



WESTPORT COMMUNITY SCHOOLS BACK-TO-SCHOOL REENTRY PLAN

Quick Reference Guide (Draft)

August 2020

This reference guide is provided for you as a resource to the complete reentry plan. It covers some of the key aspects of the plan and provides page references from the full document should you wish to read more detailed information regarding that component of the plan. This plan has been developed in accordance with DESE guidelines. Our plan is to begin the school year in a remote model, with the goal of transitioning to hybrid. Some students may receive more in-person learning based on level of need.

NOTE: This learning plan is FLUID... it will be adjusted according to any new guidance or expectations from the state as the trajectory of the coronavirus is analyzed.

All students in grades three - twelve (with the exceptions of groups identified below) will start the school year in a remote learning environment. This will provide our staff with the opportunity to practice 'live' instruction with students participating at home on their computers and will also give students an opportunity to learn the structure of the remote learning environment (should we need to continue in a remote or hybrid learning model).

Expectations of Educators when in a Remote/Hybrid Learning Environment

- Post weekly schedule for each class, prior to the start of the school day, by Monday morning that identifies student curriculum objective(s) and necessary learning materials for the week
 - Macomber and Westport Elementary - no later than 8:00 am
 - Westport Junior Senior High School - no later than 7:00 am
- Monday Online Platform meetings will be used to articulate the student course expectations for the week.
- In the complete remote learning schedule:
 - Tuesday through Friday Online Platform meetings will be utilized for direct instruction and class practice related to curriculum topic reinforcement.
 - Be available during asynchronous student learning sessions to answer questions via email and/or to participate in meetings such as faculty meetings and IEP or 504 meetings.

Expectations of students/families when in a Remote/Hybrid Learning Environment

- Check email prior to the start of the school day.
- Participate in all Online Platform meetings.
- The standards and instruction will be substantially more challenging for students in a remote environment than what students may have experienced in the spring. These standards are in alignment with the Massachusetts Curriculum Frameworks. Attendance and participation will be expected (as discussed later in this document).
- Utilize asynchronous learning time to complete independent assignments for the respective course.
- Communicate with teachers during office hours for additional support such as receiving answers to questions about curriculum material or assignment completion.
- Students should be dressed as they would dress for an in person school day. Pajamas are not acceptable.
- Students will be required to have cameras on at all times.

- Student behavior during remote learning periods follows the same expectations as when students are in front of their teacher in an in person environment.
- Recording of the teacher/class period and/or sharing any recordings or images of other students and/or staff is strictly prohibited and will result in consequences.
- Parents need to remember that the teacher's job during the instructional learning period is to provide meaningful instruction to the students. Parents should not engage the teachers during these time periods, unless otherwise agreed upon by the teacher and families in the classroom.
- Both students and parents/caregivers will be required to sign confidentiality and acceptable technology use policies which will clearly articulate expectations of behavior in an online learning environment.
- Chromebooks will be provided to all students. There has been a delay in the receipt of all new Chromebooks which will result in limited availability when school first starts. If families are in need of technology support (ie. chromebook and/or mobile hotspot - if **no** internet service is available in the home) to start the school year, families should reach out to the school administration.)
- Student/Parent Technology Academies will be scheduled prior to the school year so that students and families understand how to access the different learning platforms/programs that will be utilized during remote instruction periods.
- Bullying and harassment are violations of our school policies and apply even in an online (remote) learning environment. Any concerns should be addressed with school administration.

Food Services

Similar to the structure of the food service program in the Spring, food will be provided to families in need on a daily/weekly basis. Grab and Go meals will be distributed through the Westport Junior Senior High School building. Specifics about the schedule and process for ordering and pick up will be made available to families prior to the start of the school year.

The Macomber School will continue to provide daily breakfast and lunches through the cafeteria, where students will line up keeping social distance and wearing face masks. Floor markers will be placed to assist students with keeping appropriate physical distancing from one another. Hand sanitizing dispensers will be located in multiple areas of the cafeteria and the entrance to

the kitchen area. Plexi-glass barriers have been installed to keep all food areas safe. Students will be provided lunch ID cards to allow for minimal contact in all areas. Monthly lunch menus will be sent home and listed on the district website.

Transportation

Transportation for students with special needs in our more substantial special education programs will be provided in accordance with each student's IEP.

Transportation will be provided to students attending grades K to 1 on a daily basis with a limit of 33 students per school bus. Seating arrangements will be assigned by school administration during the first week of school and students will remain in those assigned seats for the duration of the school year. First come first available seating on all buses will remain in place until COVID transportation guidelines change. Students must wear a mask at all times when riding the school bus and hand sanitizing machines will be located at the entrance of each school bus. Students will need to sanitize when entering and exiting all school buses. Grade two students will be provided transportation per the request of the parents on days of their individual hybrid schedule.

No transportation will be provided for those students that will be participating in the Monday afternoon academic support sessions.

Attendance and Grading

Students in Remote Learning will be expected to join into synchronous learning opportunities every day. Attendance will be taken in each period. If a student does not attend any scheduled class period (including morning meeting at the WES), students will be marked as absent and parents/guardians will be contacted to determine reason for absence. Absences will negatively impact a student's participation grades in the course. As during a typical school year, parents/guardians are encouraged to contact the school office if their child will be absent from learning activities.

Students in Remote Learning will be graded on their progress towards, and mastery of, learning standards. Students will receive the same report cards as would typically be provided in the in-person live model.

Students with Special needs (students on IEPs)

Sub Separate programs: Students with special needs that are placed in substantially separate special education programs will attend school in person Monday - Friday, following the regular school day schedule. The educators in those programs and the special education office will communicate with families about specific routines and schedules.

Students that receive academic support within the classroom or in a learning center: Special education staff will be attending the classroom periods and will be working with students in small groups during periods of skill practice/development. Additionally, the special education staff will provide daily reinforcement/check in with students on IEPs that receive academic support each afternoon. On Monday afternoons, students in this classification will be invited to come into school to work with the special education staff to help prepare and organize themselves for the school week ahead. Students will work in specific designated spaces in each building and will be placed in small groups working with either the special education teacher and/or a teaching assistant. On Tuesday - Friday, there will be a time designated each day for the students to check in with their assigned staff member regarding work expectations and completion for the week. These groupings and staff assignments will remain consistent throughout the entire school year for both the Monday in person support period and the Tuesday-Friday remote support period (for any time the district is either in a remote or hybrid learning model).

Students that receive related services (Speech, PT, OT, Therapeutic Support): Our goal is to provide these services in person, when feasible. The in person services will be provided in small groups and will occur either in the cafeteria or other assigned areas in the building. If the services can not be provided in person, students will be provided their required related services in a remote learning environment using a specific platform that the related service providers have identified as being appropriate for remote therapy services.

Second Language Learners:

Our English Learner (EL) educators will be in regular communication with classroom teachers about learning standards and expectations for our students with limited English proficiency. EL staff will be working with students in small groups during periods of skill practice/development. Additionally, the EL staff will provide daily reinforcement/check in with students each afternoon during the student independent work periods. On Monday afternoons, students in this classification will be invited to come into school to work with the EL staff to help prepare and organize themselves for the school week ahead. Students will work in specific designated spaces in each building and will be placed in small groups working with the EL teacher. On Tuesday - Friday, there will be a time designated each day for the students to check in with their assigned staff member regarding work expectations and completion for the week. These groupings and

staff assignments will remain consistent throughout the entire school year for both the Monday in person support period and the Tuesday-Friday remote support period (for any time the district is either in a remote or hybrid learning model). The in person EL program for all EL students will be held at the Westport Junior Senior High School location. EL teachers will reach out to these families to discuss specifics of program structure.

Students receiving support through our Language Learning Program:

Language Learning Program staff will be attending the classroom periods and will be working with students in small groups during periods of skill practice/development. Additionally, the language learning program staff will provide daily reinforcement/check in with students in this program each afternoon. On Monday afternoons, students in this classification will be invited to come into school to work with the language learning program staff to help prepare and organize themselves for the school week ahead. Students will work in specific designated spaces in each building and will be placed in small groups working with a staff member. On Tuesday - Friday, there will be a time designated each day for the students to check in with their assigned staff member regarding work expectations and completion for the week. These groupings and staff assignments will remain consistent throughout the entire school year for both the Monday in person support period and the Tuesday-Friday remote support period (for any time the district is either in a remote or hybrid learning model).

Students on 504 Plans:

School administration will work with each family of a child on a 504 Accommodation Plan to discuss how support will be provided to students during a period of remote or hybrid learning. When determined necessary by the administration, these students can participate in the small group academic support periods as identified in the section above related to students that receive academic support in class or in a learning center environment.

Schedules

The next set of pages provide a typical schedule for students at the various grade levels.

Distribution of learning materials

Instructional resources that students will use at home will be provided by the district (including Chromebooks, etc). Specific pick up schedules will be identified by each building which will occur prior to the start of the school year for students.

Grades 3-6 Fully Remote Schedule

Students in grades 3-6 will work remotely for the start of the school year. The first day of each week will be structured in a way that the teacher will set up learning expectations and goals for the week. This may include initial instruction in this week's content. During the class periods on Tuesdays - Fridays, students will be expected to attend the 'live' class sessions and complete and submit work from teachers as assigned.

Remote Schedule Mondays	
8:30-9:00	Morning Meeting Set Up Week
9:10-9:40	Block A
9:50-10:20	Block B
10:30-11:00	Block C
11:10-11:40	Block D
11:50-12:20	Block E

*** NOTE: In the afternoon on Mondays, students will begin working on assignments for the week. Staff will be participating in meetings.**

Remote Schedule Tuesdays-Fridays	
8:30-8:50	Morning Meeting
8:50-9:20	Students work on ST Math/Lexia Teachers monitor students' progress, meet as needed
9:30 - 10:20	Block A
10:30-11:20	Block B
11:30-12:00	Lunch
12:00-12:50	Block C
1:00-1:50	Block D
2:00-2:50	Block E

Additional Expectations and schedule clarification for students in grades 3 - 6

- Monday's Blocks will be shortened class periods to allow teachers to set the learning stage for the week.
- Monday afternoons will be utilized for teacher common planning and teacher participation in any necessary meetings. Students will utilize Monday afternoon as asynchronous learning sessions and begin investigating weekly course objectives based on the information/materials that each teacher articulated in the morning Google Meet sessions.
- The Tuesday through Friday complete remote schedule requires teachers to facilitate Google Meets during each of their assigned teaching periods to provide direct instruction and learning support for all students.
- Each block consists of a 20 minute live lesson followed by 30 minutes of independent practice. Teachers will meet with small groups during the independent practice time.

Grades 7-8 Learning Schedule

Students in grades 7-8 will work remotely for the start of the school year. The first day of each week will be structured in a way that the teacher will set up learning expectations and goals for the week. This may include initial instruction in this week's content. During the class periods on Tuesdays - Fridays, students will be expected to attend the 'live' class sessions and complete and submit work from teachers as assigned. Students in grades 7-8 follow a six period schedule rotation. In the afternoons, students are expected to work on assignments that have been provided to them by the classroom teacher.

Grades 7-8 Complete Remote Learning Schedule

Complete Remote Monday (Week 1 Odd; Week 2 Even)	Tue-Thurs Class Period Times	Tuesday (Odd)	Wednesday (Even)	Thursday (Odd)	Friday (Even)
Google Meet Block A 7:30-8:00	7:30 - 8:25	A	B	C	D
Google Meet Block B 8:05-8:35	8:30 - 9:25	B	C	D	E
Google Meet Block C 8:40-9:10	9:30 - 10:25	C	D	E	F
Google Meet Block D 9:15-9:45	10:30-11:25**	D	E	F	A
Google Meet Block E 9:50-10:20	12:05-1:00	E	F	A	B
Google Meet Block F 10:25-10:55	1:05-2:00	F	A	B	C

Grades 9-12 learning schedule

Students in grades 9-12 will work remotely for the start of the school year. The first day of each week will be structured in a way that the teacher will set up learning expectations and goals for the week. This may include initial instruction in this week's content. During the class periods on Tuesdays - Fridays, students will be expected to attend the 'live' class sessions and complete and submit work from teachers as assigned. Students in grades 9-12 follow a four period schedule rotation. In the afternoons, students are expected to work on assignments that have been provided to them by the classroom teacher.

Grades 9-12 Complete Remote Learning Schedule

Monday (½ day schedule)	Tuesday-Thurs day Class Period Times	Tuesday	Wednesday	Thursday	Friday
7:30-8:15 B Block	7:30-8:58	A	C	A	D
8:20-9:05 C Block	9:03-10:30	B	D	B	A
9:10-9:55 D Block	10:35-12:00**	C	A	C	B
10:00-10:45 A Block	12:35-2:00	D	B	D	C

Additional Expectations and schedule clarification for students in grades 7 - 12

- Lunch will be from 12:00-12:30 (10:45 - 11:15 on Mondays) for all students and staff
- Monday's Google Meets will be shortened class periods to allow teachers to set the learning stage for the week.
- Monday afternoons will be utilized for teacher common planning and teacher participation in any necessary meetings. Students will utilize Monday afternoon as asynchronous learning sessions and begin investigating weekly course objectives based on the information/materials that each teacher articulated in the morning Google Meet sessions.
- The Tuesday through Friday complete remote schedule requires high school teachers to facilitate Google Meets during each of their assigned teaching periods to provide direct instruction and learning support for all students.

Transitioning to Hybrid

Our goal continues to be to return all students and staff into the building for full in-person instruction. We will be regularly evaluating the learning plan in order to make any pivots between learning models. These determinations will be based on the following factors:

- Current guidance from Governor Baker and the DESE Commissioner Jeff Riley
- Consultation with the Westport Board of Health
- Analysis of current trends and patterns of the pandemic in Westport and Bristol County
- Review of the facilities to determine the level of safety for returning students to the buildings (ie. HVAC systems, HEPA Air Filtration, cleaning protocols. etc)
- Instructional needs of staff to be able to provide meaningful instruction simultaneously to students both in person and for those learning from home (remote)
- Review of recommendations from district safety committee

Final determination of the learning model will be determined by the school committee, in consultation with school administration, the school safety committee and the Westport Department of Public Health.