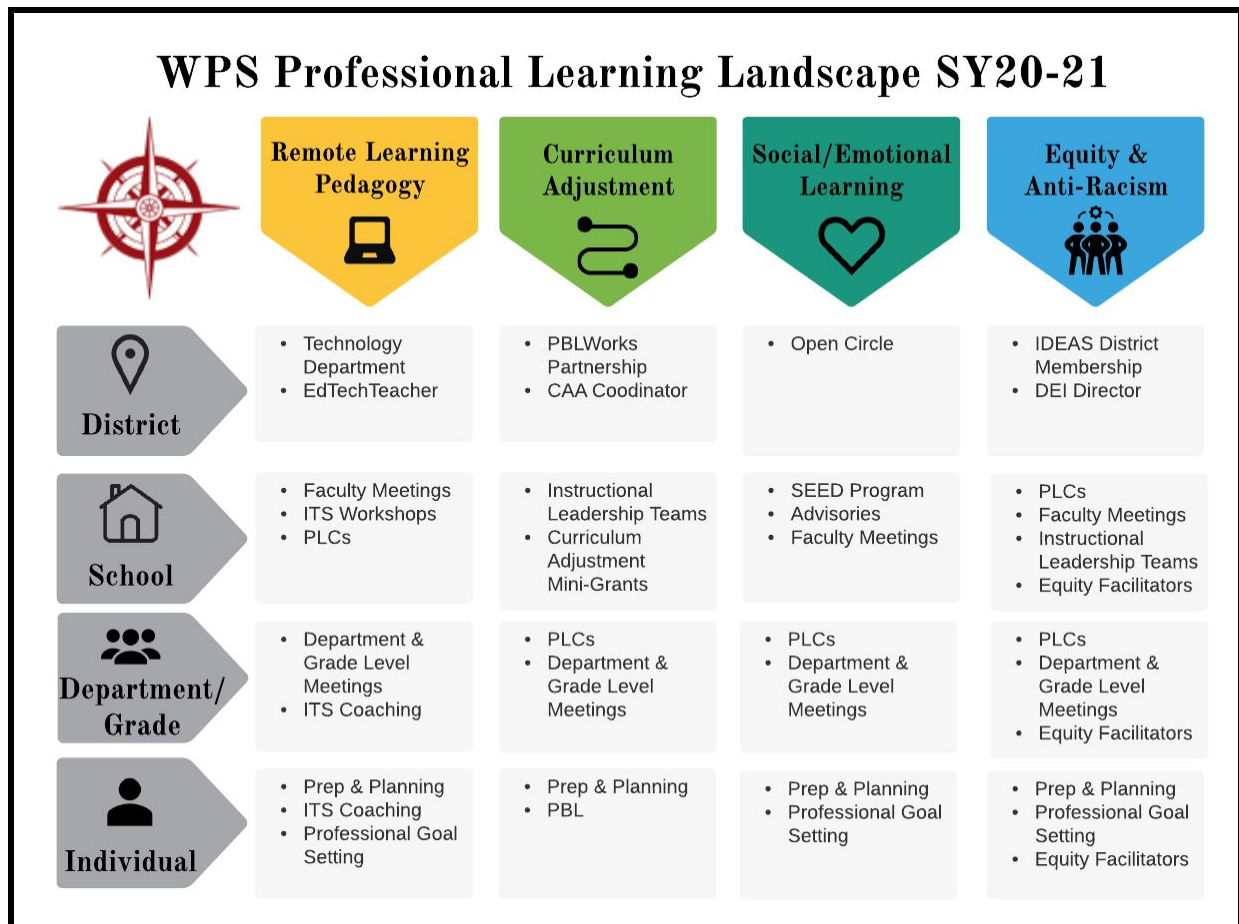
- Remote Learning Pedagogy
- Curriculum Adjustments
- Social and Emotional Learning
- Equity and Anti-Racism Practices

These areas represent ongoing priorities for WPS, even prior to the pandemic, and they are areas of learning that will help us address the equity gaps that have become so apparent during this crisis. **TABLE 7** outlines the landscape for how educators will engage in this professional learning. There are structures and forums (e.g. district workshops, department meetings, faculty meetings, professional learning communities) to facilitate professional development at all levels: District, school, departments, grade levels, and for the individual educator.

## Technology Training & Professional Development

Technology is a powerful bridge to connect students, teachers and families during this pandemic. Thus, technology training and professional development will be a top priority for SY20-21. Online professional development courses and video tutorials focused on blended learning, remote learning pedagogy, district-approved applications, and video conferencing applications will be offered to all teachers. Sessions will include a mix of online pedagogy and skill development. Video tutorials and courses will also be provided for additional training on use of grade specific Learning Management Systems (LMS) described below.

**TABLE 7:** WPS Professional Learning Landscape for SY20-21



# Technology

Technology will be used in all three learning models: full return, hybrid, or full remote. Teachers will use these tools in their day to day in-person teaching in order to move seamlessly from one learning model to another if needed. Technology access and support, and network infrastructure will be provided for all learning models. WPS is fortunate to have a highly skilled department of technology specialists who have worked -- and will continue to work -- with all stakeholders to ensure that we stay connected and engaged in learning.

## *Technology Devices & Tools*

### Devices

All PreK-12 students will have access to a device and wireless Internet for learning. Students in grades PreK-5 will be provided a District owned iPad for use in the classroom and at home for learning. Cases for the iPads will be age appropriate to provide the proper protection and consideration for keyboarding skill development. Students in grades 6-8 will have the option to purchase their iPad through the schools or use their own iPad for classroom use. iPads in grades PreK-8 are supervised and have a mobile Children's Internet Protection Act (CIPA) compliant filter on the device. Wellesley High School has a Bring Your Own Device (BYOD) model, thus students will use their own laptop, (Mac, PC, or Chromebook) for learning. Students in grades 9-12 will have filtered access to the Internet while on the school network. Parents wanting to provide a filter for their home networks should consult with their Internet Service Provider (ISP) for options. Any families needing financial assistance purchasing a device for use in learning or with Internet for at home will be assisted by Wellesley Public Schools. For information regarding help with Internet home access, see the section below titled *Equitable Home Access: Bandwidth and Internet Connections*.

#### ***The devices listed by level are:***

- iPads PreK-5 (District Funded)
- iPads 6-8 (Parent Partner)
- Laptops: 9-12 (BYOD)
- Students who need Financial assistance will be provided a school owned device
- Students will be bringing home devices every day:
  - Students are expected to have device fully charged for class
  - Extra chargers will be available for remote and blended learning options.
  - Loaning options will be available if needed.

### Accessories

Peripheral accessories will be available for teachers to provide students with rich learning opportunities in school, in a hybrid model and at home. Each teacher has a full set of Audio-Visual technology in their classroom. Upon request teachers may borrow classroom technology and accessories for remote use. Accessories for students will include cases and

keyboards to use with their iPads. Students should bring their own headphones to class when in school.

## Learning Management Systems (LMS)

Online Learning Management Systems (LMS) are essential for both hybrid and remote learning and are additionally extremely helpful for in-person learning. Teachers will set up their assignments throughout the year in the grade level designated LMS. One LMS will be used consistently with specified grade levels.

- Grades PreK-2: Seesaw
- Grades 3-8: Google Classroom
- Grades 9-12: Canvas

## Collaboration/Assessment and Content Creation Tools

Online applications are essential for collaboration, content creation and assessment. Teachers will use district recommended, consistent, streamlined collaboration, content creation and assessment applications during in school, hybrid, and remote learning. Teachers will not require students to use tools outside the district recommended tool set:

- Google Educational Suite including Docs, Sheets, Presentations, Calendar.
- Padlet
- NearPod
- Flipgrid
- Screencastify
- YouTube
- Edpuzzle
- Smart Learning Suite Online
- Book Creator (K-8)
- Explain Everything (K-8)
- Specialized Applications are available for students with individual needs such as: Read&Write, Lexia, Grammarly, Clips, etc

## Video Conferencing Applications

The district supports two video conference applications, **Google Hangout/Meet** and **Zoom**. Each has unique and helpful features for different teaching and learning situations. Google Meet has closed captioning, integrates with Google Classroom and Google Suite, and is designed to use with participants within the school domain. Zoom allows for participants from outside the domain and has several more advanced features such as larger group meetings, recording meetings, muting participants, setting up pre-assigned breakout rooms, and allowing for reactions from participants (eg, raising hands).

## *Technology Protocols and Training*

### **Technology online training**

Technology online training will be made available to students, parents and teachers. Training videos for each of the district recommended applications will be housed in a central location on the WPS website which can be accessed 24/7. All training videos and tutorials will be provided in multiple languages with closed caption options. Introductory, online classes designed to help students understand how to use Seesaw, Google Classroom and Canvas will be a component of student orientation in the fall. Continued training will be offered for parents on See Saw, Google Classroom and Canvas will be provided. Additionally we will provide ongoing communications about the online training video courses to parents.

### **Protocols & Guidelines**

A number of protocols and guidelines will be necessary to ensure maximum educational use and care of devices. Uniform understanding of expectations will be communicated to students, families and teachers in early September. Students in grades PreK - 12 will be provided with instructions on how to care for devices to ensure they will last for the duration. Courses at all grade levels within the LMS will be named uniformly. Students will be encouraged to use their cameras during Zoom meetings to check in with their classroom community. Universal background will be available for students and teachers to use in Zoom sessions to protect privacy and promote full engagement.

## *Operations and Support*

### **Technology Support**

The Technology department will offer technical support to families, students, teachers, and staff during the school week. You can request help through email at: [helpdesk@wellesleyyps.org](mailto:helpdesk@wellesleyyps.org), telephone support by calling (781) 591-0033, and using the helpdesk system at: [Helpdesk.wellesleyyps.org](https://helpdesk.wellesleyyps.org). Technical support covers connection issues, software and hardware repairs for devices.

## *Equitable Home Access*

### **Access for all**

The technology department will ensure all students have devices and WiFi Internet Access for remote learning. Any families needing financial assistance to get a device and/or WiFi Internet Service should call the WPS Technology Director, Kathy Dooley School Department at 781-446-6200. Teachers will maximize digitally shared documents reducing the need for printed materials. Centralized printing stations will be available throughout the schools for students who need them.

### **Bandwidth and Internet connections**

The technology department will provide the infrastructure and WiFi for in school, hybrid and remote learning. This includes providing bandwidth to support streaming video conferences



to students, multiple breakout sessions, and assist teachers in maximizing their connections to support synchronous sessions from home. Wifi connections for families with financial need will be provided. Additionally, the Technology Department will work with other departments to proactively plan for families of students in the special populations listed above. These students include students with disabilities, English learners who are in the early stages of English development, students in grades K-2, economically disadvantaged students, and those students without internet access.

### *Conclusion: WPS Recommendation for Fall 2020*

As stated in the introductory message, the recommendations in the WPS School Reopening Plan represent our best thinking based on current health and safety guidance from state and local health leaders. Additionally, it is based on our collective understandings of social and emotional wellness, teaching and learning, child and adolescent development, and motivation and engagement. While uncertainty still exists and no reopening plan can assuage all worries and anxieties, WPS' commitment to every student, every day remains steadfast. Based on the current trajectory of the pandemic in our state and community, we believe we can safely welcome back our students and staff this Fall. Along with our community partners, we will continue to closely monitor this situation and be prepared to become more restrictive or relaxed in our approach as conditions allow.

# Family Information

## For the Reopening of Schools - September 2020

### COVID-19 Mitigation Strategies in School

- FACE MASKS
- HAND HYGIENE
- PHYSICAL DISTANCING
- ILLNESS MANAGEMENT
- COHORT ASSIGNMENT WHEN POSSIBLE
- ASSIGNED SEATING IN THE CLASSROOM AND ON THE BUS

### Returning To School Guidelines

1. Masks/face coverings must be worn by all students Pre K - 12  
(See *Frequently Asked Questions for the types of masks allowed*)
2. Verify that all required immunizations and physical examinations are current
3. All students must receive the flu vaccine by December 31, 2020. **NEW**
4. Follow quarantine guidelines if traveling outside Massachusetts prior to school opening
5. Nebulizer treatments for asthma management **cannot** be provided at school - consult with your physician about an inhaler with a chamber if medication will be needed at school
6. Students should come to school with a water bottle that can be refilled during the day
7. Nurse / Parent meetings will be done remotely whenever possible
8. Emergency contact list must be current to expedite a dismissal of an ill student
9. Ensure there is a working thermometer at home

## COVID-19 Signs and Symptoms

- Fever (100F or higher), chills, shaking chills
- Cough (not due to other known cause, such as chronic cough)
- Difficulty breathing or shortness of breath
- New loss of taste or smell
- Sore throat
- Headache *when in combination with other symptoms*
- Muscle aches or body aches
- Nausea, vomiting or diarrhea
- Fatigue *when in combination with other symptoms*
- Nasal congestion or runny nose (not due to other known causes, such as allergies) *when in combination with other symptoms*

**PLEASE TAKE YOUR CHILD'S TEMPERATURE AND PERFORM A SYMPTOMS CHECK ON YOUR CHILD EVERY DAY BEFORE SCHOOL.**

**IF YOUR CHILD HAS ANY OF THESE SYMPTOMS, KEEP YOUR CHILD HOME, CALL YOUR PEDIATRICIAN AND SCHOOL NURSE.**

# Frequently Asked Questions

## ***Will my child have to wear a mask to school?***

All students Pre K - Grade 12 will be required to wear a mask. We are asking all students to wear a mask from home. Face coverings are key to reducing the spread of COVID-19, and are effective, especially when used in combination with social distancing and proper hand washing. Some people are infected with COVID-19 and don't have symptoms (asymptomatic); face coverings help reduce the spread by containing the infected person's respiratory droplets from traveling to other people. [View the CDC Guidelines](#)

### **Helpful Hints:**

- [Tips for Creating and Washing Masks](#)
- While at home practice with your child wearing a mask for longer periods of time before returning to school.
- Put your child's name on their mask.
- Pack an extra mask that your child can use during school if their mask needs to be changed. We will have extra masks but your child may feel more comfortable wearing a mask from home.
- Pack a brown paper bag with your child's name on it in order to put mask in while eating.
- **Bandanas and gaiter face coverings are not allowed** because they do not seal the face and tend to be touched and adjusted more frequently by the user.
- Extra masks will be available at school.

## ***Can my child wear a face shield instead of a face mask?***

Face shields alone do not provide the same level of protection, so **a face mask must be worn in addition to the face shield** if you choose to wear a face shield.

## ***Can my child wear a N95 mask?***

**N95 or other masks with a front valve/vent will not be allowed.** These types of masks pass droplets/potential contaminants into the air.

## ***What if my child's mask breaks or gets soiled?***

Extra masks will be available in case a replacement is needed

## ***What if my child is unable to wear a face mask/covering?***

We encourage you to work with your child wearing a mask at home so they are comfortable wearing a mask at school.

### **Strategies for assisting students with wearing a mask:**

[Seven Ways to Introduce Your Child to Wearing a Mask](#) / [Wearing a Mask to School](#) (Social Story)

**Any student not able to wear a mask will need a note from their physician.** Please consult your school nurse for additional information and guidance.

### ***Will there be mask breaks during the school day?***

All students will be provided mask breaks throughout the school day. Students will need to be 6 feet apart and preferably outside while this takes place.

### ***What will the protocol be for washing hands throughout the school day?***

Students and staff will be required to wash hands:

- when they enter the building
- when they change class
- before and after eating
- after using the restroom
- after recess
- at the end of the day
- anytime they remove or put on a face mask

Students will be encouraged to use soap and water when possible. Hand sanitizer stations are being installed in every classroom as well as strategic locations in each building. **If you do not want your child to use hand sanitizer, please notify your school nurse.**

### ***Should my child get the flu vaccine this year?***

Beginning with the 2020-2021 school year, influenza vaccine will be required for all students. Influenza vaccine is always important to receive in order to reduce the risk of getting sick with influenza, reduce the severity of disease if you do get sick as well as preventing the spread of influenza to others. During the COVID-19 pandemic, the influenza vaccine will be especially critical to reduce the overall impact of respiratory illness.

### ***How will bathrooms be handled at school?***

Students using the bathrooms will need to maintain physical distancing. Alternate stalls and sinks will be blocked off to help the students keep a safe distance from each other. Bathrooms will be cleaned periodically throughout the school day

### ***How will I know if there is a case of COVID-19 in my child's classroom/school?***

The Wellesley Public School Nurses will be working in conjunction with the Wellesley Board of Health in order to monitor illness, potential COVID-19 cases as well as any positive cases. Recognizing the importance of protecting confidentiality **and** following the MDPH guidelines for close contact management, you will be notified if your child is considered a close contact.

### ***How will you identify which children have been exposed?***

The Wellesley Board of Health Public Health and/or school nurses will work with the individual who was diagnosed with COVID-19 to identify their close contacts, and will do contact tracing and notify the families of those children who were exposed.

***If my child is diagnosed with COVID-19, will his/her/their privacy be maintained?***

Your child's name will not be revealed if diagnosed with COVID-19. Close contacts will be notified and told that they have been exposed to someone who has been diagnosed with COVID-19, and will be provided with information about quarantine and given further instructions. ***No personal identification will be given to others.***

***If my child becomes sick at school, why do I have to pick him/her/them up as soon as possible?***

If a student is assessed and found to have symptoms that are suspicious of COVID-19, it is very important to have your child picked up as soon as possible so that other students and staff aren't exposed, and potential spread can be contained. In addition, ill students will be monitored in a designated Medical Waiting Room, and that room will need to be cleaned thoroughly and made available for other students.

***Why is it important for me to call my child's school nurse when they are home sick?***

Communication with your child's school nurse about illness is very important so that nurses can track illnesses in the school and community, maximize the health and safety of all students and staff, and provide you with updated information.

Please note that these guidelines are subject to change according to updated data that we receive from CDC, the Massachusetts Department of Public Health, the Department of Elementary and Secondary Education and the Wellesley Board of Health.

***What do I do if my child becomes symptomatic at home, on the bus, or at school? What do I do if I receive notice about exposure to a COVID-19 positive individual?***

***The following page has a Quick Reference Sheet*** detailing actions to be taken for individual COVID-19 events.



## Quick Reference Sheet

### Key Actions for Individual COVID-19 Events

EVENT: Individual is symptomatic		
Location of Event	Testing Result	Quarantine
<p>If an individual is symptomatic <b><u>at home</u></b>, they should stay home and get tested.</p> <p>If an individual is symptomatic either <b><u>in school or on the bus</u></b>, they should remain masked and adhere to strict physical distancing. Students will be assessed by the nurse and placed in the Medical Waiting Room until they can go home. They should not be sent home on the bus.</p> <p>If a staff member is symptomatic at school, they should find coverage for their duties, go home and get tested.</p>	Individual tests <b>negative</b>	Return to school after 24 hours have passed with no fever and improvement of symptoms without the use of fever reducing medication.
	Individual tests <b>positive</b>	Remain home (except to get medical care), monitor symptoms, notify your school nurse, notify close personal contacts, assist the school in contract tracing efforts, and answer the call from the Wellesley Board of Health or MA Community Tracing Collaborative. Most people who have relatively mild illnesses will need to stay in self-isolation for at least 10 days <b>and</b> until at least 24 hours have passed with no fever and improvement in other symptoms.
	Individual <b>is not tested</b>	Remain home in self-quarantine for 10 day from symptom onset, then return once 24 hours have passed with no fever and improvement in symptoms, without the use of fever reducing medications.
EVENT: Individual is exposed to COVID-19 positive individual		
Location of Event	Testing Result	Quarantine
<p>If the individual is <b><u>at home</u></b> when they learn they were in close contact with an individual who tested positive for COVID-19, they should stay at home and be tested 4 or 5 days after their last exposure.</p> <p>If an individual is <b><u>at school</u></b> when they learn they were in close contact with an individual who tested positive for COVID-19, they should go home as soon as possible. A student identified as a close contact cannot take the bus home.</p> <p>They should stay at home and be tested 4-5 days after their last exposure.</p>	Individual tests <b>negative</b>	Remain home in self-quarantine for 14 days from exposure.
	Individual tests <b>positive</b>	Remain home (except to get medical care), monitor symptoms, notify your school nurse, notify close personal contacts, assist the school in contract tracing efforts, and answer the call from the Wellesley Board of Health or MA Community Tracing Collaborative. Most people who have relatively mild illnesses will need to stay in self-isolation for at least 10 days <b>and</b> until at least 24 hours have passed with no fever and improvement in other symptoms.
	Individual <b>is not tested</b>	Remain home in self-quarantine for 14 days from exposure

# Teacher Information

## For the Reopening of Schools - September 2020

### Building Safety

As COVID-19 continues to be present in our community, the following information will help navigate the process of reopening our schools. The landscape has changed and how we manage our day inside a school has changed as well. The goal is to keep our school community safe with a focus on mitigating the spread of COVID-19 while we begin the process of educating our students in the classroom.

It should be understood that these guidelines may change as the management of COVID-19 continues to evolve. We may need to adjust our practice as we receive new recommendations and guidelines from the CDC, MDPH, DESE and the Wellesley Board of Health. We will continue to collaborate with teachers, administration and parents as we move forward and implement changes when needed.

[A link to our WPS Building Safety Site](#)

### COVID-19 Mitigation Strategies In School

- **Illness Monitoring and Contact Tracing**
- **Masks/Face Covering**
- **Hand Hygiene**
- **Physical Distancing**
- **Assigned Seating for Contact Tracing**

# COVID-19 Management Guidelines for Teachers and Staff

<i>When should I stay home?</i>	<i>What should I do if I have any of these symptoms?</i>
<p><b>Review of symptoms before school every day:</b></p> <ul style="list-style-type: none"> <li>→ Fever (100F or higher), chills, shaking chills</li> <li>→ Cough (not due to other known cause, such as chronic cough)</li> <li>→ Difficulty breathing or shortness of breath</li> <li>→ New loss of taste or smell</li> <li>→ Sore throat</li> <li>→ Headache <i>when in combination with other symptoms</i></li> <li>→ Muscle aches or body aches</li> <li>→ Nausea, vomiting or diarrhea</li> <li>→ Fatigue <i>when in combination with other symptoms</i></li> <li>→ Nasal congestion or runny nose (not due to other known causes, such as allergies) <i>when in combination with other symptoms</i></li> </ul>	<ul style="list-style-type: none"> <li><b>A.</b> Do not come to school.</li> <li><b>B.</b> Call your school and report your absence and call your school nurse and indicate symptoms.</li> <li><b>C.</b> Call your physician.</li> <li><b>D.</b> Massachusetts DPH guidelines require that all symptomatic individuals, even with mild symptoms, should be tested.</li> <li><b>E.</b> You should get tested at one of the Massachusetts's test sites: <a href="#">COVID-19 Test Site Locator</a></li> <li><b>F.</b> Isolate at home until test results are received.</li> <li><b>G.</b> If not tested, remain home in self-isolation for 10 days from symptom onset, then return once asymptomatic for 24 hours without the use of fever reducing medication.</li> </ul> <p><b>TEST RESULTS</b></p> <p><b>IF NEGATIVE:</b> Remain home until asymptomatic for 24 hours.</p> <p><b>IF POSITIVE:</b> Remain at home (except to get medical care), monitor your symptoms, notify the school, notify close personal contacts, assist the school in contact tracing efforts and work with the Wellesley Board of Health. Most people who have relatively mild illness will need to stay in self isolation for at least 10 days <b>and</b> until 24 hours have passed with no fever and improvement of symptoms.</p> <p><b>Not Tested:</b> Remain home for 10 days from symptom onset, then return once 24 hours have passed with no fever and improvement of symptoms</p>

<p><b><i>What if I get sick at school?</i></b></p>	<p><b><i>What if I was in close contact with someone who has tested positive for COVID 19?</i></b></p>
<p><b>A.</b> Notify the Main Office.</p> <p><b>B.</b> Consult with your school nurse prior to leaving the building.</p> <p><b>C.</b> Leave school immediately.</p> <p><b>D.</b> Notify your primary care provider.</p> <p><b>E.</b> Massachusetts DPH guidelines require that all symptomatic individuals, even with mild symptoms, should be tested.</p> <p><b>F.</b> You should get tested at one of Massachusetts's test sites: <a href="#">COVID-19 Test Site Locator</a></p> <p><b>G.</b> Isolate at home until test results are received.</p> <p><b>TEST RESULTS:</b></p> <p><b>IF NEGATIVE:</b> Remain home until asymptomatic for 24 hours.</p> <p><b>IF POSITIVE:</b> Remain at home (except to get medical care), monitor your symptoms, notify the school, notify close personal contacts, assist the school in contact tracing efforts and work with the Wellesley Board of Health. Most people who have relatively mild illness will need to stay in self isolation for at least 10 days <b>and</b> until at least 24 hours have passed with no fever and improvement of symptoms.</p> <p><b>Not Tested:</b> Remain home in isolation for 10 days from symptom onset, then return once 24 hours have passed with no fever and improvement of symptoms.</p>	<p>→ Current Massachusetts DPH guidelines indicate that all close contacts of someone who has tested positive for COVID-19 should be tested 4-5 days after their last exposure</p> <p>If you were in close contact with a positive individual, you should be tested at one of Massachusetts's test sites: <a href="#">COVID-19 Test Site Locator</a></p> <p><b>Test Results:</b></p> <p><b>If Negative:</b> Remain home in self-quarantine for 14 days from exposure.</p> <p><b>If Positive:</b> Remain home in self-isolation for at least 10 days <b>and</b> until at least 24 hours have passed with no fever and improvement of symptoms.</p> <p><b>No Testing:</b> Remain home in self-Quarantine for 14 days from exposure.</p>

## Classroom Management

1. **Physical distancing of 6 feet**
2. **Limit close contact as much as possible**
3. **Windows open where possible**
4. **Seating chart for every class (needed for contact tracing)**
5. **Any shared items need to be cleaned after each student use**
6. **Bathroom requests need to be spaced due to physical distancing in the bathrooms**
7. **Call the school nurse if a student becomes ill in the classroom**
8. **Mask breaks should be done with students 6 feet apart**
9. **Hand hygiene entering and exiting the room**
10. **No using lockers or cubbies**

### **Hand Hygiene**

Hand washing with soap, water, and disposable paper towels is readily accessible to all students and staff. Hand washing is the first line of defense for infection control and should be used over hand sanitizer whenever possible

Hand sanitizer with at least 60% alcohol can be used at times when handwashing is not available. Students may use hand sanitizer only with written parent permission. ***The nurse will inform you of students who do not have permission to use hand sanitizer.***

Hand sanitizer stations are available in every classroom and are strategically placed throughout all the buildings.

### **When to Wash Hands**

- Upon entering and exiting the building
- Before and after eating
- After sneezing, coughing or nose blowing
- After recess
- After using the toilet or helping a student use the bathroom
- Before and after handling food
- After touching or cleaning surfaces that may be contaminated
- After using any shared equipment like toys, computer keyboards, etc
- After contact with facemask or cloth face covering

### **Face Masks & Coverings / Face Shields**

As part of the mitigation strategies for COVID-19, staff must wear a mask at all times. We are asking that all staff wear a mask from home. Mask breaks can be taken as long as there is a 6 foot distance between individuals.

Clear face masks are available to teachers of Pre K, K, grade 1, EL and CML students as well as students who have hearing impairments.

A clear face shield can be worn along with a face mask. A face shield alone **does not** provide enough protection.

**Bandanas and gaiter face coverings are not allowed** because they do not seal the face and tend to be touched and adjusted more frequently by the user.

Extra masks will be available at school in both adult and children sizes should a replacement be needed.

### **When to Use Gloves**

Gloves will be available in all classrooms. Gloves **do not** need to be worn for routine daily work and interaction in the classroom. All of the gloves available within the district are latex free.

It should be noted that the wearing of gloves can give a false sense of protection as once the gloves have touched a surface, they are just as contaminated as hands. Gloves should be used at the appropriate times and then discarded.

After removing gloves for any reason, hand hygiene will be performed with soap and water or alcohol-based sanitizer.

Appropriate times to wear gloves are:

- When providing services that require "hands on" with a student
- When using Standard Precautions protocol to assist students with managing bodily fluids such as nose blowing, bloody nose, etc
- Diapering/toileting students
- Cleaning

### **Protective Gowns**

Protective gowns are available to staff when working in close contact with students or when there is the potential for contact with body fluids.



### ***Physical Distancing to Reduce the Risk of Transmission***

All staff will attempt to maintain at least 6 feet of distance and do their best to limit contact between individuals and groups, whenever possible.

Physical distancing will be encouraged for students at all times, including but not limited to:

- During transitions
- During snack & meal times
- While traveling to and from the outdoors
- During all activities.

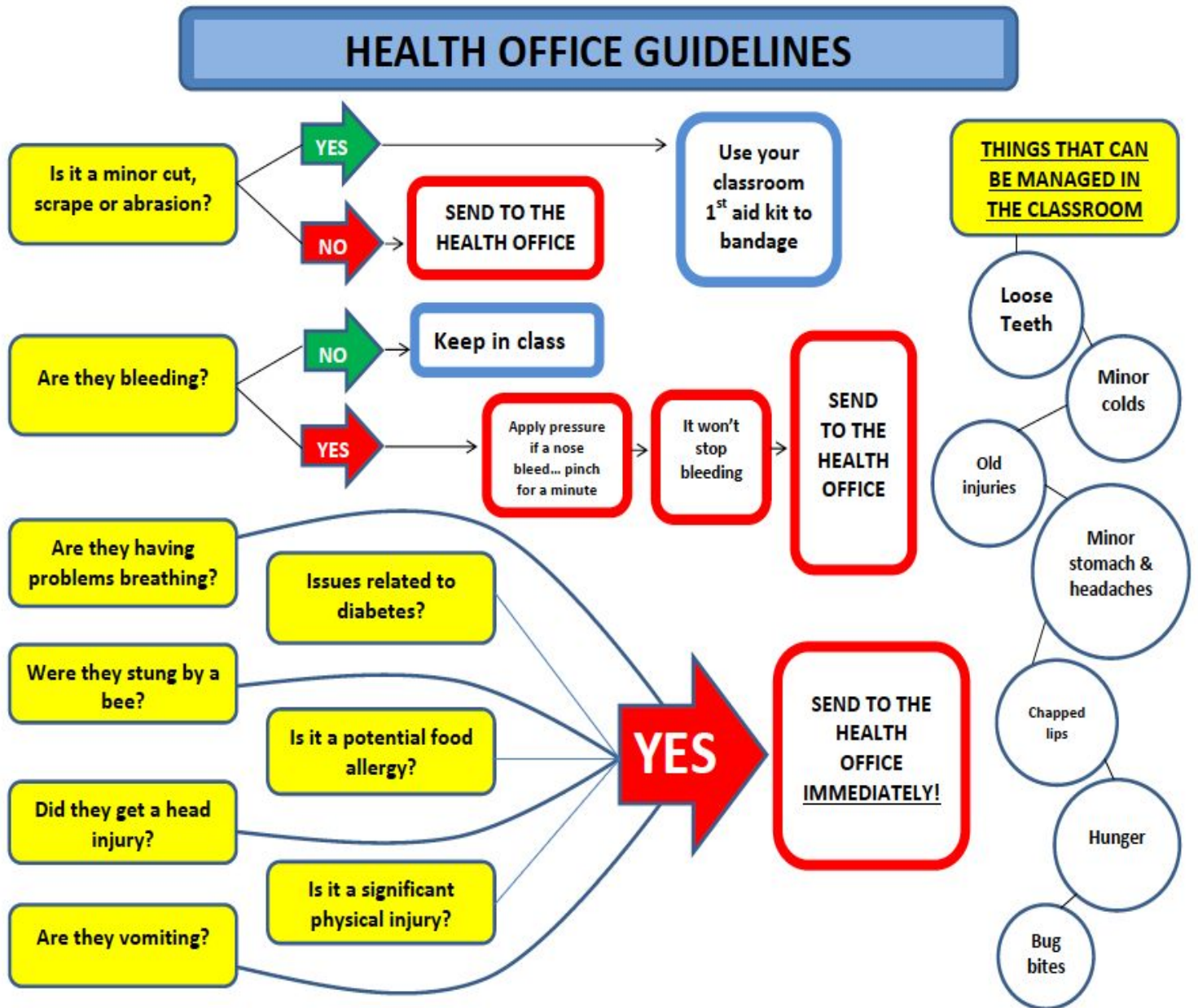
### ***When to send a student to the Nurse's Office***

Covid-19 physical distancing requirements have initiated changes in how student illness and injuries will be managed. All students will need to be assessed **before** entering the Nurse's Office. Any ill student will be directed to the Medical Waiting Room while waiting for dismissal and healthy students will be cared for in the Nurse's Office. All parents will be asked to review a list of symptoms with their child **before** school and any student not feeling well should not come to school or be in school.

### **General Guidelines:**

- 1) If a student does not look well to you or indicates that they need to go to the Nurse's Office, call your school nurse for direction.
- 2) Depending on the issue, the nurse may direct you to have the student come to the Nurse's Office, wait and come later, or the nurse may come and escort the student to the Nurse's Office.
- 3) Teachers have gloves, gauze and band-aids so that minor issues can be handled in the classroom.
- 4) The nurses recognize that many students use the Nurse's Office for a variety of reasons: bathroom, short break, emotional support etc. Due to infection control and illness management guidelines, foot traffic in the Nurse's Office needs to be kept at a minimum. The nurses are always available to consult with regarding individual student issues.

# Health Office Guidelines



SEPTEMBER 2020

## **Appendix C: COVID-19 Cleaning and Disinfecting Guidelines for Schools**



### ***COVID-19 Cleaning and Disinfecting Guidelines for Schools and Municipal Buildings*** Rev 2.

***Town of Wellesley***

***Facilities Management Department***

***August 6, 2020***

***Prepared by:***

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## INTRODUCTION

The purpose of this document which has been prepared by the Facilities Management Department (FMD) is to provide guidance for cleaning and disinfection in schools and municipal buildings in Wellesley during the COVID-19 pandemic. This guidance is based on recommendations from the MA Department of Elementary and Secondary Education (DESE), the Centers for Disease Control (CDC), the Commonwealth of Massachusetts Reopening Guidelines and the International Sanitary Supply Association (ISSA).

This document is consistent with and supplementary to the FMD's more comprehensive *Custodial Care Guide*. <https://wellesleyma.gov/DocumentCenter/View/21012/FMD-Custodial-Care-Guide-PDF>

It should be understood that the unpredictable nature of the COVID-19 virus requires that the FMD custodial staff be agile and that guidelines for cleaning and disinfection be fluid. School and building specific cleaning and disinfecting practices may vary as needed to reflect those unique conditions and operations; however, the guidance in the *Custodial Care Guide* and this document can be applied to all buildings by exercising reasonable judgment.

Other COVID-19 resources available include:

#### 1. Reopening Massachusetts

<https://www.mass.gov/info-details/reopening-massachusetts>

#### 2. DESE: Fall Reopening Facilities and Operations Guidance, July 22, 2020

<http://www.doe.mass.edu/covid19/on-desktop.html>

#### 3. CDC: Cleaning and Disinfecting Your Facility

<https://www.cdc.gov/coronavirus/2019-ncov/community/disinfecting-building-facility.html>

#### 4. CDC: Cleaning and Disinfecting: Plan, Prepare, and Respond

<https://www.cdc.gov/coronavirus/2019-ncov/community/clean-disinfect/index.html>

*FMD provides the highest level of custodial service for public schools and municipalities in the State. This is evidenced not only by the receipt of a 2018 national green cleaning award*

<https://wellesley.wickedlocal.com/news/20180509/wellesley-cleans-up-in-green- cleaning-contest> , but also by receivingd the highest number of incentive points of any school district by the Massachusetts School Building Authority (MSBA) for FMD's maintenance and capital planning efforts. The fifty-three women and men that comprise FMD's custodial staff are dedicated professionals that truly feel they are part of the various communities in which they work, whether it be in schools or municipal buildings. The wide-ranging and important tasks that FMD's custodian perform can be seen in this video which showcases the High School's team: <https://wellesleyma.gov/170/Custodial-Videos> They are fully prepared to support our customers as we reopen schools and municipal buildings during the COVID pandemic by providing clean and safe learning and work environments.

# CHAPTER 1: COVID-19 CLEANING

As the COVID-19 coronavirus has been identified as an enveloped virus, similar to influenza, we have proven cleaning methodologies and protocols which we can bring to bear as we try to combat its spread. However, misinformation or misuse of industry terminology by official bodies and by many cleaning customers is leading to greater confusion, higher risk of spread, and a higher potential for customer dissatisfaction. Here's what our end customers need to know to minimize risk and alleviate anxiety to the extent possible.

## **1. Start by defining cleaning, sanitizing, and disinfecting, and which is most appropriate.**

1.1. What is cleaning? Cleaning is the removal of visible and invisible soiling. Cleaning prepares a surface or item for disinfection. Disinfection is a process that eliminates many or all pathogenic microorganisms, except bacterial spores, on inanimate objects. In contrast to disinfection which is done to kill and destroy bacteria and viruses, sanitizing is gentler, it just lowers the level of biological agents on an object to a safe level. At this time, we do not know what a safe level of sanitizing for COVID-19 is. Therefore, disinfection will inactivate/destroy the virus if the appropriate procedures and chemicals are used.

## **2. When a customer thinks they need a “deep clean”**

2.1. What's in a name? Deep cleaning means different things to different people. The dental industry uses it for your teeth, the household cleaning businesses use it for getting in all the nooks and crevices of your house, and others are now using it for COVID-19 cleaning. Requests are coming in with a host of different phrases that customers likely don't fully understand what they're really asking for – terms like deep clean, hazard clean, emergency clean, sanitization clean, pandemic clean. This can all be confusing, and since there is no common definition, we need to focus on the ultimate outcome of any process to create clarity.

2.2. For COVID-19, we need to disinfect surfaces and objects that are potentially contaminated with the virus AND are frequently touched and/or used. Customers need to understand and be able to articulate what they want to see at the end of any process.

2.3. For COVID-19, surfaces that are soiled, we need a two-stage process. First, surfaces are cleaned to remove soil. Secondly, they are disinfected with appropriate chemicals and processes. Some chemicals allow for the combination of these two processes, since they clean AND disinfect at the same time. Select what is most suitable and approved. Very carefully read the chemical product label and follow the application protocol. Most chemicals for disinfection require the surface to stay wet for a certain dwell time to be able to destroy the virus. Also, any chemical you use might require specific personal protective equipment (PPE) for the cleaning worker to be protected. This information is available on the safety data sheet (SDS) available for all approved disinfectants. Review this information carefully!

***2.4. Most locations, especially those that are not health care or occupied by high-risk citizens, are really looking for an increased frequency of cleaning and possible addition of disinfecting.***

It is best to ask what their goal is first: reduced risk of cross- contamination of high-touch



surfaces, increased peace of mind for occupants, or concern that someone in the building has tested positive and one or more areas need to be addressed.

2.5. Once you know what they are trying to achieve, you can then turn to evaluating the current scope of work, traffic patterns (are more people working from home, is there a lot of visitor traffic, routine occupancy, etc.), to determine the best work loading of services to meet their needs.

2.6. Next you want to explain the why as well as the what, when and how often. This ensures the customer understands what they are getting and how it does achieve their goals, even if it isn't what they initially asked for.

### **3. Cleaning and Disinfecting for Possible COVID-19 Exposures**

3.1. These steps and recommendations are for community, non-healthcare facilities (e.g., schools, offices, daycare centers, businesses, community centers) that might have encountered a person with COVID-19.

3.2. Before engaging in the process of cleaning and disinfecting an area for COVID-19 get important information on the location and work requested. Do a site assessment (in person if possible) that allows you to determine the most appropriate process, steps, PPE, and tools. Identify any additional hazards, such as, electrical equipment, sharp corners/objects, and your approach to mitigate these hazards. If cleaning and disinfecting is not required immediately, delay the process for 72 hours, with the area cordoned off to avoid entry. After that, the number of viruses still active will have been reduced significantly.

3.3. Prepare an action plan that includes for example:

3.3.1. The entry and exit location where you stage the donning and doffing of your PPE (putting it on and taking it off), the equipment, and chemicals you're using. It is important that you prepare your entry and exit location with for example, bags for disposable PPE, disposable towels, cleaning and disinfecting tools, and anything else you need to safely finish off the work. Secure the ability to wash your hands with soap and water immediately after removing your PPE. If a sink is not available, have appropriate hand sanitizers available.

3.3.2. Your cleaning and disinfection process, chemicals, application methods and tools, PPE and any other requirements. The minimum PPE to be worn for cleaning surfaces with potential COVID-19 contamination is disposable gloves and a surgical 3 ply mask. Any additional PPE like a respirator, eye and/or face protection needs to be based on the chemicals and disinfection processes being applied (for example spraying).

3.4. Follow your cleaning and disinfecting procedures for the area. Use a two-stage process of cleaning first before disinfecting or a combined process with the appropriate chemical and dispose of all waste according to your local regulations.

3.5. Finalize your work with the appropriate checks for successful completion of the work, documentation and customer engagement.

## CHAPTER 2: CLEANING AND DISINFECTING PROCEDURES

### 1. Cleaning

- 1.1. Wear disposable gloves to clean and disinfect.
- 1.2. Clean surfaces using soap and water or a multi-purpose cleaner, and then use disinfectant.
- 1.3. Cleaning with soap and water or a multi-purpose cleaner reduces the number of germs, dirt and impurities on the surface. Disinfecting kills germs on surfaces.
- 1.4. Practice routine cleaning of frequently touched surfaces. More frequent cleaning and disinfection may be required based on level of use.
- 1.5. High touch surfaces include:
  - 1.5.1.1. Tables, doorknobs, light switches, countertops, handles, desks, phones, keyboards, toilets, faucets, sinks, etc.

### 2. Disinfecting

- 2.1. Recommend the use of either PUR – TABS Tablets through the Protexus, or Victory Electrostatic Spray System, or PC – 103 through a spray bottle. PC – 103 cannot be sprayed through the Protexus, or Victory Electrostatic Spray System, as it will damage the internal mechanisms.
- 2.2. Follow the instructions on the label to ensure safe and effective use of the product. Many products recommend:

- Keeping surfaces wet for a period of time (see product label).
- Both products require a 10-minute dwell time.
- Precautions such as wearing gloves and making sure you have good ventilation during use of the product.

- 2.3. Alcohol solutions with at least 70% alcohol may also be used.

### 3. Soft surfaces

- 3.1. For soft surfaces such as carpeted floor, rugs, and drapes
  - 3.1.1. Vacuum as usual.
  - 3.1.2. Clean the surface using soap and water or with cleaners appropriate for these surfaces (Simonize Pick Up Extraction Solution, or Orbio Multi-Purpose Cleaner
  - 3.1.3. Launder items (if possible) according to the manufacturer's instructions. Use the warmest appropriate water setting and dry items completely; OR
  - 3.1.4. Disinfect with PUR – TABS through the Protexus, or Victory Electrostatic Spray System, or PC – 103 misted through the carpet extraction wand.
  - 3.1.5. Dry thoroughly.

### 4. Electronics

- 4.1. For electronics, such as tablets, touch screens, keyboards, remote controls, and ATM machines.

4.1.1. Consider putting a wipeable cover on electronics.

4.1.2. Follow manufacturer's instruction for cleaning and disinfecting.

4.1.2.1. If no guidance, use alcohol-based wipes or sprays containing at least 70% alcohol. Dry surface thoroughly.

## **5. Cleaning and Disinfecting When Someone Has Been sick**

5.1. Close off areas used by the person who is sick.

5.2. Schools and municipal departments do not necessarily need to close operations, if they can close off affected areas.

5.3. Open outside doors and windows to increase air circulation in the area.

5.4. Wait 24 hours before you clean or disinfect. If 24 hours is not feasible, wait as long as possible.

5.5. Clean and disinfect all areas used by the person who is sick, such as offices, bathrooms, common areas, shared electronic equipment like tablets, touch screens, keyboards, and remote controls.

5.6. Use a vacuum equipped with a high-efficiency particulate air (HEPA) filter.

5.7. Do not vacuum a room or space that has people in it. Wait until the room or space is empty to vacuum, such as at night, for common spaces, or during the day for private rooms.

5.8. Consider temporarily turning off room fans and the central HVAC system that services the room or space, so that particles that escape from vacuuming will not circulate throughout the facility.

5.9. Once an area has been appropriately disinfected, it can be opened for use.

5.10. Workers without close contact with the person who is sick can return to work immediately after disinfection.

5.11. If more than 7 days since the person who is sick visited or used the facility, additional cleaning and disinfection is not necessary.

5.12. Continue routine cleaning and disinfection. This includes everyday practices that businesses and communities normally use to maintain a healthy environment.

## **6. Cleaning and Disinfecting Outdoor Areas**

6.1. Outdoor areas, like playgrounds in schools and parks generally require normal routine cleaning, but do not require disinfection.

6.1.1. Do not spray disinfectant on outdoor playgrounds- it is not an efficient use of supplies and is not proven to reduce risk of COVID-19 to the public.

6.1.2. High touch surfaces made of plastic or metal, such as grab bars and railings should be cleaned routinely.

6.1.3. Cleaning and disinfection of wooden surfaces (play structures, benches, tables) or groundcovers (mulch, sand) is not recommended.

6.2. Sidewalks and roads should not be disinfected.

6.2.1. Spread of COVID-19 from these surfaces is very low and disinfection is not effective.

## **7. Personal Protective Equipment (PPE) and Hand Washing**

7.1. Regular cleaning staff can clean and disinfect community spaces.

- 7.1.1. Ensure they are trained on appropriate use of cleaning and disinfection chemicals.
- 7.2. Wear disposable gloves for all tasks in the cleaning process, including handling trash.
  - 7.2.1. Additional personal protective equipment (PPE) might be required based on the cleaning/disinfectant products being used and whether there is a risk of splash.
  - 7.2.2. Gloves and other PPE should be removed carefully to avoid contamination of the wearer and the surrounding area.
- 7.3. Wash your hands often with soap and water for 20 seconds.
  - 7.3.1. Always wash immediately after removing gloves and after contact with a person who is sick.
  - 7.3.2. Hand sanitizer: If soap and water are not available and hands are not visibly dirty, an alcohol-based hand sanitizer that contains at least 60% alcohol may be used. However, if hands are visibly dirty, always wash hands with soap and water.
- 7.4. Additional key times to wash hands include:
  - After blowing one's nose, coughing, or sneezing.
  - After using the restroom.
  - Before eating or preparing food.
  - After contact with animals or pets.
  - Before and after providing routine care for another person who needs assistance (e.g., a child).

## **8. Training**

8.1. Educate workers performing cleaning and other custodial services to recognize the symptoms of COVID-19. Provide instructions on what to do if they develop within 14 days after their last possible exposure to the virus, and the typical symptoms:

- Cough
- Shortness of breath or difficulty breathing
- Fever
- Chills
- Muscle pain
- Sore throat
- Loss of taste or smell

8.2. Develop policies for worker protection and provide training to all cleaning staff on site prior to providing cleaning tasks.

8.2.1. Training should include when to use PPE, what PPE is necessary, how to properly don (put on), use, and doff (take off) PPE, and how to properly dispose of PPE.

8.3. Ensure workers are trained on the hazards of the cleaning chemicals used in the workplace in accordance with OSHA's Hazard Communication standard ([29 CFR 1910.1200external icon](#)).

8.4. Comply with OSHA's standards on Bloodborne Pathogens ([29 CFR 1910.1030external icon](#)), including proper disposal of regulated waste, and PPE ([29 CFR 1910.132external icon](#)).

## **9. Scope of Items to be Cleaned and Disinfected**

***9.1. The following are considered “high touch” items that should be cleaned and disinfected at least once per day and throughout the day as time permits.***

- Work desks if open and free of paperwork and personal belongings
- Student desks
  - Phones, computers, computer mouse, printers, and scanners should be cleaning by the occupant with a Clorox, or Lysol Wiper product
- Chairs, chair backs, seats, and armrests
- Tables
- Sinks
- Soap, Paper, Hand Sanitizer Dispensers
- Doors
- Door frames/jambs
- Interior and exterior handrails
- Restroom fixtures, and partitions
- Lockers
- Light switches
  
- Open vertical and horizontal surfaces that might have been touched, or appear dirty

**9.2. Water fountains/Hydration Stations**

**10. Cleaning and Disinfecting School Desks, Tables and Chairs**

10.1. Student desks, tables and chairs will need to be cleaned and disinfected at the end of each day.

10.2. Because students will also be eating lunches in classrooms, interim cleanup will be needed for these same furniture items and classrooms following lunch period

10.3. Following DESE guidelines, it is recommended that this be a joint-effort with students, staff and FMD’s custodians. Second shift custodians will need to report to work several hours earlier during the pandemic to assist the day custodian with classroom lunch duties. It is expected that students will self-clean their own desks, using an appropriate and safe cleaning product and paper towels.

## CHAPTER 3: EQUIPMENT & DISINFECTING PRODUCTS

### 1. General

1.1. FMD utilizes electrostatic sprayers with disinfecting tablets that are EPA-certified for COVID-19 as our primary system for fighting the virus. The electrostatic sprayers apply the disinfectant product in such a way that it fully surrounds the item that is being disinfected. Spray bottles are occasionally used with another EPA-certified disinfectant as an additional way to disinfect for COVID.

### 2. Cleaning Product

2.1. Cleaning must be done before disinfecting can take place. FMD uses an ionized water multi-purpose cleaning product which is generated on site by a proprietary system called the *Orbio os3*.

### 3. Spray Equipment and Disinfectant Products

3.1. FMD has used electrostatic sprayers to disinfect prior to COVID, particularly during flu season and when school nurses reported potential flu outbreaks, so staff is quite familiar with the equipment.

3.2. FMD has primarily used the *Protexus* brand spray gun and backpack sprayer, and recently purchased *Victory* brand spray guns and backpack sprayers. As with many COVID supplies and equipment, these items are difficult to find. The equipment from both manufacturers is nearly identical, so no additional training on use is needed.

3.3. The disinfectant product that we use is *PUR TABS*. It comes in tablet form with charts indicating the number of tablets (dosage) required to fight various viruses, including COVID-19.

3.4. For spray bottle use, a separate EPA-certified COVID-19 disinfectant called *Product Central (PC) 103* is used.

### 4. Required Dosages

4.1. The highlighted section below is for PURTAB usage in combating COVID-19,

4.2. The Protexus and Victory *handheld* electrostatic sprayer has a *quart* sized tank.

4.2.1. Therefore, you will need eleven (11), 0.3 gram tablets, or just one (1), 3.3-gram tablet per quart tank.

4.3. The Protexus and Victory *backpack* electrostatic sprayer has a *2.25-gallon* tank.

4.3.1. Therefore, you will need two (2), 13.1 gram tablets, plus one (1), 3.3-gram tablet per tank.

### 5. Operation

5.1. For best results, premix the tablets in an empty gallon container. Use warm water and make sure the tablets dissolve completely before filling the tank. This will assist with the spray tip from becoming clogged with tablet residue. Review the *Protexus* video using the link below for proper use and cleaning and maintaining the spray units.

<https://www.bing.com/videos/search?q=protexus+spray+gun+videos&docid=607992813030738784&mid=56443332BB855B22067356443332BB855B220673&view=detail&FORM=VIRE>



5.2. Several “How To” videos for the Victory equipment, including maintenance, and general information videos are also available on-line:

5.2.1. Victory Spray Tri Spray Tip Instructional Video

<https://www.bing.com/videos/search?q=victory+electrostatic+sprayer+instructional+video&docid=608039087066710402&mid=F0702A42D4240D26350FF0702A42D4240D26350F&view=detail&FORM=VIRE>

5.2.2. Victory How To Guide

<https://www.bing.com/videos/search?q=victory+electrostatic+sprayer+instructional+video&&view=detail&mid=2DD1F95BF3D795AA23032DD1F95BF3D795AA2303&rvsmid=CAC06544050AB8C943BDCAC06544050AB8C943BD&FORM=VDRVRV>

5.2.3. Victory Electrostatic Sprayer Demo 1

<https://www.bing.com/videos/search?q=victory+electrostatic+sprayer+instructional+video&&view=detail&mid=57031CF143B0CD5D684A57031CF143B0CD5D684A&rvsmid=CAC06544050AB8C943BDCAC06544050AB8C943BD&FORM=VDRVRV>

5.2.4. Victory Electrostatic Sprayer Demo 2

<https://www.bing.com/videos/search?q=victory+electrostatic+sprayer+instructional+video&&view=detail&mid=CAC06544050AB8C943BDCAC06544050AB8C943BD&&FORM=VDRVRV>

5.2.5. Victory Backpack Video

<https://www.bing.com/videos/search?q=victory+electrostatic+sprayer+instructional+video&&view=detail&mid=61BAFD9228EC3432D65761BAFD9228EC3432D657&&FORM=VDRVRV>

5.2.6. How to clean and maintain your Victory Electrostatic Sprayers

<https://www.bing.com/videos/search?q=victory+electrostatic+sprayer+instructional+video&&view=detail&mid=A833E63BFA8EFF6CAA20A833E63BFA8EFF6CAA20&rvsmid=F0702A42D4240D26350FF0702A42D4240D26350F&FORM=VDQVAP>

## 1. Trouble Shooting

1.1. If the unit becomes vapor locked, you need to remove the tip and check the gaskets for any tablet build up. Run the gun with the tip off to see if water shoots out of the opening. If so, replace the tip and spray. If nothing comes out of the tip after this attempted fix, remove the tip and soak in warm water. Use a 6” long, 3/16” flat tip long handle screwdriver. Remove the diverter down in the tip. If you cannot see daylight through the end of the tip, you have tablet residue blocking the tip. Use a sewing needle through the end of the tip to open it up. You can blow the tip out using a can of air to blow the residue out, or soak the tip further. Once the tip is clear reinstall the diverter into the tip. Install the tip back into the *Protexus* or *Victory* sprayer and run as normal. The tip should be clear and the equipment should run like new.

1.2. If the pump sounds bogged-down, you may have vapor lock in the chemical hose. Change out the hose as shown in the videos listed. If the gun is making only a humming noise this may necessitate a warranty replacement. Please contact the Custodial Manager if you need any assistance.

1.3. Review the Protexus video using the link below for more trouble shooting tips:

<https://www.youtube.com/watch?v=U8cqCQnTY9g&feature=youtu.be>

## 2. Kill Claims

2.1. PURTABS have published data showing “kill” effectiveness for various viruses, and the required dosage, which are shown below:

### 2.1.1. Food Contact Surface Sanitizer (No Rinse)

- 100 ppm
- (1) 0.3g tab / 1qt
- (1) 3.3g tab / 2.5 gal
- (1) 13.1 tab / 10 gal

#### **2.1.2. Hospital grade disinfectant claims (Bleach alt.) Cold & flu virus' (including H1N2) Salmonella & Staph**

- 538 ppm
- (6) 0.3g tab / 1 qt
- (1) 3.3g tab / 2 qts

#### **2.1.3. Bloodborne pathogen, Herpes & Polio, Norovirus (COVID-19), MRSA & Ecoli, HIV & Hep B claims, many animal pathogens**

- 1,076 ppm
- (11) 0.3g tabs / 1 qt
- (1) 3.3g tab / 1 qt
- (1) 13.1 tab / 1 gal
- **The dilutions are stable for 7 days. In a closed container, or spray tank.**

### **3. Manufacturer Safety Data Sheets (MSDS)**

3.1. The links below provide the MSDS information required for the primary products that FMD uses in cleaning and disinfecting for COVID-19.

#### **3.1.1. PURTABS**

<https://evaclean.com/sites/default/files/downloads/PURTABS%20SDS%203-28-19%20rev.1%20%28Ready%20to%20use%29.pdf>

#### **3.1.2. Product Central 103 Disinfectant 256 SDS Information**

<https://nextgensupply.com/wp-content/uploads/2020/03/PC103-SDS.pdf>

#### **3.1.3. Orbio Multi-Purpose Cleaner**

[http://az295482.vo.msecnd.net/globalassets/globalassets/orbio/products/5000-sc/orbio%20multi-surface%20cleaner-cph\\_msd\\_s\\_na-english.pdf](http://az295482.vo.msecnd.net/globalassets/globalassets/orbio/products/5000-sc/orbio%20multi-surface%20cleaner-cph_msd_s_na-english.pdf)

## **CHAPTER 4: PREVENTING CROSS CONTAMINATION**

### **1. General**

1.1. An important aspect of cleaning and disinfecting for COVID-19 which custodians must adhere to is the need to prevent cross contamination.

### **2. What is Cross Contamination?**

2.1. Cross contamination is the act of moving bacteria or soils to areas that could be exposed to humans which could potentially harm the individual(s) involved. In the case of cleaning- cross contamination can happen when cleaning around a toilet, followed by cleaning the restroom counter top with the same cloth. The next 5 tips will help prevent cross contamination during the cleaning process in very simple ways.

### **3. Step No. 1 - Use of Microfiber Cleaning Utensils**

3.1. Microfiber is a material that is made of synthetic fibers that attract dirt, bacteria, and other pathogens like a magnet. Microfiber tools are made to attract and capture up to 99% of dirt, bacteria and other pathogens, while cotton fiber tools are made to attract only 33% - basically moving bacteria from surface to surface. Therefore, the use of microfiber cloths, mops, and other microfiber tools allow for the removal of bacteria, dirt and allergens, because microfiber is designed to attract and hold these elements. The top image shows the microfiber structure under a microscope collecting dirt. The bottom image is a regular cotton structure which ultimately pushes dirt and bacteria around, rather than collecting it. Such microfiber tools include wet mops, dry mops, cloths and dust wands.

### **4. Step No. 2 - Implementation of a Color Coding System**

4.1. When several people are responsible for the cleaning, it can become very difficult and almost impossible to ensure everyone knows which microfiber cloth is used for the restroom and which one is used for the lunch room! Color coding is a great way to ensure that everyone on the team knows which ones to use for the toilets and which to use for the counter top. Just be sure that everyone knows the color system which leads us into the next tip: training

### **5. Step No. 3 – Training**

5.1. The essential and most obvious tip for preventing cross contamination is training - making sure everyone on the team is aware of the system that is in place, such as color coding. However, the less obvious tip is to always continue training and supervising. Supervisors should keep a cautious eye that the system in place is continually followed on a daily basis by the crew members.

### **6. Step No. 4 - Separate and Clean Tools, Chemicals and Equipment**

6.1. Along with tips 2 and 3, keeping the tools, chemicals and equipment is equally as important as the cleaning system in place to prevent cross contamination. Ensure the Custodian's closet is clean and well organized, i.e. to prevent the bathroom mop from lying next to or on top of the kitchen mop. Also, certain chemicals are used for specific applications and therefore should not be mixed or confused with an application that the chemical is not designed for.

## **7. Step No. 5 – Eliminate Outdated Cleaning Methods and Tools**

7.1. Technology has advanced the impact of today's new cleaning products, providing greater cleaning results and greater health results for those who clean and those who occupy facilities. We all know the green movement is no longer a movement, rather a new standard, but still, many cleaning practices used are still outdated.

7.2. Outdated practices can be replaced easily with healthy and effective cleaning practices that deploy new technology:

- Replace cotton cloths and mops with microfiber which is designed to capture 99% of bacteria and pathogens.
- Substitute regular vacuums which tend to move dirt, with HEPA filter vacuums which capture 99.97% of particles due to multiple levels of filtration.
- Stop the use of hazardous chemicals which do not clean any better than green third party certified products that are superior for our health and the environment.
- Minimize the use of mop buckets that hold dirty water which increases the risk of cross contamination and wastes water, energy and time as compared to a flat mop with a built-in tank for a more efficient method of cleaning, or utilize autoscrubbers for floor cleaning.
- Yellow Microfiber Towels are designated for urinal and toilet cleaning/wipe downs.
- Red Microfiber Towels are designated for restroom sinks, partitions, walls, and doors.
- Blue Microfiber Towels are designated for mirrors and glass.
- Green Microfiber Towels are designated for general purpose cleaning, or all other surfaces.

## **8. Eight sides of Microfiber Cleaning Cloths**

8.1. Review the video using the link below for proper use of microfiber cleaning cloths.

<https://www.bing.com/videos/search?q=eight+sides+of+a+microfiber+cleaning+cloths&docid=607996425094172499&mid=3183B696491ADB46CA923183B696491ADB46CA92&view=detail&FORM=VIRE>

## CHAPTER 5: CLEANING CHART

### 1. Purpose

1.1. The chart below is excerpted from *FMD's Custodial Care Guide* and shows typical cleaning and other services provided by FMD's custodial staff in schools and municipal buildings by frequency.

1.2. With the significant additional effort required to clean and disinfect school and work areas each day, FMD custodians will be unable to perform certain, less-critical tasks at these frequency levels. For example, "low dusting" may have to be done on a monthly or even quarterly basis, rather than weekly.

### 2. Change and Adaptability

2.1. Cleaning and disinfecting requirements may change daily based on the spread of the virus and illnesses with staff and students. ***Cleaning and disinfecting affected areas will be of paramount concern to FMD custodians in these situations***, so cleaning tasks and frequencies will vary by school or building and by day.

**Cleaning Frequencies Chart**

Services	Daily	Weekly	Monthly	Annually	As Needed
Trash pick-up	X				
Recycle pick-up		X			X
Sweep, wet mop, disinfect restroom floors	X				
Clean, disinfect restroom fixtures	X				
Restock restroom supplies	X				
Dust mop all hard surface floors	X				

Vacuum entry mats and carpet in traffic areas	X				
Clean floors, sinks in break rooms	X				
Clean, disinfect drinking fountains	X				

<b>Services</b>	<b>Daily</b>	<b>Weekly</b>	<b>Monthly</b>	<b>Annually</b>	<b>As Needed</b>
Clean loading dock areas		X			
Vacuum stairwells	X				
Vacuum traffic areas	X				
Detail vacuum		X			
Low dusting (Below 5 feet)		X			
High dusting (Above 5 feet)			X		
Wet mop stairs		X			
Extraction of all carpet areas			X		X
Wet mop floors in rooms		X			X



Wet scrub and restore finish in hall/corridor floors				X	X
Spray-buff and burnish hall/corridor floors		X			X
Clean ceiling vents		X			
Window blind cleaning			X		
Unlock/Lock buildings	X				
Clean all glass	X				
Change trash liners		X			X

Services	Daily	Weekly	Monthly	Annually	As Needed
Litter patrol around building, parking areas	X				
Sweep and clean building entry	X				
Replace light bulbs & tubes					X
Clean Fluorescent Fixtures and Diffusers			X		
Respond to emergencies					X

Unplug drains					X
Clean spills					X
Inclement weather duty					X
Vandalism, transient debris clean- up					X
Refinish wooden gym floors				X	
Strip and Wax resilient floor finish				X	
Scrub and Recoat resilient floor finish				X	X

***End of Guidelines***

## **Appendix D: COVID-19 Ventilation Guidelines for Schools**



### ***COVID-19 Ventilation Guidelines for Schools and Municipal Buildings*** Rev 1.0.

***Town of Wellesley***

***Facilities Management Department***

***August 6, 2020***

***Prepared by:***

***Allen Hebert, Operations Manager***

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## INTRODUCTION

The purpose of this document which has been prepared by the Facilities Management Department (FMD) is to provide guidance for ventilation in schools and municipal buildings in Wellesley during the COVID-19 pandemic. This guidance is based on recommendations from the MA Department of Elementary and Secondary Education (DESE), the Centers for Disease Control (CDC), the Commonwealth of Massachusetts Reopening Guidelines and the American Society of Heating, Refrigerating and Air-Conditioning Engineers (ASHRAE).

This document is consistent with and supplementary to the FMD's more comprehensive *Maintenance Procedures Manual*.

<https://wellesleyma.gov/DocumentCenter/View/21036/Maintenance-Procedures-PDF>

It should be understood that the unpredictable nature of the COVID-19 virus requires that the FMD maintenance staff be agile and that guidelines for ventilation be fluid. School and building specific ventilation practices and modifications may vary as needed to reflect those unique conditions and operations; however, the guidance in the *Maintenance Procedures Manual* and this document can be applied to all buildings by exercising reasonable judgment.

Other COVID-19 resources available include:

### 1. Reopening Massachusetts

<https://www.mass.gov/info-details/reopening-massachusetts>

### 2. DESE: Fall Reopening Facilities and Operations Guidance, July 22, 2020

<http://www.doe.mass.edu/covid19/on-desktop.html>

### 3. ASHRAE: Ventilation for Acceptable Indoor Air Quality

<https://www.ashrae.org/technical-resources/bookstore/standards-62-1-62-2>

### 5. CDC: Cleaning and Disinfecting Your Facility

<https://www.cdc.gov/coronavirus/2019-ncov/community/disinfecting-building-facility.html>

### 6. CDC: Cleaning and Disinfecting: Plan, Prepare, and Respond

<https://www.cdc.gov/coronavirus/2019-ncov/community/clean-disinfect/index.html>

*FMD provides the highest level of maintenance service for public schools and municipalities in the State. In particular, FMD focuses on preventive maintenance and indoor air quality. Extraordinary maintenance is performed on the mechanical systems of all buildings via capital Recommissioning projects that occur on a regular 5-6 years' cycle. In Fall 2019 six schools were recommissioned as part of a \$328,000 project. Few, if any, other municipalities or school districts are performing this level of preventive maintenance. This is also evidenced by receiving the highest number of incentive points of any school district by the Massachusetts School Building Authority (MSBA) for FMD's maintenance and capital planning efforts. Eight licensed professionals comprise FMD's maintenance staff. They are fully prepared to support our customers as we reopen schools and municipal buildings during the COVID pandemic by providing clean and safe learning and work environments.*

## **CHAPTER 1: REFERENCED STANDARDS**

FMD's Operations Manager and HVAC Controls Administrator have evaluated the operation and performance of the HVAC and control systems in our School and Town buildings. In addition, they further evaluated the recommended HVAC modifications proposed by the Massachusetts Department of Elementary and Secondary Education (DESE), Centers for Disease Control (CDC), and American Society of Heating, Refrigerating and Air-Conditioning Engineers (ASHRAE) for reopening our buildings. The DESE and CDC essentially defer to ASHRAE for indoor air quality (IAQ) guidance.

1. On April 14, 2020, ASHRAE issued their Position Document on Infectious Aerosols. On July 17, 2020, ASHRAE issued their Epidemic Task Force [Guidance] for Schools and Universities. Both publications are very comprehensive. As described by ASHRAE, "The following [recommendations are] ... meant to provide practical information and checklists to the school district ... facility managers, administrators, technicians, and service providers to prepare educational buildings to resume occupancy. This information describes how the HVAC systems should be operating to help minimize the chance of spreading SARS-Cov-2 and how to practically check/verify that operation."
2. In sum, ASHRAE recommends making filtration, ventilation, and maintenance improvements to central HVAC systems. Therefore, based on their evaluation, FMD's Operations Manager and HVAC Controls Administrator recommend the following specific HVAC modifications to try to minimize risk associated with the COVID-19 virus in the Town of Wellesley's schools and municipal buildings.

## CHAPTER 2: FILTRATION

1. ASHRAE has established Minimum Efficiency Reporting Value (MERV) ratings for air filters. As described above, they have also established recommended MERV ratings to help minimize spreading the COVID-19 virus. The MERV ratings range from 1 to 16. The higher the rating, the more efficient the filters are in removing particles from the air stream. Typically, ASHRAE recommends using MERV 8 filters in most commercial buildings. However, for COVID-19, they recommend using MERV 13 filters. ASHRAE states that “The use of highly efficient particle filtration in centralized HVAC systems reduces the airborne load of infectious particles ... [i.e., COVID-19 virus].” ASHRAE recommends applying “... the highest Minimum Efficiency Reporting Value (MERV) [filter] applicable for the HVAC units (local, central and DOAS). HEPA or MERV 13 is recommended minimum if equipment can accommodate pressure drop ...”

2. FMD manages over 1,000 pieces of HVAC equipment (air handlers, energy recovery units, fan coil units, unit ventilators, etc.) in 1,200,000 sf of building space. This equipment requires 2,331 filters that are changed between 2 and 3 times per year depending on actual equipment needs. Of these, 1,053 (45%) are less than MERV 8, 1,027 (44%) are MERV 8, and 251 (11%) are greater than MERV 8 filters. In general, we can replace MERV 8 filters with MERV 13 filters without any filter rack modifications. For this equipment, FMD can simply replace the existing filters on a one-for-one basis with the new MERV 13 filters. However, some equipment would require extensive filter rack modifications. The modifications would be difficult, time-consuming and costly. This is especially true for the unit ventilators (aka “univents”) and fan coil units that are located in the classrooms. For this equipment, we can replace the existing filters on a one-for-one basis with the highest rated MERV filters possible that do not require filter rack modifications.

3. FMD recommends that we replace the existing filters with MERV 13 filters wherever filter rack modifications are not required. When filter rack modifications would be needed, we recommend replacing the existing filters with the highest MERV rated filters that will fit. FMD also recommends that the filter replacement frequency be increased with one more change per year. Overall, we will replace 9,320 filters (see chart below). FMD’s staff will use PPE to change the filters, and properly dispose of these items in dedicated dumpsters. Prior to ordering the replacement filters, FMD will evaluate each piece of HVAC equipment. We will evaluate the age, condition, dimensions, filter replacement compatibility, and *pressure drop* accommodation. MERV 13 filters have an additional 10% pressure drop as compared to MERV 8 filters. This means that the supply airflow into the space could be reduced. For example, we might supply 1,000 CFM of air into a space with a MERV 8 filter. However, when we install a MERV 13 filter, we reduce the airflow to say 900 CFM. That is because there is more resistance to airflow across the MERV 13 filter media. This means that we must increase the fan speed to accommodate for the reduced airflow. For some equipment such as the central equipment (air handlers, energy recovery units, etc.) in the newer buildings which have digital controls, the fan speeds can be increased with only minor programming modifications. However, for other space-specific equipment (unit ventilators, fan coil units, etc.), where we often have older equipment with outdated pneumatic controls, the fan speeds cannot be adjusted. For this



equipment, as described above, we will install the highest MERV rated filter possible without adversely affecting air flow. This will be included in our equipment evaluation. Then, based on our evaluation, we will either change to MERV 8 filters or use the highest MERV rated filter for each piece of equipment on a case-by-case basis. Our plan is to evaluate the equipment, prepare a detailed filter list, solicit prices from several filter vendors, order the filters, and receive and install the filters before school starts this Fall.

Proposed Annual Filter Change Plan								
#	Building	SF	MERV Rating			Total per Change	Change per Year	Total per Year
			≤ 8	8	8 ≥			
1	Bates	52,750	45	35	-	80	4.0	320
2	Bathhouse	3,377	-	-	-	-	-	-
3	DPW O&E	7,600	-	33	-	33	4.0	132
4	DPW P&H	34,840	12	18	-	30	4.0	120
5	DPW RDF	1,670	24	102	-	126	4.0	504
6	DPW W&S	29,300	-	-	-	-	-	-
7	Fells	1,872	134	116	-	250	4.0	1,000
8	Fieldhouse	5,670	-	-	-	-	-	-
9	Fiske	70,700	-	70	6	76	4.0	304
10	FS Central	6,250	-	1	-	1	4.0	4
11	FS Main	22,300	-	12	-	12	4.0	48
12	Hardy	45,900	3	14	-	17	4.0	68
13	Hills	7,000	-	-	-	-	-	-
14	HS	280,091	405	243	210	858	4.0	3,432
15	Hunnewell	36,400	36	4	-	40	4.0	160
16	ML	84,215	67	56	-	123	4.0	492
17	MS	228,700	144	140	-	284	4.0	1,136
18	PAWS	9,072	-	16	-	16	4.0	64
19	Schofield	43,500	54	30	-	84	4.0	336
20	Sprague	72,700	71	35	35	141	4.0	560
21	TH	32,240	42	13	-	55	4.0	220
22	TP	11,923	-	22	-	22	4.0	88
23	Upham	36,500	14	2	-	16	4.0	64
24	Warren	26,151	-	43	-	43	4.0	172
25	WPD	21,200	2	22	-	24	4.0	96
Total/Average		1,171,921	1,053	1,027	251	2,331	4.0	9,320
% Total			45%	44%	11%	100%		

4. The above filter recommendations are for our schools and municipal buildings in general. However, school Nurse's Offices and Isolation Rooms are an exception. For these health care spaces, FMD recommends installing portable air filtration units with HEPA filters. HEPA filters have an even higher MERV rating than MERV 13 filters. HEPA filters are typically used in hospitals and laboratory cleanrooms. They filter out 99.9% of airborne particles in the 3.0 micrometer range. HEPA filters cannot be installed in standard HVAC equipment without substantial modifications. However, the portable air filtration units with HEPA filters are designed specifically for small special-use spaces. Although installing these units in classrooms is feasible and not recommended for a number of reasons, including: higher risk of students tripping over the extensions cords, overloading electrical circuits, and increased noise, they are also recommended by DESE for use in the Nurses Offices and Isolation Rooms.

## CHAPTER 3: VENTILATION

1. ASHRAE states that the “... Transmission of SARS-CoV-2 through the air is sufficiently likely that airborne exposure to the virus should be controlled. Changes to building operations, including the operation of heating, ventilating, and air-conditioning [HVAC] systems, can reduce airborne exposures.” They also state that “This [Epidemic Task Force] guidance has been formulated ... for the improvement of indoor air quality and to slow the transmission of viruses [i.e., COVID-19] via the HVAC systems.” ASHRAE further states that “These methods may create viable alternatives and/or supplements to other methods for exposure reduction by supporting dilution via outdoor air ventilation by ensuring that the outdoor and/or recirculated air supplied indoors by HVAC systems is less contaminated and by improving ventilation efficacy by removing contaminants that have an indoor origin.” In sum, ***ASHRAE recommends increasing outdoor air as a percentage of total supply air and increasing the overall ventilation rates. However, they do not provide specific guidance on these increases.*** Instead, they refer to the recommended ventilation rates as specified in ASHRAE 62.1.

2. FMD currently has multiple different control sequences for our HVAC equipment, across all twenty-nine buildings. The strategies used for each building depend on the use, occupancy, and schedule of the buildings. They also depend on the capability of the equipment. For example, in many of our newer buildings with digital controls, the outside air and ventilation rates are automatically adjusted for time of day, occupancy, and outside air conditions. During the day, when a classroom is occupied, motions sensors can turn the supply/exhaust air on. The quantity of outside air is automatically adjusted according to CO2 levels in the classroom. If there are only a few people, the outside air dampers will only open to say 10%. If there are a lot of people, the outside air dampers might open to say 50%. The actual ventilation rates (i.e., the air change rates) are pre-programmed. For example, ASHRAE 62.1 specifies that Elementary Schools have no more than 35 students/1,000SF of classroom space. They also specify that 13 CFM/student of supply air (10 CFM outside air + 3 CFM recirculated air) be provided. For a 1,000 SF classroom, the calculated ventilation rate would be about 3 air changes per hour (ACH). Therefore, if we arbitrarily increase the 13 CFM/student rate by 100% to 25 CFM/student, the increased ventilation rate would be 10 ACH. On the other hand, in our older buildings, our ability to increase outdoor air and ventilation rates is limited. With the number of classrooms and offices in our 29 buildings, calculating the number of air changes per hour (ACH) is not feasible; however, we have grouped school buildings with similar mechanical systems below and estimated the current average range (minimum and maximum) of ACH:

## 2.1. Average Existing and Proposed Air-Changes Per Hour (ACH)

Average Air Change Rate Summary for Classrooms Only									
Group	Building	Classrooms		CFM/Unit		Total CFM		ACH	
		Avg. SF	CF	Low	High	Min. Total	Max. Total	Min. Total	Max. Total
1	HS	1,000	10,000	250	1,250	250	1,250	2	8
	Sprague	800	8,000	100	625	100	625	1	5
2	Bates	900	9,000	250	1,250	250	1,250	2	8
	Fiske	900	9,000	250	1,250	500	2,500	2	8
	MS	800	8,000	250	1,250	250	1,250	2	9
	Schofield	800	8,000	250	1,250	500	2,500	2	9
	Hardy	1,000	10,000	250	1,250	250	1,250	2	8
3	Hunnewell	1,000	10,000	250	1,250	250	1,250	2	8
	Upham	1,000	10,000	250	1,250	250	1,250	2	8
4	PAWS	900	9,000	250	1,000	250	1,000	2	7

3. FMD recommends that we adjust our control sequences to improve ventilation in our newer buildings ***to the extent feasible with the resources and time available:***

3.1. The occupied/unoccupied schedules for the HVAC equipment will be adjusted to the individual buildings' use schedules (e.g., Monday to Friday, 6AM to 6PM occupied and 6PM to 6AM unoccupied. Saturday and Sunday unoccupied).

3.2. The HVAC equipment will be scheduled to “purge” (flush out) buildings minimum one hour before and one hour after occupancy. During the purge cycle, the outdoor air dampers will open to 50% and the supply air CFM will increase to 100%.

3.3. The outdoor air dampers will be opened to 50% default position during periods of occupancy. The dampers will then modulate between 50% and 100% for additional outdoor air depending on CO2 levels. The outdoor air dampers will be opened to a 25% default position during periods of unoccupancy.

3.4. The supply and exhaust air ventilation rates will be adjusted from 50% to 100% CFM during periods of occupancy as required to increase the calculated ACH depending on use, occupancy, and schedule. As described above, ASHRAE does not provide specific guidance on exact ACHs. Therefore, the before/after ACH's must be calculated as a function of total CFM. The CFM output must be measured at the HVAC equipment to document the actual total supply CFM. In addition, sample space-by-space airflow measurements might need to be taken to document space-specific CFM rates. Once this information has been determined, we can then calculate the adjusted ACHs.

3.5. The relative humidity of the buildings will be adjusted where possible to between 40% to 60% on average. According to ASHRAE “maintaining a RH between 40 to 60 percent indoors may limit the spread and survival of SARS-CoV-2 ... while minimizing the risk of mild growth.”

4. For our newer buildings (HS, Sprague, Schofield, Fiske, etc.), the above adjustments can more readily be made through our town-wide networked building digital control system (*Metasys*). ***However, for our older buildings (Hardy, Hunnewell, Upham), we will have to manually make the adjustments at the building.*** Even then, many of the adjustments that are possible in our newer buildings will not be possible in our older buildings. For example, the fan speeds in our older air handlers and unit ventilators in our classrooms are either on or off. We cannot adjust the fan speeds like we can in our newer buildings. ***This means, we cannot increase the airflows, ventilation rates, and ACHs without substantially modifying the equipment.*** Therefore, the control sequence adjustments must be evaluated in detail on a building-by-building basis. Once our evaluation is complete, we will be able to provide a comprehensive description of our control sequence adjustments. The final control sequences will be documented and archived.

## CHAPTER 4: MAINTENANCE

ASHRAE explains that the maintenance of an HVAC system is necessary to ensure the successful performance of that system. Likewise, the Federal Energy Management Program's (FEMP) also recommends implementing a preventive maintenance program (PMP) to "... mitigate [the] degradation of a ... system with the aim of sustaining or extending its useful life ...". As with any system, the successful performance of that system depends upon the successful maintenance of that system.

1. As part of our maintenance program, FMD recommissions (tunes-up) our building mechanical systems on a rolling 5 to 6 years' cycle. Over the past five years, we have successfully recommissioned 18 buildings. We are just now completing our second round of buildings, which included six schools at a cost of \$328,000. During the recommissioning process, any discrepancies that are discovered are repaired. So, once the recommissioning of a building is complete, we are confident that the building is performing optimally. In addition, FMD has created and implemented a comprehensive Preventive Maintenance Program (PMP). The goal of our PMP is to optimize equipment performance, minimize equipment failures, extend the useful life of our equipment, increase occupant comfort, minimize energy use, and reduce greenhouse gas emissions.
2. FMD will continue to recommission our buildings on our regular rolling five to six years' cycle. During COVID special emphasis will be placed on filtration and ventilation-related issues. FMD will create a series of PM WOs to include all COVID-19 required maintenance work items. For example, we may create and automatically issue separate PM WOs to measure and document the supply air CFMs in our AHUs on a building-by-building basis on, say, the 1<sup>st</sup> of every month. There are other safeguards that we can use our town-wide building control system network (i.e., alarms, reports, trends, notifications, logs, etc.) to help minimize COVID risks associated with mechanical systems in the Town.

### *End of Guidelines*

## Appendix E: PreK-12 HYBRID MODEL Schedules

### PAWS HYBRID MODEL - PUPPY CLASSES

**Sample Schedule: 8:05 am - 11:00am**

Week One	Week Two
<b>Cohort A:</b> In Person M, W <b>Cohort B:</b> In Person Th	<b>Cohort A:</b> In Person M <b>Cohort B:</b> In Person W, Th
<b>Cohort C:</b> In Person all days	

Time	In Person Learners	At-Home Learners
8:05 - 8:30	Teacher Prep - N/A for All Students	N/A
8:30 - 9:00	Arrival (Sign In & Free Play)	
9:00 - 9:20	Morning Meeting	Synchronous Morning Meeting
9:25 - 9:45	Playground Time	Outdoor Time
9:45 - 10:05	Wash, Bathroom & Snack Break	Synchronous Snack Break
10:05 - 10:25	Story Time	Synchronous Story Time
10:25 - 10:45	Choice	Asynchronous Learning
10:45 - 10:55	Music & Movement	Synchronous Music & Movement
10:55 - 11:00	Pack Up & Dismissal	Asynchronous Learning
11:00 - 12:00	Clean & Wash Toys	N/A
12:00 - 2:45	DxTh & Plan	



*In Person Learning*



*Online; Live/Synchronous*



*Break, Transition, or N/A*



*Online; Asynchronous*



*Teacher specific, does not affect students*



*Offline; Self Directed Learning*

# PAWS HYBRID MODEL - 1:00 CLASSES

## Sample Schedule: 8:05am - 1:00pm


CLASS	WEEK ONE	WEEK TWO
<b>PK1.3 M, F 8:46-1:00, Wed 8:45-11:45</b>	<b>Cohort A:</b> In Person M, W <b>Cohort B:</b> In Person F	<b>Cohort A:</b> In Person M <b>Cohort B:</b> In Person W,F
<b>PK1.2 T, Th 8:35-1:00</b>	<b>Cohort A:</b> In Person T <b>Cohort B:</b> In Person Th	<b>Cohort A:</b> In Person T <b>Cohort B:</b> In Person Th
<b>PK2 M, T, Th 8:45-1:00, Wed 8:45-11:45</b>	<b>Cohort A:</b> In Person M,W <b>Cohort B:</b> In Person T,Th	<b>Cohort A:</b> In Person T, Th <b>Cohort B:</b> In Person M,W
<b>PK3 M, T, Th 8:45-1:00, Wed 8:45-11:45</b>	<b>Cohort A:</b> In Person M,W <b>Cohort B:</b> In Person T,Th	<b>Cohort A:</b> In Person T, Th <b>Cohort B:</b> In Person M,W
<b>PK6 M, T, Th 8:45-1:00, Wed, Fri 8:45-11:45</b>	<b>Cohort A:</b> In Person M, W, F <b>Cohort B:</b> In Person T, Th	<b>Cohort A:</b> In Person T,Th <b>Cohort B:</b> In Person M, W, F
<b>Cohort C:</b> In Person all days		


Time	In Person Learners	At-Home Learners
8:05 - 8:40	Teacher Prep - N/A for All Students	N/A
8:40 - 8:55	Staggered Arrivals	
8:55 - 9:50	Morning Centers / Free Play	Asynchronous Learning
9:50 - 10:15	Morning Meeting	Synchronous Morning Meeting
10:20 - 10:45	Snack Time	Synchronous Snack Time
10:45 - 11:00	Music & Yoga	Synchronous Music & Movement
11:05 - 11:25	Playground	Self Directed Outdoor Time
11:30 - 11:40	Story Time	Synchronous Story Time
11:45 - 12:15	Partners	Asynchronous Learning
12:20 - 12:40	Lunch	Synchronous Lunch Time
12:55 - 1:00	Pick Up / Dismissal	Self Directed Outdoor Time
1:00 - 1:30	Clean & Wash Toys	N/A
1:30 - 2:45	Prep & Plan	

 In Person Learning

 Online; Live/Synchronous

 Break, Transition, or N/A

 Online; Asynchronous

 Teacher specific, does not affect students

 Offline; Self Directed Learning









# PAWS HYBRID MODEL - FULL DAY CLASSES

## Sample Schedule: 8:05am - 2:45pm

CLASS	WEEK ONE	WEEK TWO
<b>PK5</b> M, T, Th, F 8:45-2:25	All students attend in person	All students attend in person
<b>PK7</b> M, T, Th, F 8:45-2:25 @ Fiske	<b>Cohort A:</b> In Person M,Th <b>Cohort B:</b> In Person T, F	<b>Cohort A:</b> In Person M,Th <b>Cohort B:</b> In Person T, F
<b>PK8</b> M, T, Th, F 8:45-2:25 @ Fiske	<b>Cohort A:</b> In Person M,Th <b>Cohort B:</b> In Person T, F	<b>Cohort A:</b> In Person M,Th <b>Cohort B:</b> In Person T, F
<b>PK6</b> Subseparate Class M,T, Th 8:45-2:45	All students with IEPs attend in person	All students with IEPs attend in person
<b>Cohort C:</b> In Person all days		

Time	In Person Learners	At-Home Learners
8:05 - 8:40	Teacher Prep - N/A for All Students	N/A
8:40 - 8:55	Staggered Arrivals	
8:55 - 9:50	Morning Centers / Free Play	Asynchronous Learning
9:50 - 10:15	Morning Meeting	Synchronous Morning Meeting
10:20 - 10:45	Snack Time	Synchronous Snack Time
10:45 - 11:00	Music & Yoga	Synchronous Music & Movement
11:05 - 11:25	Playground	Self Directed Outdoor Time
11:30 - 11:40	Story Time	Synchronous Story Time
11:45 - 12:15	Partners	Asynchronous Learning
12:20 - 12:55	Lunch	Synchronous Lunch Time
1:00 - 1:25	Playground	Self Directed Outdoor Time
1:30 - 2:35	Small Groups	Asynchronous Learning
2:40 - 2:45	Pick Up / Dismissal	Self Directed Time
2:45 - 3:05	Teacher Cleans Classroom	N/A







 In Person Learning	 Online; Live/Synchronous
 Break, Transition, or N/A	 Online; Asynchronous
 Teacher specific, does not affect students	 Offline; Self Directed Learning

# **Grades K-2 HYBRID MODEL** **Full Day Sample Schedule (M, T, Th, & Fri)**

**Cohort A** → In Person → **Mondays & Thursdays** → 8:30am - 3:05pm  
**Cohort B** → In Person → **Tuesdays & Fridays** → 8:30am - 3:05pm

Time	In Person Learners	At-Home Learners
8:05 - 8:30	Teacher Office Hours - N/A for All Students	
8:15 - 8:30	Staggered Arrival	N/A
8:30 - 8:45	SEL (e.g. Morning Meeting, Teacher Led Mindfulness, Open Circle) & Plan for the Day	
8:45-10:00	Phonics Whole Group Lesson Reading Whole Group Mini Lesson Independent Reading & Small Groups Wrap-Up*	Phonics Whole Group Lesson Reading Whole Group Mini Lesson
		Independent Phonics/Reading Work Written Response
10:00 - 10:30	Recess & Mask/Safety Break & Snack	Recess & Snack
10:30 - 11:30	Math Whole Group Lesson Independent Math Learning & Small Groups Wrap-Up*	Math Whole Group Lesson
		Independent Math Assignment #1 Dreambox
11:30 - 12:05	Lunch	
12:05 - 12:50	Writing Whole Group Mini Lesson Independent Writing & Small Groups Wrap-Up	Writing Whole Group Mini Lesson
		Independent Writing
12:50 - 1:05	Recess & Mask Break	Science Investigation
1:05 - 1:35	Science Discussion (2 x per week)	
1:35 - 2:05	Spanish FLES (1 x per week) Social Studies (1 x per week)	Teacher Check-In: Math, Reading, or Writing
2:05 - 2:45	Specialist Class (Art, Music, Library or PE)	Specialist Class @ Home
	Teacher Prep & Plan	OR Specialist Class @ Home
2:45 - 3:05	SEL Closing Circle: Wrap Up Day & Plan for Tomorrow & Safety Protocols	
3:05	Begin Staggered Dismissal	N/A

\* **Mask breaks will be accommodated as needed.**

	<i>In Person Learning</i>		<i>Online; Live/Synchronous</i>
	<i>Break, Transition, or N/A</i>		<i>Online; Asynchronous</i>
	<i>Teacher specific, does not affect students</i>		<i>Offline; Self Directed Learning</i>







# Grades 3-5 HYBRID MODEL

## Full Day Sample Schedule (M, T, Th, & Fri)

**Cohort A** → In Person → **Mondays & Thursdays** → 8:30am - 3:05pm  
**Cohort B** → In Person → **Tuesdays & Fridays** → 8:30am - 3:05pm

Time	In Person Learners	At-Home Learners
8:05 - 8:30	Teacher Office Hours - N/A for all students	
8:15 - 8:30	Staggered Arrival	N/A
8:30 - 8:45	SEL (e.g. Morning Meeting, Teacher Led Mindfulness, Open Circle) & Plan for the Day	
8:45-9:45	Reading Mini Lesson Independent Reading & Small Groups Wrap-Up*	Reading Whole Group Mini Lesson
		Independent Reading Work Written Response
9:45-10:45	Math Whole Group Lesson Independent Math Learning & Small Groups Wrap-Up*	Math Whole Group Lesson
		Independent Math Assignment #1
		Dreambox
10:45 - 11:15	Recess & Mask/Safety Break & Snack	Recess & Break
11:15-12:15	Writing Mini Lesson Independent Writing & Small Groups Wrap-Up*	Writing Whole Group Mini Lesson
		Independent Writing
12:15-12:50	Lunch	
12:50 - 1:05	Movement & Mask Break	Science Investigation
1:05 - 1:35	Science Discussion (2 x per week)	
1:35 - 2:05	Spanish FLES (1 x per week) Social Studies (1 x per week)	Teacher Check-In: Math, Reading, or Writing
2:05 - 2:45	Specialist Class (Art, Music, Library or PE)	Specialist Class @ Home
		OR
	Classroom Teacher Prep & Plan	Specialist Class @ Home
2:45 - 3:05	SEL Closing Circle: Wrap Up Day & Plan for Tomorrow	
3:05	Begin Staggered Dismissal	N/A

**\* Mask breaks will be accommodated as needed.**


	In Person Learning		Online; Live/Synchronous
	Break, Transition, or N/A		Online; Asynchronous
	Teacher specific, does not affect students		Offline; Self Directed Learning


# **Grades K-5 HYBRID MODEL** **Half Day Wednesday Sample Schedule**


***Cohort A and B will meet together remotely from 8:30 am - 12:15 pm.***

TIME	ALL STUDENTS AT-HOME
<b>8:05 - 8:30</b>	Teacher Office Hours - N/A for all students
<b>8:30 - 8:45</b>	SEL (e.g. Morning Meeting, Teacher Led Mindfulness, Open Circle) & Plan for the Day
<b>8:45 - 9:45</b>	<div>Phonics Whole Group Lesson</div> <div>Reading Mini Lesson</div> <div>Independent Reading &amp; Small Groups</div> <div>Wrap-Up</div>
<b>9:45 - 10:00</b>	Movement Break
<b>10:00 - 10:45</b>	<div>Math Whole Group Lesson</div> <div>Independent Math &amp; Small Groups</div> <div>Wrap-Up</div>
<b>10:45 - 11:00</b>	Movement Break
<b>11:00 - 11:30</b>	<div>Writing Mini Lesson</div> <div>Independent Writing &amp; Small Groups</div> <div>Wrap-Up</div>
<b>11:30 - 12:00</b>	Social Studies OR Spanish FLES OR Specialist Activity
<b>12:00 - 12:15</b>	SEL Closing Circle: Wrap Up Day & Plan for Tomorrow
<b>12:15 - 12:45</b>	Teacher Lunch - N/A for all students
<b>12:45 - 3:05</b>	Teacher Prep, Planning & Professional Development - N/A for all students

 *Online; Live/Synchronous*

 *Offline; Self-Directed*

 *Online; Asynchronous*

 *Teacher specific, does not affect students*

## WMS HYBRID MODEL

### Full Day Schedule (M, T, Th, & Fri)

Either Cohort A or B meet in person; **"At-Home" learners** will join their classes remotely via Zoom and have self-directed offline assignments.

TIME	In-Person Learners	At-Home Learners
7:30	Staggered Arrival	N/A
7:35	Homeroom	Homeroom via Zoom Attendance & Morning Announcements All-school Advisory
7:40	Attendance & Morning Announcements	
7:45	All-school Advisory	
8:00	Transition Time & Wellness Break	N/A
8:05	First Period (P1 or P4)*	First Period (P1 or P4) via Zoom Self-Directed Offline Assignments
9:25	Transition Time & Wellness Break	N/A
9:30	Second Period (P2 or P5)*	Second Period (P2 or P5) via Zoom Self-Directed Offline Assignments
10:50	Transition Time & Wellness Break	N/A
10:55-11:35	<b>First lunch*</b> (Third Period (PX or P6) = 80 minutes following lunch)	
11:35-12:15	<b>Second lunch*</b> (Third Period (PX or P6) = 40 minutes split by lunch)	
12:15-12:55	<b>Third lunch*</b> (Third Period (PX or P6) = 80 minutes preceding lunch)  <b>At home learners</b> join their Third Period via Zoom & (Self-Directed Offline Assignments) as noted in their schedule.	
12:55	Transition Time & Wellness Break	N/A
1:00	Fourth Period (P3 or P7)*	Fourth Period (P3 or P7) via Zoom Self-Directed Offline Assignments
2:20	Afternoon announcements & clean up	Afternoon announcements & clean up
2:30	Students depart school	N/A

*\*includes hand sanitizing and mask breaks*

## **WMS HYBRID MODEL**

### **Half Day (Four Hour) Wednesday Schedule**

***Both Cohort A and B meet together remotely*** for the periods designated for that day.

<b>TIME</b>	<b>ALL STUDENTS AT-HOME (Classes meet via Zoom)</b>
<b>7:45</b>	All-school Advisory
<b>8:00</b>	Transition Time & Wellness Break
<b>8:05</b>	First Period (P1 or P4)
<b>8:55</b>	Transition Time & Wellness Break
<b>9:00</b>	Second Period (P2 or P5)
<b>9:50</b>	Transition Time & Wellness Break
<b>10:00</b>	Third Period (PX or P6)
<b>10:50</b>	Transition Time & Wellness Break
<b>10:55</b>	Fourth Period
<b>11:45</b>	Students depart school

## WHS HYBRID MODEL - WEEK A

### Full Day Schedule (M, T, Th, & Fri)

**Last Name: A-M** → In Person → **Mondays & Thursdays** → 7:30am - 2:30pm  
**Last Name: N-Z** → In Person → **Tuesdays & Fridays** → 7:30am - 2:30pm

TIME	Monday Last Name: A-M	Tuesday Last Name: N-Z	Thursday Last Name: A-M	Friday Last Name: N-Z
7:30 - 8:00	Staggered Arrival			
8:00 - 9:15	Orange A(1) B(1) C(5)	Orange A(1) B(1) C(5)	Red A(5) B(5) E(2)	Red A(5) B(5) E(2)
9:30 - 10:45	Yellow A-B(2) D(5)	Yellow A-B(2) D(5)	Purple A-B(6) E(3)	Purple A-B(6) E(3)
11:00 - 11:30	LUNCH*	LUNCH*	LUNCH*	LUNCH*
11:45 - 1:00	Green A-B(3) D(6)	Green A-B(3) D(6)	Blue A-B(7)F(4)	Blue A-B(7)F(4)
1:15 -2:30	Tan A(4) B(4) E(7)	Tan A(4) B(4) E(7)	Grey Block	Grey Block

\* LUNCH    **Grades 9 and 10** in Gym            **Grade 11** in auditorium            **Grade 12** in Cafe

**Note: 15 minutes of mask breaks and safety cleaning protocols are built into the school days (Monday, Tuesday, Thursday and Friday) between each block.**



## WHS HYBRID MODEL - WEEK B

### Full Day Schedule (M, T, Th, & Fri)

**Last Name: A-M** → In Person → **Mondays & Thursdays** → 7:30am - 2:30pm  
**Last Name: N-Z** → In Person → **Tuesdays & Fridays** → 7:30am - 2:30pm

TIME	Monday Last Name: A-M	Tuesday Last Name: N-Z	Thursday Last Name: A-M	Friday Last Name: N-Z
7:30 - 8:00	Staggered Arrival			
8:00 - 9:15	Orange C(2-3,6)	Orange C(2-3,6)	Red E(1,4) F(6)	Red E(1,4) F(6)
9:30 - 10:45	Yellow C(1,4,7)	Yellow C(1,4,7)	Purple E(5) F(2,7)	Purple E(5) F(2,7)
11:00 - 11:30	LUNCH*	LUNCH*	LUNCH*	LUNCH*
11:45 - 1:00	Green D(1,4,7)	Green D(1,4,7)	Blue F(1,3,5)	Blue F(1,3,5)
1:15 - 2:30	Tan D(2,3) E(6)	Tan D(2,3) E(6)	Grey Block	Grey Block

\* LUNCH    **Grades 9 and 10** in Gym                      **Grade 11** in auditorium                      **Grade 12** in Cafe

***Note: 15 minutes of mask breaks and safety cleaning protocols are built into the school days (Monday, Tuesday, Thursday and Friday) between each block.***

## **WHS HYBRID MODEL - WEEKS A & B**

### **Half Day Wednesday Schedule**

***Both Cohorts meet together remotely. WEEK A or WEEK B will determine which electives students participate in.***

TIME	All classes are remote. <i>Electives will be dependent on Week A or Week B.</i>
7:45 - 8:10	ORANGE
8:10 - 8:35	YELLOW
8:35 - 9:00	GREEN
9:00 - 9:25	TAN
9:25 - 9:50	RED
9:50 - 10:15	PURPLE
10:15 - 10:40	BLUE
10:40 - 11:05	GREY
11:05 - 11:45	ADVISORY/SEL BLOCK: with Weekly video announcements
11:45	LUNCH OUTSIDE OF WHS

## Appendix F: PreK-12 FULL REMOTE MODEL Schedules

### PAWS - FULL REMOTE MODEL Full Day Sample Schedule (M-F) - 9:00 am - 2:00 pm

TIME	ALL STUDENTS AT-HOME
9:00 - 9:30	Synchronous Morning Meeting
9:30 - 10:00	Asynchronous Learning
10:00 - 10:30	Synchronous Snack Time
10:30 - 11:00	Self-Directed Outdoor Time
11:00 - 11:30	Synchronous Story Time
11:30 - 12:00	Asynchronous Learning
12:00 - 12:30	Synchronous Lunch Time
12:30 - 1:00	Self-Directed Outdoor Time
1:00 - 1:30	Synchronous Music & Movement
1:30 - 2:00	Asynchronous Learning
2:00 - 3:00	Teacher Prep, Planning & Professional Development - N/A for all students



*Online; Live/Synchronous*



*Offline; Self-Directed*



*Online; Asynchronous*



*Teacher specific, does not affect students*


# **Grades K-2 FULL REMOTE MODEL\*** **Full Day Sample Schedule (M, T, Th, & Fri)**


***All students meet together remotely*** from 8:30 am - 3:05 pm.


Time	ALL STUDENTS AT-HOME	
8:05 - 8:30	Teacher Office Hours - N/A for all students	
8:30 - 8:50	SEL (e.g. Morning Meeting, Teacher Led Mindfulness, Open Circle) & Plan for the Day	
8:50-10:00	Phonics Whole Group Lesson	
	Reading Mini Lesson	
	Independent Reading &	Small Groups
	Wrap-Up	
10:00 - 10:15	Movement Break	
10:15-11:15	Math Whole Group Lesson	
	Independent Math &	Small Groups
	Wrap-Up	
11:15 - 11:30	Movement Break	
11:30-12:15	Writing Mini Lesson	
	Independent Writing &	Small Groups
	Wrap-Up	
12:15 - 1:15	Student Lunch & Recess Break	Teacher Lunch and Common Planning Time
1:15 - 1:45	Science (4 x per week) Live Discussion or	Science Investigation
1:45 - 2:15	Spanish FLES (2 x per week) OR Social Studies (2 x per week)	
2:15 - 2:55	Specialist Class (Art, Music, Library or PE)	
	Teacher Prep & Plan	
2:55 - 3:05	SEL Closing Circle: Wrap Up Day & Plan for Tomorrow	

\* ***The WPS Grades K-2 Remote Learning School*** will follow this same schedule.

 Online; Live/Synchronous

 Offline; Self-Directed

 Online; Asynchronous

 Teacher specific, does not affect students


## **Grades 3-5 FULL REMOTE MODEL\*** **Full Day Sample Schedule (M, T, Th, & Fri)**


***All students meet together remotely*** from 8:30 am - 3:05 pm.


Time	ALL STUDENTS AT-HOME	
8:05 - 8:30	Teacher Office Hours - N/A for all students	
8:30 - 8:50	SEL (e.g. Morning Meeting, Teacher Led Mindfulness, Open Circle) & Plan for the Day	
8:50-9:50	Reading Mini Lesson	
	Independent Reading &	Small Groups
	Wrap-Up	
9:50-10:05	Movement Break	
10:05-11:05	Math Whole Group Lesson	
	Independent Math &	Small Groups
	Wrap-Up	
11:05 - 11:15	Movement Break	
11:15-12:15	Writing Mini Lesson	
	Independent Writing &	Small Groups
	Wrap-Up	
12:15 - 1:15	Student Lunch & Recess Break	Teacher Lunch and Common Planning Time
1:15 - 1:45	Science (4 x per week) Live Discussion or	Science Investigation
1:45 - 2:15	Spanish FLES (2 x per week) OR Social Studies (2 x per week)	
2:15 - 2:55	Specialist Class (Art, Music, Library or PE)	
	Teacher Prep & Plan	
2:55 - 3:05	SEL Closing Circle: Wrap Up Day & Plan for Tomorrow	

\* ***The WPS Grades 3-5 Remote Learning School*** will follow this same schedule.

 Online; Live/Synchronous

 Offline; Self-Directed

 Online; Asynchronous

 Teacher specific, does not affect students




## **Grades K-5 FULL REMOTE MODEL\*** **Half Day Wednesday Sample Schedule**


***All students meet together remotely*** from 8:30 am - 12:15 pm.


TIME	ALL STUDENTS AT-HOME
8:05 - 8:30	Teacher Office Hours - N/A for all students
8:30 - 8:45	SEL (e.g. Morning Meeting, Teacher Led Mindfulness, Open Circle) & Plan for the Day
8:45 - 9:45	<div>Phonics Whole Group Lesson</div> <div>Reading Mini Lesson</div> <div>Independent Reading &amp; Small Groups</div> <div>Wrap-Up</div>
9:45 - 10:00	Movement Break
10:00 - 10:45	<div>Math Whole Group Lesson</div> <div>Independent Math &amp; Small Groups</div> <div>Wrap-Up</div>
10:45 - 11:00	Movement Break
11:00 - 11:30	<div>Writing Mini Lesson</div> <div>Independent Writing &amp; Small Groups</div> <div>Wrap-Up</div>
11:30 - 12:00	Social Studies OR Spanish FLES OR Specialist Activity
12:00 - 12:15	SEL Closing Circle: Wrap Up Day & Plan for Tomorrow
12:15 - 12:45	Teacher Lunch - N/A for all students
12:45 - 3:05	Teacher Prep, Planning & Professional Development - N/A for all students

\* ***The WPS K-5 Remote Learning School*** will follow this same schedule.

 Online; Live/Synchronous

 Offline; Self-Directed

 Online; Asynchronous

 Teacher specific, does not affect students



## **WMS FULL REMOTE MODEL** **Full Day M, T, Th, & Fri Schedule**

*All students meet remotely* for the periods designated for that day.

TIME	ALL STUDENTS AT-HOME (Classes meet via Zoom)
7:45	All-school Advisory
8:00	Transition Time & Wellness Break
8:05	First Period (P1 or P4)
9:25	Transition Time & Wellness Break
9:30	Second Period (P2 or P5)
10:50	Transition Time & Wellness Break
10:55-11:35	<b>First lunch</b> (Third period of the day (PX or P6) = 80 minutes following lunch)
11:35-12:15	<b>Second lunch</b> (Third period of the day (PX or P6) = 40 minutes split by lunch)
12:15-12:55	<b>Third lunch</b> (Third period of the day (PX or P6) = 80 minutes preceding lunch)
12:55	Transition Time & Wellness Break
1:00	Fourth period of the day (P3 or P7) and closing announcements
2:30	Students depart school

## **Half Day (Four Hour) Wednesday Schedule**

*All students meet together remotely* for the periods designated for that day.

TIME	ALL STUDENTS AT-HOME (Classes meet via Zoom)
7:45	All-school Advisory
8:00	Transition Time & Wellness Break
8:05	First Period (P1 or P4)
8:55	Transition Time & Wellness Break
9:00	Second Period (P2 or P5)
9:50	Transition Time & Wellness Break
10:00	Third Period (PX or P6)
10:50	Transition Time & Wellness Break
10:55	Fourth Period
11:45	Students depart school

# WHS FULL REMOTE MODEL - WEEK A

## Full Day Schedule (M, T, Th, & Fri) - All Students at Home

*All students meet together remotely* via Zoom or Google Hangout/Meet.

TIME	Monday	Tuesday	Thursday	Friday
8:00 - 9:15	Orange A(1) B(1) C(5)	Orange A(1) B(1) C(5)	Red A(5) B(5) E(2)	Red A(5) B(5) E(2)
9:30 - 10:45	Yellow A-B(2) D(5)	Yellow A-B(2) D(5)	Purple A-B(6) E(3)	Purple A-B(6) E(3)
11:00 - 11:30	LUNCH*	LUNCH*	LUNCH*	LUNCH*
11:45 - 1:00	Green A-B(3) D(6)	Green A-B(3) D(6)	Blue A-B(7)F(4)	Blue A-B(7)F(4)
1:15 -2:30	Tan A(4) B(4) E(7)	Tan A(4) B(4) E(7)	Grey Block	Grey Block

**Note:** 15 minutes of transition/screen and wellness breaks are built into the school days (Monday, Tuesday, Thursday and Friday) between each block.

# **WHS FULL REMOTE MODEL - WEEK B**

## **Full Day Schedule (M, T, Th, & Fri) - All Students at Home**

***All students meet together remotely*** via Zoom or Google Hangout/Meet.

TIME	Monday	Tuesday	Thursday	Friday
8:00 - 9:15	Orange C(2-3,6)	Orange C(2-3,6)	Red E(1,4) F(6)	Red E(1,4) F(6)
9:30 - 10:45	Yellow C(1,4,7)	Yellow C(1,4,7)	Purple E(5) F(2,7)	Purple E(5) F(2,7)
11:00 - 11:30	LUNCH*	LUNCH*	LUNCH*	LUNCH*
11:45 - 1:00	Green D(1,4,7)	Green D(1,4,7)	Blue F(1,3,5)	Blue F(1,3,5)
1:15 -2:30	Tan D(2,3) E(6)	Tan D(2,3) E(6)	Grey Block	Grey Block

***Note: 15 minutes of transition/screen and wellness breaks are built into the school days (Monday, Tuesday, Thursday and Friday) between each block***

## **WHS FULL REMOTE MODEL - WEEKS A & B**

### **Half Day Wednesday Schedule - All Students at Home**

**WEEK A or WEEK B** will determine which electives students participate in.  
***All students meet together remotely*** via Zoom or Google Hangout/Meet.

TIME	All classes are remote. <i>Electives will be dependent on Week A or Week B.</i>
7:45 - 8:10	ORANGE
8:10 - 8:35	YELLOW
8:35 - 9:00	GREEN
9:00 - 9:25	TAN
9:25 - 9:50	RED
9:50 - 10:15	PURPLE
10:15 - 10:40	BLUE
10:40 - 11:05	GREY
11:05 - 11:45	ADVISORY/SEL BLOCK: with Weekly video announcements
11:45	LUNCH OUTSIDE OF WHS