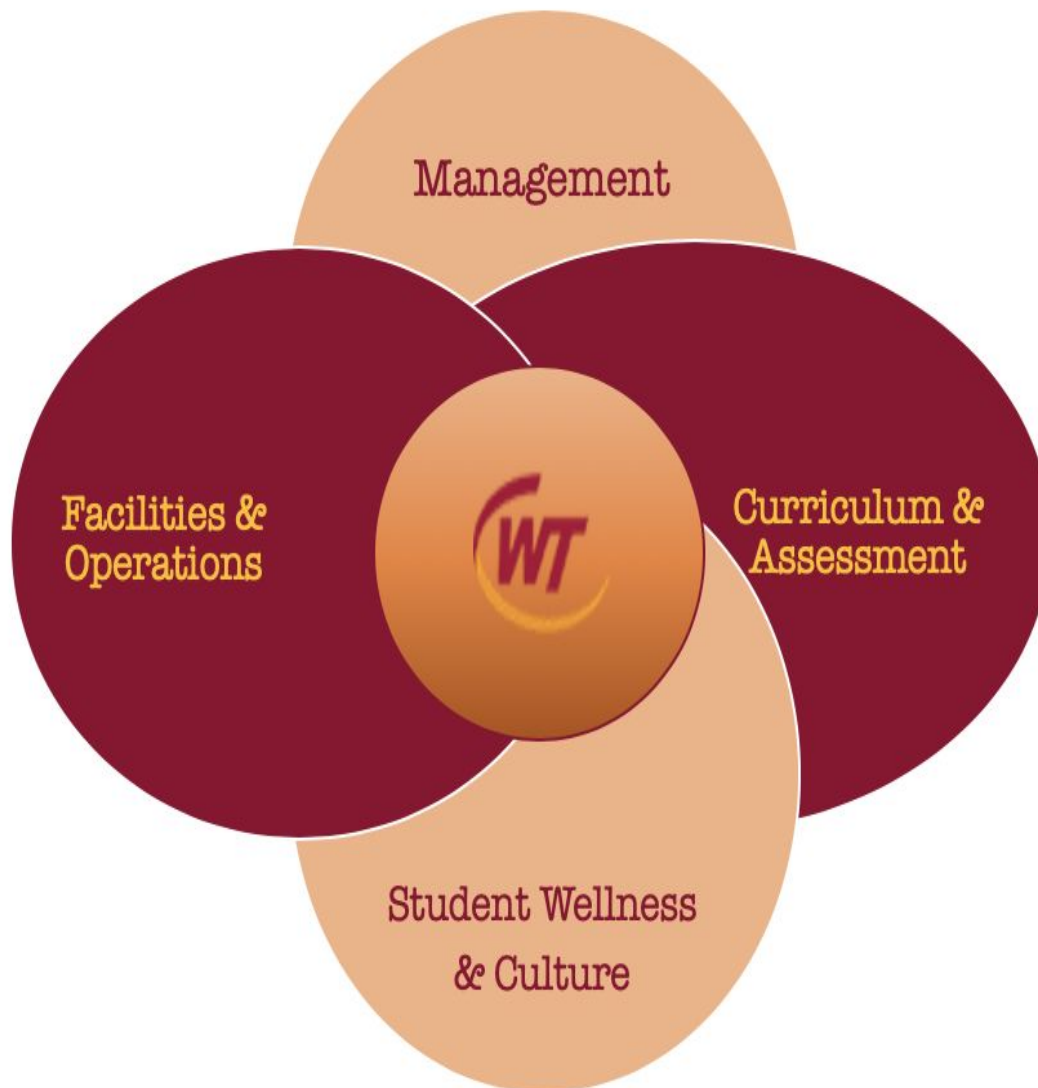


Whittier Regional Vocational Technical High School

Back to School Plans for the Fall of 2020



August 12, 2020

Dear Whittier Tech Community,

The Whittier Tech School Committee chose today to open the school using our hybrid model for the Fall of 2020, while remaining mindful of the fact that we may have to transition to the remote model if the COVID-19 situation evolves to a point that warrants doing so.

Through the hybrid model, students will be broken up into academic cohorts of no more than 10-12 students during their academic weeks and will meet in vocational cohorts during their vocational program weeks of no more than 12 students.

Students will participate in remote learning on Mondays, and will be grouped into group “A” and group “B” cohorts. Students in Cohort A will attend school in-person on Tuesdays and Thursdays, and will participate in remote learning on Wednesdays and Fridays. Students in Cohort B will attend school in-person on Wednesdays and Fridays, and will participate in remote learning on Tuesdays and Thursdays. Using this schedule, our district will remain at half capacity, allowing for social distancing of 6 feet in academic classrooms and between 3.5 and 6 feet in vocational classrooms, labs and shops.

The following initiatives will also be implemented:

- All students and employees of the district will be required to wear a face covering throughout the day. We will be providing socially distanced mask breaks. Students are responsible for bringing their own face coverings. Disposable masks will be available for students who need them.
- Students, with help from their families, will be asked to self-screen for COVID-19 symptoms at home before coming to school and students will participate in a verbal screening of those symptoms upon arrival. Students and families will be provided with a checklist prior to the start of school, and are urged to stay home if sick.

- Any student who develops symptoms at school will be placed in a designated medical waiting room and parents/guardians will be contacted to then pick their student up. Students will be required to get tested for COVID-19 or self isolate at home for 14 days.
- We will stagger entry and release times for students and label specific places of entry to the building and exit.
- Hand sanitizer dispensers have been installed in each classroom, offices and other spaces where needed, including the exterior of the building. Students will be asked to sanitize their hands upon entry and exit.
- The District has developed plans for effective disinfection and cleaning of the building using equipment including a pneumatic fog machine.
- Students may eat in the cafeteria, lobby or outdoors when weather permits and will be separated by plexiglass when in the cafeteria.
- Hallways and stairwells will be designated and labeled as one way.

Please take the time to review our Back to School Plan for more detailed information regarding all of Whittier Tech's Back to School Plans at:

https://docs.google.com/document/d/1LTEZEZ1H-oZJJQKpTRUns7X2u8H9_dG8GI3LtadNEJk/edit?usp=sharing

We understand that there may be students and parents that do not feel comfortable with returning to in-person learning to start the year. We will provide a 100% remote learning option for those students who are not comfortable with returning, but please know it is very difficult to replicate the hands-on component of our vocational programs remotely. If you do not feel comfortable returning to in-person learning, please let us know by emailing the Principal at claganas@whittiertech.org or the Director of Pupil Personnel at plowell@whittiertech.org by Tuesday, August 18th.

Over the next few weeks we will be sending out information informing students which group they're assigned to, along with more details about our Back to School Return.

Another important change this year is new transportation guidelines that must be followed. It is important for us to know if your child is planning on using our bus service for the upcoming school year. Students will have assigned seats and we need to manage the number of students on a bus strictly. We will be sending out a survey over the next couple of weeks with information we need to transport our students safely.

We look forward to starting the school year; however, we will continue to put the safety of our students and staff at the forefront of everything we do. Depending on the virus and concerns

within the school we may transition into a Remote Only Learning Plan, and we will communicate with all stakeholders should such a transition become necessary.

We understand that Whittier Tech will look different this Fall. It is our responsibility as a community to follow the state guidelines on how to open our school safely to allow in-person learning during COVID-19. Thank you for your ongoing support and patience as we continue to work through these unprecedented times.

As always feel free to contact me with any questions and concerns, at mlynch@whittiertech.org.

Sincerely yours,

Maureen Lynch
Superintendent

Executive summary

The Whittier Back to School Plan is a comprehensive overview of how the District will safely navigate the 2020-2021 school year based on the status of the COVID-19 pandemic locally, regionally, nationally and globally and the needs of our community. The plan at all times prioritizes the health and wellbeing of all students and staff.

We have developed fully in-person, hybrid and fully remote learning plans to meet the given needs of our community this school year as the climate surrounding this virus is subject to change.

We have crafted a full, in-person learning plan which would create academic cohorts of 20-24 students and vocational cohorts of 24 or fewer students.

Our hybrid learning plan would sort students into Group “A” or Group “B” through which Group “A” would attend school in person on Tuesday and Thursday and Group “B” would attend school in person Wednesday and Friday. On the days students would not be participating in person, they would participate in their classes remotely from home. All students would participate remotely on Mondays. All academic cohorts in the hybrid model would have between 10-12 students and all vocational student cohorts would have 12 or fewer students.

Our fully remote learning plan would facilitate remote learning every day of the school week. Students would be tasked with following either their academic or vocational schedule each day using Google Meets with their teachers to learn new material, review class and homework assignments and be assessed.

Our reopening plan for the 2020-2021 school year was developed after hearing from various stakeholders including staff, parents, school committee members and administrators. As time moves forward, we know there will likely be changes to the “Back to School Plan” as we learn more about COVID-19 and how it affects the health of our community.

The Back to School Plan is broken up into four sections:

- Community Input and Preparedness
- Student Wellness and Culture
- Curriculum/Instruction/Assessment
- Facilities and Guidance

Please see the *entire* Back to School Plan here:

https://docs.google.com/document/d/1LTEZEZ1H-oZJJQKpTRUns7X2u8H9_dG8GI3LtadNEJk/edit?usp=sharing

The District has been working on the Back to School Plan for the 2020-2021 school year since the late Spring. It was important to hear from our stakeholders on how we can make remote learning more effective and robust. Over the summer three task forces, comprised of over sixty teachers, met to begin planning for returning to school in the midst of COVID-19. Included in the plan are many of the recommendations of these three task forces. The District also surveyed student families and received feedback from $\frac{2}{3}$ of parents and guardians.

We have adopted several recommendations by the Task Forces including:

- The Student Wellness and Culture Task Force. Staff recommended we develop an Advisory to ensure the wellbeing of our students as they navigate the stressful climate surrounding this pandemic. Every student will be a part of an advisory group of 10-12 students at maximum and a faculty member where they will have the opportunity to discuss wellness and social-emotional learning needs. Please refer to page 21 & 22 for more detailed information regarding the objectives of the “Advisory”.
- The Curriculum/Instruction/Assessment Task Force. During the Spring of 2020, we moved into Remote Learning rapidly and unexpectedly, and this Task Force was in charge of promoting and ensuring equity as we navigate this unprecedented situation for the 2020-21 school year. Please refer to pages 24-30 regarding curriculum and standards for more information.
- The Facilities and Guidance Task Force. Opening Whittier Tech for the fall 2020 school year will require many changes to our building and the flow of student movement, and this Task Force oversaw these endeavors..
 - Significant changes will include:
 - All hallways and staircases will be one way.
 - Limited hallway movement during the day.
 - Students will not be moving from class to class, rather teachers will move to the students.
 - Entry and exits to and from the building will be staggered.
 - Transportation guidance with approximately $\frac{1}{3}$ of the bus capacity
 - Lunches will be served allowing students to eat with barriers on the lunch tables

Please refer to pages 37-57 of the “Back to School Guide” for more detailed information.

Our reopening plan is comprehensive, and includes numerous new expectations for students and staff to promote public health, disinfecting and cleaning procedures, facility changes, and seeks to address all the challenges this virus will present to the Whittier Tech community this school year. Our district is deeply thankful to all who came together to prepare this plan, and to our

students, families, faculty and staff for their continued patience, cooperation and desire to ensure student growth and learning in the face of these challenges.

The School Committee voted on 8/12/20 to open the school year with the Hybrid Plan.

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Appendix A - COVID-19 Information & Resources

Appendix B -Summer Professional Development Series

This reopening plan utilized the [*School Reopening Readiness Guide*](#) provided by the Parabola Project - A collaboration between education and health experts that worked together to provide school leaders with concrete, evidence-informed options to minimize risks while maximizing learning when it comes to reopening schools. Information on the Parabola Project can be found here: <https://alwaysreadyforlearning.org/parabola-project>

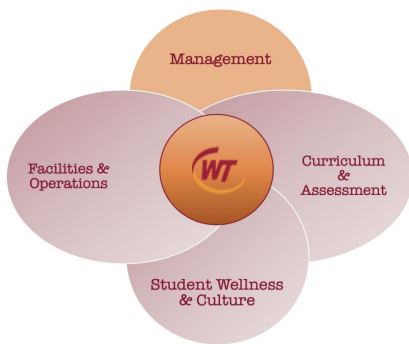
It is the policy of Whittier Regional Vocational Technical High School not to discriminate on the basis of race, color, sex, gender identity, religion, national origin, sexual orientation, homelessness status, or physical and intellectual differences in its educational programs, activities, or employment policies as required by Title IX of the Educational Amendments of 1972, Chapter 76, Section 5, Special Education, and Section 504 of the Rehabilitation Act of 1973.

Inquiries regarding compliance with these policies may be directed to Chris Laganas, Principal or to Whittier Regional Vocational Technical High School, 115 Amesbury Line Road, Haverhill, MA 01830

INFORMATION / INFORMACIÓN

IN ENGLISH: If you need information in Spanish please call 978-373-4101 extension 252. Thank you.

EN ESPAÑOL: Si necesita de ayuda o información en Español llame el número 978-373-4101 extensión 252.
Gracias.



Whittier Tech Community Input and Preparedness

Two-way Communication with Families and the Community

Whittier Tech will continue to use the Whittier Tech website, social media and our direct calling system to inform members of our community regarding any COVID-19 issues. The District will also utilize a public relations firm that will support the district with media inquiries.

Surveying Families for Input and Concerns Regarding Returning to School

The Whittier Tech District will survey families regarding their thoughts and concerns about COVID-19 and how the district can support safety at school. Surveys will continue to be a part of how we receive information and assist the district in the decision making process.

A survey was sent out on July 20, 2020 and the District had over two-thirds of the families respond. The survey requested feedback on the three back-to-school models as well as other information needed to support students and families.

Relationships with Haverhill Health, Fire and Police Departments

Whittier Tech will continue to develop partnerships with our local health, fire, and building inspectors. The District will work with the Health Department to assist with contact tracing, students/staff with positive test results and where members of the Whittier Tech community can be tested for COVID-19. The Director of Pupil Personnel Services will be the COVID-19 Response leader.

The Haverhill Building Inspector and fire inspectors visited the school on July 3, 2020 to ensure that there was proper egress in all of the classrooms.

On July 21, 2020, the Building Inspector and Health Inspector met with the Facilities Director, Business Manager, Principal and an Assistant Principal. Discussion included the flow of hallways and the management of the cafeteria.

Professional Development for Teachers and Student Orientation

The District will plan at least 10 days during the first month of school to provide teachers with information regarding the District's Plan for: COVID-19 infection, cleaning and sanitizing protocols; proper mask usage; social distancing expectations; expectations regarding grading and attendance while remote learning; movement in the building; identifying sick students and/or staff; PowerSchool training; student advisories; racial bias in schools; and Google classroom usage across the curriculum.

Students will be provided a technology bootcamp during the first two weeks of school. During their academic classes they will be provided with instruction on how to utilize our Learning Management System (LMS) of Google Classroom and all aspects integral for successful usage of the learning platform including, Google Classroom, Google Docs, Calendar, Email, Notability, Slides, Meets, and Showbie. Vocational areas will train students on how to properly access the applications and technology that is needed for their respective areas.

COVID Risks and Prevention

Staff and Families will Receive Information About Risk in Their Primary Language to Aid With Decision Making.

Whittier Tech will provide information to parents/guardians in their home language. A survey was shared in the summer to new students, in order to receive information regarding home language translation needs. Information provided will describe the school program and risk mitigation protocols in place to return students safely to school.

Whittier Tech will continue to develop a strategy for health promotion and disease prevention for students and staff. The District will support teachers and students getting fresh air and using the outdoor facilities while being six feet apart throughout the school day. Health and safety protocols will be clearly communicated and posted throughout the building.

Whittier Tech's Plan to Support High Risk Staff and Students Who Need To Stay at Home

The District will continue to develop strategies to accommodate both in-school and remote learning. The District will also support high risk staff and students who need to stay at home with remote learning.

1. For those students that will need to stay at home:

- Students will stay in their assigned cohorts for access to teachers and education.

- Students will be able to receive videos from their teachers and class assignments through the class Google Classroom account. Students will also submit work through this application as well.
 - Teachers will individually set up Google Meets with their students on the remote learning assigned times to check for understanding and provide additional instruction, guidance, and help as needed.
 - For those students that require additional services, their assigned SPED teacher will also check in.
2. **For those staff that need to stay at home:** We will work with staff members that have documented inability to be in school during COVID-19. We anticipate that they will be responsible for on-line remote work as appropriate for their documented removal from school.

Testing and Tracing Within the Whittier Tech Community

A plan for joint decision making with our local health department regarding testing and school closure is in progress. Haverhill City's Community Health Coordinator, Mary Connolly is in charge of health related COVID-19 questions, issues, testing and contact tracing. She can be reached at 978-374-2390 ext. 15 or mconnolly@cityofhaverhill.com.

The Whittier Tech Health Department will work with the Department of Public Health regarding any and all COVID-19 issues related to students and/or staff at Whittier Tech.

Information from the Department of Elementary and Secondary Education on protocols for responding to COVID-19 scenarios is as follows:

Whittier Tech COVID-19 Mitigation Strategy

Nurses will follow the CDC guidelines summarized below

A safe return to in-person school environments will require a culture of health and safety every step of the way.

- It is not one mitigation strategy but a *combination* of all these strategies taken together that will substantially reduce the risk of transmission.
- Masks are among the most important single measures to contain the spread of COVID-19. We require students second grade and above and all staff to wear masks that *adequately cover both their nose and mouth*.
- Hand hygiene is critical.
- Physical distance greatly reduces the risk of transmission.
- Cohorts/assigned seating.

- Staff must monitor themselves for symptoms daily and students, with the assistance of families, must also be monitored daily for symptoms. Staff and students must stay home if feeling unwell.

Most Common Symptoms of COVID-19 and Testing Requirements

The single most important thing to do if any of the following symptoms are present is to **STAY HOME**. Our collective health relies, in part, on individual attention and responsibility. Note that some symptoms of COVID-19 are the same as the flu or a bad cold; please do not assume it is another condition. When in doubt, stay home.

Below is the full list of symptoms for which caregivers should monitor their children, and staff should monitor themselves:^{1,2}

- ☐ Fever (100.4° Fahrenheit or higher), chills, or 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 STAY HOME if you have any of the symptoms listed.

If staff or students have any of these symptoms, they must get a test for active COVID-19 infection prior to returning to school.

A [list of test sites is available here](#), and Massachusetts also has an [interactive testing map](#). Staff and students who have symptoms should also contact their primary care physician for further instructions.

Protocol: Student is symptomatic at school

Nurses will evaluate the student for symptoms (see list above: “Most common symptoms of COVID-19”).

- **IF ANY SYMPTOM:**
 - The student will be placed in the designated medical waiting room, separate from the nurse's office. Parents/guardians will be contacted for pick up. Parents must wear masks when picking up students.

¹Massachusetts DPH, [Testi ng of Persons with Suspect COVID-19](#). (2020, May 13).

² <https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html>

- Current Massachusetts DPH guidance is that all symptomatic individuals in Massachusetts, even those with mild symptoms, should be tested.³ An individual who does not wish to be tested should instead isolate for 14 days⁴ and until asymptomatic.
- Students should get tested at one of Massachusetts's test sites.⁵ Sites may require pre-screening, a referral, and/or appointment.
- Isolate at home until test results are returned.
- Proceed as follows according to test results.
 - **IF NEGATIVE:** If the student does not have COVID-19, the student may return to school based upon guidance from their clinician and necessary management of another diagnosis. The student stays home until asymptomatic for 24 hours.
 - **IF POSITIVE:** The student should remain at home (except to get medical care), monitor their symptoms, notify the school, notify personal close contacts, assist the school in contact tracing efforts, and answer the call from the local board of health or Massachusetts Community Tracing Collaborative. Most people who have relatively mild illness will need to stay in self-isolation for at least 10 days **and** until at least 3 days have passed with no fever and improvement in other symptoms.

Protocol: Staff is symptomatic at school

1. As noted above, staff should be encouraged not to come to school if they are experiencing any symptoms of COVID-19.
2. If a staff member suspects any symptoms during the day, they should follow the school's protocols for getting another adult to cover their class mid-day, if needed, and see the school nurse to be evaluated for symptoms. Follow steps for student protocol above.

<http://www.doe.mass.edu/covid19/on-desktop/2020-0717protocols-document.docx>

Whittier Tech will follow the protocols that have been provided.

³ <https://www.mass.gov/doc/covid-19-testing-guidance/download>

⁴ <https://www.cdc.gov/coronavirus/2019-ncov/if-you-are-sick/quarantine.html>

⁵ <https://www.mass.gov/info-details/about-covid-19-testing#where-can-get-a-test?>

Quick Reference Sheet: Key Actions for Individual COVID-19 Events

Event	Location of Event	Testing Result	Quarantine
Individual is symptomatic	If an individual is symptomatic <u>at home</u> , they should stay home and get tested. If an individual student is symptomatic <u>on the bus or at school</u> , they should remain masked and adhere to strict physical distancing. Students will then be met by the nurse and stay in the medical waiting room until they can go home. They should not be sent home on the bus. If an individual staff member is symptomatic at school, they should find coverage for their duties and then go home and get tested.	Individual tests <u>negative</u>	Return to school once asymptomatic for 24 hours
		Individual tests <u>positive</u>	Remain home (except to get medical care), monitor symptoms, notify the school, notify personal close contacts, assist the school in contact tracing efforts, and answer the call from local board of health or MA Community Tracing Collaborative. Most people who have relatively mild illness will need to stay in self-isolation for at least 10 days <u>and</u> until at least 3 days have passed with no fever and improvement in other symptoms.
		Individual <u>is not tested</u>	Remain home in self-isolation for 14 days from symptom onset
Individual is exposed to COVID-19 positive individual	If an individual is <u>at home</u> 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. If an individual is <u>at school</u> when they learn they were in close contact with an individual who tested positive for COVID-19, they should be masked for the remainder of the day (including K-1 students) and adhere to strict physical distancing. At the end of the day, they should go home and should not take the bus home. They should stay at home and be tested 4 or 5 days after their last exposure.	Individual tests <u>negative</u>	Return to school, if asymptomatic or once asymptomatic for 24 hours
		Individual tests <u>positive</u>	Remain home (except to get medical care), monitor symptoms, notify the school, notify personal close contacts, assist the school in contact tracing efforts, and answer the call from the local board of health or MA Community Tracing Collaborative. Most people who have relatively mild illness will need to stay in self-isolation for at least 10 days <u>and</u> until at least 3 days have passed with no fever and improvement in other symptoms.
		Individual <u>is not tested</u>	Remain home in self-quarantine for 14 days from exposure

Screening and Triage

A Screening Process has been developed for students and staff to use every morning

- A letter will go out to parents and staff explaining the at home morning screening process. **We will provide a DESE recommended checklist** for use at home and school to review symptoms each morning.
- Students and staff will be encouraged to stay home when sick.
- When arriving at school all students will be instructed to use the designated entrance to undergo a health screening.
- The health screening process contains a verbal symptom checklist. We will have security, administration, and some staff checking for students with mask coverings and hand sanitizing upon entering the building.

Whittier Tech's Plan for What to do When a Suspected COVID-19 Case is Identified

- DESE has provided protocols to respond to COVID-19 cases; in school, on the bus, or in a community setting.
- If a student, staff, or any other educational personnel is symptomatic at home they should stay home and get tested.
- If a student or staff member is showing signs while in school, they will contact either the **Principal, Assistant Principals or the Director of Pupil Personnel** and the suspected case will be escorted to the designated isolation space which is located in the former Health Room (Room 2102) and follow the protocols. The school nurses will follow the policy and procedures for release.
- If a student is showing signs on the bus, they should stay on the bus until all students get off. The bus driver will notify the **Principal/Assistant Principal** of the suspected case. We will review protocols on how to maintain confidentiality with the bus drivers. The student will then be escorted to the designated area (old Health Room 2102) with a mask on and then the nurses will follow policy and procedure for release.
- All areas will be properly disinfected upon the release of the student/staff.
- As soon as a suspected case is identified, please contact the Nurses' Office which will alert the Principal or the Director of Pupil Personnel Services. They will assist in following the proper protocols. Please see State reference document below:
- Protocols for responding to COVID-19 scenarios in school, on the bus, or in community settings.

School Space Layout and Air Quality

Ventilation, filtration, supplemental air cleaning, and regularly verifying HVAC system performance will be a priority.

- An air quality study will be performed.
- HVAC systems with outside air dampers will be run with dampers open for a minimum period of one week prior to the opening of school.
- Ventilation and filtration will be maximized as much as possible.
- Ventilation systems will be cleaned and operated in accordance with DESE re-opening guidelines (page 13).
- Ventilation systems will continue to run beyond the school day.
- Filters will be upgraded if needed.
- Windows and doors will be left open as much as is safe and as weather permits.
- Box fans will be purchased and placed in windows for additional ventilation.
- Indoor spaces without windows will be utilized for storage and other non-classroom uses.
- Maintenance will continue to ensure that HVAC systems are operating as intended, that all the equipment works, the belts are not loose or missing, and the sensors all read out properly.
- Each classroom will have a portable air purification system.

Identification of Additional Space Available Within the School

- Separate storage locations will be situated throughout the building.
- Additional storage areas will be provided in shop or vacant classrooms.

Monitoring of Hallways and Bathrooms to Enforce Social Distancing for Students and Staff

- Multiple entry points will be available based off of students' arrival point (Bus/Driver/Drop Off) and entering specific areas of the building (North/South)
- Specific detailed maps, plans and markings will be available for students, staff and guests.
- Arrival, lunch, bathroom and emergency and dismissal plans will be provided and rehearsed.
- Specific hallways will be closed off. One way directional hallways and stairs will be assigned.
- Students will stay in the classroom for cohort learning throughout the day. Teachers will transition between classrooms with minimal travel throughout the building. All proper safety precautions/protocols will be followed (distanced, masked, no lingering). Students will be in the hallways three times a day (stagger).
- The number of students will be limited in the bathrooms at any one time and a security guard will be assigned to each bathroom to monitor student use.

- There will be one-way hallways where feasible, within the building. All students, staff, and visitors shall follow the directional green and red arrows to travel to their respective destinations.
- There will be multiple entrances and exits when students are arriving and leaving and we will stagger the time of dismissal.
- We will start releasing the students to go to class in the morning at 7:20. We will spread it out by staggered bus release. Students will get a bagged breakfast and bring it directly to their class. Trash barrels will be in each classroom.
-

Student Cohorting and Scheduling

Formation and Scheduling of Academic and Vocational Cohorts

We have developed three plans for the 2020-2021 school year. With each plan students have been cohorted into groups of 20-24 (for a full cohort) or 10-12 (for a hybrid cohort) on their academic week with four academic teachers and as needed, an assigned SPED teacher. Each academic class is scheduled for 84 minutes. Students will remain in one classroom for all their academic classes and the teachers will rotate to the different classrooms. Student desks have been separated by 4.5 feet for a full cohort and 6 feet for a hybrid cohort.

Students are also cohorted on their vocational week. Cohorts in the vocational areas are less than or equal to 20 for a full cohort. When students are in their vocational area, social distancing will be enforced with students separated between 3.5 and 6 feet. All students and staff will wear a mask throughout the school day. Regardless of which plan is implemented, attendance will be required and student engagement and participation is expected.

The three plans are:

- **Full In Person Learning** - Academic cohorts would be 20-24 students; vocational cohorts would be less than or equal to 20 students.
- **Hybrid** - Monday as a remote learning day for all students and staff. On Mondays only students should follow the plan for **Full Remote Learning** listed below. Group “A” would attend in person learning on Tuesday and Thursday and remote learning on Wednesday and Friday. Group “B” would attend in person learning on Wednesday and Friday and remote learning on Tuesday and Thursday. All academic student cohorts in a hybrid model would be between 8-12 students. All vocational student cohorts would be less than or equal to 12 students.

- **Fully Remote Learning** - All learning would be done remotely. Students will follow either their academic or vocational schedule each day for Google Meets with their teachers to learn new material; review class assignments and homework assignments; and be assessed.

Access Restrictions to School Grounds and Communication to Community Members

- Check-in at Guard Shack will be required and messages will be relayed to the Principal/Assistant Principals if building access is needed.
- Signs will be posted at the Guard Shack and Entrances identifying COVID-19 restrictions for access.
- A list will be posted at the Guard Shack on who has received permission to be on campus.
- Parents must schedule appointments in advance upon entering the building for student dismissals, meetings and student pick-ups.
- Designated entrances and appointments will be required for essential vendors.

Resumption of Extracurricular Activities

- On September 14th, guidance for MIAA sports will be distributed by the State.
- If virtual or Hybrid model, Google Chats and Zoom Chats will be explored for implementation for approved extracurricular activities.

Masks and PPE

Protective Facial Coverings/Mask Information

Explanation and Rationale for Protective Facial Coverings in School

1. The wearing of Protective Facial Coverings (PFCs) in school by all who enter the building is currently a non-negotiable requirement of the State of Massachusetts and the Massachusetts Department of Education (DESE).
2. The requirement is in place to protect the health of students, staff and their families by lowering the probability that anyone carrying the COVID-19 virus will pass it on unknowingly or accidentally to others while at school.
3. This state mandate is a very challenging directive for schools, staff and students to implement successfully. However, it can be accomplished through the commitment and effort of every member of the Whittier Tech community working together; and must in fact be accomplished if in-person learning is to take place.
4. Some elements of wearing PFCs are within our control and some are unfortunately not. Our task is to leverage those components where we do possess at least some degree of control by adopting an attitude of being problem-solving and action-oriented to remove barriers to successful PFCs.

5. Achievement of full PFCs will require every individual in the building on a daily basis to exercise their skill sets around flexibility, adaptability, stress management, patience, teamwork, compromising, sacrificing, and stepping outside of our individual and collective comfort zones to do what is required to allow in-person learning to continue.
6. This process is new to the entire Whittier Tech community. The constantly changing nature of the Corona Virus means we will need to adapt and change our plans and strategies at times as well, in order to maintain optimal health and safety. This will require ongoing, effective communication amongst all Whittier Tech stakeholders - including students, staff, administration and parents/guardians.

Whittier Social Contract

In order to achieve the goal of full PFCs to help limit the spread of COVID-19 within the Whittier Tech community, and to allow for in-person learning to take place and remain in place, key stakeholders are asked to commit to the following:

- **Administration** *will* ... Implement policies, procedures and protocols that address PFCs are a part of a community-wide response to COVID-19; continue to place human health and safety as the #1 priority; and adapt these measures over time based on changing community needs.
- **Staff** *will* ... Support students' educational, social and emotional development by following and upholding administration's guidelines around PFCs; by helping students to successfully meet these requirements; and by focusing on performing the jobs they were hired to do.
- **Students** *will* ... Follow all school guidelines implemented around PFCs; provide respectful and appropriate self-monitoring oversight of the student body to help ensure full compliance and to foster a community culture that promotes health and safety; utilize appropriate means and avenues for expressing their concerns and for providing administration and staff with important constructive feedback to help the school optimize PFCs implementation.
- **Parents/Guardians** *will* ... Provide their student(s) with PFC as needed to wear on a daily basis while in school; support the school's directive from the state and state board of education that mandates full PFCs; and communicate with school officials regarding their questions, suggestions and concerns around the process.

Whittier Tech will be following DESE guidelines as outlined in the "Initial Fall School Reopening Guidance, June 25, 2020" regarding Protective Face Covering:

- **Adults, including educators and staff, are required to wear masks/face coverings.**

- **Mask breaks will occur** throughout the day. Breaks will occur when students can be six feet apart and ideally outside or at least with the windows open. Further guidance on mask breaks including duration and frequency will be forthcoming, as well as more information about properly removing and putting on masks.
- **Masks/face coverings should be provided by the student/family**, but extra disposable face masks should be made available by the school for students who need them. Reusable masks/face coverings provided by families should be washed by families daily. Whittier Tech will work with families experiencing financial hardship and unable to afford masks/face coverings. The district will work to provide masks for students using possible grant funds.
- **Masks/face coverings are required to be worn by everyone on the bus during school bus transportation.**
- **Transparent face coverings provide the opportunity for more visual cues** and will be considered for students who are deaf and hard of hearing, and their teachers.”

For more information, please see the Department of Elementary and Secondary Education website:

<http://www.doe.mass.edu/covid19/return-to-school/>

What Constitutes a mask Exception? Guidelines for Families, Local Health Care Providers, and Staff

Exceptions to mask/face covering requirements will be made for those for whom it is not possible due to medical conditions, disability impact, or other health or safety factors according to DESE Reopening Guidelines. One of the most important things we can do as a community is wear a mask. We understand that there may be students and/or staff that may have difficulty wearing a mask all day. Those students and/or staff should make an appointment immediately with our Health Staff at 978-373-4101, ext 221 or 206.

Distribution of Information Regarding the Proper Use, Removal, and Washing of Cloth Face Coverings

Whittier Tech will distribute information and pamphlets regarding the safe use of cloth face coverings via media posts. (see example)

<https://www.cdc.gov/coronavirus/2019-ncov/downloads/cloth-face-covering.pdf>

Inventory of Health Care Supplies

- Automatic hand sanitizer dispensers have been installed in each classroom, offices and other spaces where appropriate.
- The following PPE items have been purchased in large quantities:

- Disposable masks
- N95 masks
- Bottles of hand sanitizer for classrooms, buses, entryways, etc.
- Disposable gowns
- Face shields
- Gloves
- Other items will be purchased as required/requested

Mask Breaks Protocol While Maintain 6 Feet Social Distancing Guidelines

The recommendation is that students have at least two mask breaks per day and students have to be at least 6 feet apart while having the break. Handwashing facilities or hand sanitizer must be available upon entering and leaving this space. Providing signage is helpful as well. If it is a warmer day we can encourage more mask breaks.

- Detailed area maps within classrooms for 6ft apart in class mask breaks will be outlined when outdoor space isn't available. We will designate areas for mask breaks. Examples of this can be the Library, Gymnasium, Auditorium and outdoors. Outdoor areas will be accessible to teachers for mask breaks, outdoor (social distant) activities.
- Paper towels will be provided for in class mask breaks when needed.
- Signage will be added to classrooms/areas on how to properly put on and take off masks.
- Mask breaks will also be scheduled at lunch time.

Suggestions for mask breaks: *Within the cohort's classroom*

Find a common area to be used for mask breaks can bring the unmasked group in the hallway and the other stays in the classroom and then the groups switch.

- Bring students outside to designated areas.
- Potential alternating (by rows) mask breaks, so all students can get some fresh air.

Hygiene (Personal and Space)

A plan for hand-washing/sanitizing throughout the school day has been developed.

- Hand Sanitizers are located on the exterior of the building.
- Before entry/exit of the building students will sanitize.
- Hand Sanitizers are located in every classroom inside the doorway.
- Students will sanitize upon entry/exit.
- Classrooms with hand washing stations will be utilized.

A plan for effective sanitization has been established.

- A pneumatic fog machine will be used for disinfecting the larger areas of the school (Cafeteria, hallways, locker rooms, classrooms and gym if used).
- Electrostatic hand held sanitizers will be used for buses, bathrooms, and nurses' areas.

- Chemicals used for the fog machine (GC-dash 2030) include disinfectant and sanitizer.
- Chemicals used for electrostatic sprayer include Purtabs hospital disinfectant.
- Wall mounted hand sanitizers, containing lemon blossom hand sanitizer, have been installed in all common areas.

Each classroom will have adequate supplies to minimize use of and properly sanitize high-touch and shared supplies.

- Hand sanitizer units have been installed in each classroom
- Student supplies, such as pencils, hi-lighters, etc., have been ordered in large quantity so that each student will have his/her/their own
- A supply of masks, gloves and bottle hand sanitizer will be provided to each teacher in their rolling cart.
- Sharing of shop tools will be minimized. Shop items for each student will be provided in cases where the cost or size of the tool is not prohibitive from doing so.
- In instances where students must share items, they will be instructed to wear gloves unless doing so would create a safety hazard when using the tools.
- Shops and classrooms will be disinfected daily. In the event that different groups of students need to use a room on the same day, the area will be disinfected in between.

Density and Distance

Protocol for Distancing on Buses

Physical distancing as reviewed and advised by the Massachusetts COVID-19 Command Center Medical Advisory Group

- students must maintain a minimum distance of 3 feet from others, unless they are members of the same household.
- one student per bench, alternating sides for each row.
- Distancing requirements apply both while waiting at bus stops and while in transit.
- Children from the same household should be seated together and may be seated two or more students per bench (closer than 3 feet).
- Off ground bus stops where students can wait at 6 feet of physical distance from one another (if not wearing masks).
- Students should face forward at all times and refrain from eating, shouting, singing, or sharing items while in transit.
- Determine and post maximum occupancy for each bus while following these distancing guidelines.
- Students who are not able to wear a mask while riding the bus should maintain 6 feet of distance between themselves and other students.
- If possible, the student should wear a face shield while on the bus. Districts should work with the families of students who are regularly unable to wear a mask regarding possible

alternative transportation arrangements (i.e. walking to school or the family transporting the student).

- Trainings with the bus drivers on the guidance from DESE on protocols and procedures while students on the bus and if anyone is showing signs of being sick.
- Bus drivers will receive intensive training the week prior to school re-opening.
- Consideration will be given to the feasibility of assigning specific seats to students.
- Students who board the bus first will fill the bus from the rear. Students who board last will sit in the front of the bus. This will reverse when exiting the bus - students seated in front will leave first.
- Seats will be marked with “do not sit here” or other such markings so that students are clear on where and where not to sit.

Class Size and Social Distancing Plan

Whittier Tech has developed three plans for the 2020-2021 school year. With each plan students have been cohorted into groups of 20-24 on their academic week with four academic teachers and as needed, an assigned SPED teacher. Each academic class is scheduled for 84 minutes. Students will remain in one classroom for all their academic classes and the teachers will rotate to the different classrooms. Student desks have been separated by 4.5 feet for a full cohort and at least 6 feet for a hybrid cohort.

Students are also cohorted on their vocational week. Cohorts in the vocational areas are less than or equal to 20. When students are in their vocational area social distancing will be enforced with students separated between 3.5 and 6 feet.

All students and staff will wear a mask throughout the school day. Regardless of which plan is implemented, attendance will be taken and student engagement and participation is expected. Students will be assigned one seat for the entire school year. All furniture except for student desks and a table with a shield have been removed from the academic classrooms. All classrooms that will be utilized have windows. Each classroom and vocational area has an installed hand sanitizer.

The three plans are:

Full in person learning - academic cohorts would be 20-24 students vocational cohorts would be less than or equal to 20 students.

- Each teacher desk has been outfitted with a front plexiglass shield.
- Each teacher will be given a rolling cart to transport their own supplies as they travel from class to class in order to minimize sharing of items.

Hybrid - Monday as a remote learning day for all students and staff. Group “A” would attend in person learning on Tuesday and Thursday and remote learning on Wednesday

and Friday. Group “B” would attend in person learning on Wednesday and Friday and remote learning on Tuesday and Thursday. All academic student cohorts in a hybrid model would be between 8-12 students. All vocational student cohorts would be less than or equal to 12 students.

- Each teacher desk has been outfitted with a front plexiglass shield.
- Each teacher will be given a rolling cart to transport their own supplies as they travel from class to class in order to minimize sharing of items.

Fully Remote Learning - All learning would be done remotely. Students will follow either their academic or vocational schedule each day for Google Meets with their teachers to learn new material, review class assignments and homework assignments and be assessed.

A summary of how students with disabilities, English learners (ELs), former EL students, and Economically Disadvantaged students will be supported within each of the Three Opening Models.

In-person: When school resumes in-person, with health and safety requirements in place, all services will be in place to ensure the least restrictive environment (LRE) is in place for students with disabilities. The in-person instructional plan maintains the full continuum of services within the program of studies, including inclusive classrooms, self-contained classrooms and related services. ELs, FELs and Economically Disadvantaged students will also have full access to all supports of the programs to which they are assigned.

Hybrid: If in-person instruction cannot be provided and students with disabilities must receive instruction through a hybrid model, they must receive special education instruction and related services necessary to provide FAPE through an Instruction and Services model of delivery (e.g., structured lessons, teletherapy, video-based lessons, etc.)

When planning for hybrid learning models, consideration for continuing to maximize in-person learning for students with disabilities will be prioritized. As a district, our SWD population does not include students with significant and complex needs, and all students will continue to receive support through an Instruction and Services model. The IEP team will determine if additional instructional support with in-person instruction and/or individualized tutoring is needed for the student to make progress toward their goals.

Learning and services provided remotely via 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 Full-time In-person Learning while meeting the current health and safety requirements.

In-person services offered within the student's home or in a community-based setting, particularly for students with significant and complex needs if identified, will also be considered as part of a hybrid model to ensure that as many services as possible are provided in-person instead of

remotely.

The district will ensure that ELs, FELs and Economically Disadvantaged students will also have access to all supports of the programs to which they are assigned.

Remote: If in-person instruction cannot be provided and students with disabilities will receive instruction through a remote model, they will receive special education instruction and related services necessary to provide FAPE through an Instruction and Services model of delivery (e.g., structured lessons, teletherapy, video-based lessons, etc.)

When planning for remote learning models, consideration for continuing to maximize in-person learning for students with disabilities will be prioritized. As a district, our SWD population does not include students with significant and complex needs, but all students will continue to receive support through an Instruction and Services model. The IEP team will determine if additional instructional support with in-person instruction and/or individualized tutoring is needed for the student to make progress toward their goals.

Learning and services provided remotely via a Remote Learning model will follow the guidance provided in the section above on Hybrid Learning. Similarly, learning and services provided in-person will follow guidance provided in the section above on Full-time In-person Learning while meeting the current health and safety requirements.

In-person services offered within the student's home or in a community-based setting, particularly for students with significant and complex needs if identified, will also be considered as part of a Remote model to ensure that as many services as possible are provided in-person instead of remotely.

The district will ensure that ELs, FELs and Economically Disadvantaged students will also have access to all supports of the programs to which they are assigned.

Special Education Mandated Reporting and Evaluation Procedures: The district will continue to promote inclusive services for all students in the least restrictive environment. Students will receive all services pursuant to their IEPs. We will continue to monitor student progress and distribute quarterly progress reports which will include collected data from service providers and educators either remotely or in-person. The district will remain vigilant to ensure all initial evaluations, reevaluations, and IEP meetings are adhering to mandated time-lines. Communication with families will be on-going to ensure all students have a well-developed comprehensive plan for high quality individualized instruction.

All communications will be translated to the parent or guardians preferred language.

A plan has been developed for staggered drop-off/pick-up of students

- All entry points will be monitored by Security, Administrator and/or Resource Officer.
- Multiple entry points will be available based off of students' arrival point (Bus/Driver/Drop Off) and entering specific areas of the building (North/South)
 - ◆ Images available (refer to page 40)
- Signs will be posted in areas of entry reminding students about health and safety requirements.
- Multiple hand washing and sanitizing areas will be provided upon entry of the building.
- All entry points will be monitored by Security, Administrator and/or the Resource Officer, ensuring students and staff are masked properly.
- Additional masks will be available at entry areas.
- Staff will be trained and provided guidelines in regard to observing students throughout the day and proper ways to refer students to healthcare point of contact.
- Doors will be propped open on arrival and departure.
- Multiple exit points will be available based on students' exiting specific areas of the building.
- Students will be released/dismissed on a staggered schedule based off of classroom location and transportation categories.

Meals Protocol and Social Distancing

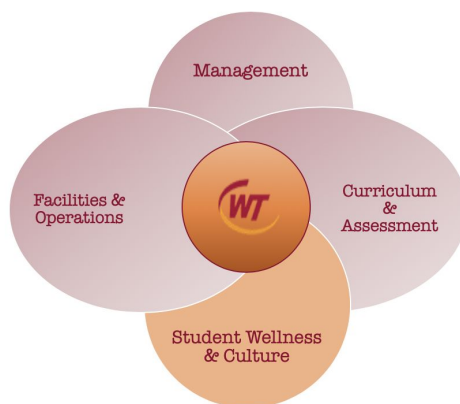
We will utilize the cafeteria, lobby area, and outside (weather permitting) to have students eat and also provide a mask break. A total of 144 students at 24 tables (six students per table) can be safely accommodated in the cafe. We will have the appropriate height and plexi glass separating the students. When using the round tables, four students per table can be accommodated. .

Grades 9 and 11 will eat together

Grades 10 and 12 will eat together

The shops will be split up for the other two lunch periods

Teachers will escort their class to the lunch room and make sure the cohort stays together. They will also pick up students and bring them to class. Teachers will not be doing lunch duty.



Student Wellness and Culture

A student wellness program will be established that will support social emotional learning and a strong school culture for new and returning students.

Advisor/Advisee time provides a small group setting (no more than 10-12 students) for Whittier Tech students, allowing for open communication about topics of adolescent concerns with a thoughtful, caring adult. Giving students a voice about issues creates a sense of support that leads to a positive vision of the student's future. This is especially important due to the COVID-19 pandemic, but will continue indefinitely.

Objectives:

- To have every student known well by at least one adult.
- To provide a sense of community so students will feel accepted and valued by an advisor and peers.
- To give students opportunities to discover their uniqueness so that they might come to appreciate the many differences among people.
- To give students an opportunity to deal with issues and concerns related to their personal school experience, both in-person and remotely.
- To provide an opportunity to develop social, conflict resolution, and communication skills.

- To heighten student awareness of good citizenship by providing opportunities for meaningful contributions to their school and community.
- To meet with students two times a week in school or remotely to address wellness and/or SEL needs through team building and other activities that will be provided by the Wellness Task Force.
- To incorporate a program created by the Wellness Task Force in response to needs identified during the Spring 2020 shutdown and ensure all students have regular contact with and meaningful connection to Whittier Tech staff.
- To incorporate daily wellness options available for Advisors/whole staff (ex. yoga, tai chi, meditation, breathing work, walks, run, indoor cycle, nature walks, snowshoeing, HIIT, art therapy, coloring, book clubs, music therapy, etc.) taught by co-workers with multiple offerings during the week, similar to the Cardio Club. A survey will be sent to staff to determine areas of interest and skill.

Student Wellness Content and Resources

The content is organized with activities and guiding questions and learning targets around academic, social/emotional, and school climate curriculum. Content may be consistent across all advisor/advisee programs, or vary based on an advisor's knowledge of his/her/their group. Advisors may also choose from user-friendly, provided curriculum as needs are made known, or organized around activities to personalize the advisor/advisee experience. Ongoing, user friendly curriculum development will take place as needed. Suggested topics:

- Theme or topic-based open reading (coping skills, self-esteem/self identity, communication, bullying, community service, co-op etc.)
- Learning styles and self-interest inventories.
- Skill based lessons (study strategies, time management, goal setting, homework, career planning etc.)
- Team building activities
- Celebrations of student achievement

<https://traumasensitiveschools.org/tlpi-publications/download-a-free-copy-of-a-guide-to-creating-trauma-sensitive-schools/>

Advisory - Peer reviewed research:

<https://idea.library.drexel.edu/islandora/object/idea%3A7194/datastream/OBJ/view>

Advisory - website example:

<https://whs.westbroocketschools.org/groups/48234>

Advisory resources/information:

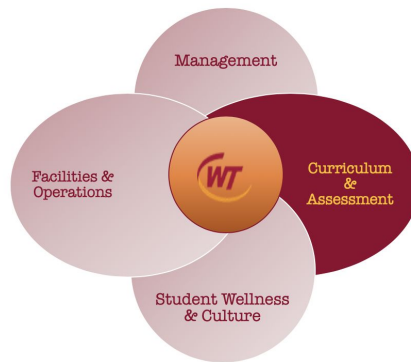
<https://www.edweek.org/ew/articles/2019/03/13/how-schools-can-make-advisories-meaningful-for.html>

<https://www.amle.org/BrowsebyTopic/WhatsNew/WNDet/TabId/270/ArtMID/888/ArticleID/864/The-Challenge-of-Advisory-and-Why-its-Worth-the-Effort.aspx>

https://greatergood.berkeley.edu/article/item/five_tips_for_teaching_advisory_classes_at_your_school

SEL Shared Activities (can be modified for remote learning) example:

https://docs.google.com/document/d/1uZXAw-zRsLVOYxEvYGdyY_5zeEDzNTasvX39qb-UZM/edit?usp=sharing



Curriculum/ Instruction/ Assessment

Schedule for the 2020-2021 School Year

(All weeks will run Mondays through Fridays; NOT Wednesdays through Tuesdays.)

Full In Person - Students and staff will follow their full schedule week 1 and then their full schedule week 2.

Hybrid - Mondays for **ALL** students will be at home remote learning. On Mondays only students should follow the plan for **Full Remote Learning** listed below. Students are then broken up to either an “A” group or a “B” group for Tuesday through Friday. Students in the “A” group will attend in person instruction on Tuesdays and Thursdays for both week 1 and week 2. Then on Wednesday and Fridays both week 1 and week 2 they will remote learn from home with work assigned by their teachers. Students in the “B” group will attend in person instruction on Wednesdays and Fridays on both week 1 and week 2. Then on Tuesdays and Thursdays both week 1 and week 2 they will remote learn from home with work assigned by their teachers.

Full Remote Learning- Students and staff will follow their week 1 and week 2 schedule. Students in their academic week will be expected to attend the four daily Google Meets with their four academic classes (English, Math, Science, and History) according to their schedule. For example, *as a student*, if I have English period 1 and 2, I am mandated to attend the Google Meet with my English teacher and class for instruction and assignments during the same time periods 1 and 2 would meet when in person. I would then move to my period 3 and 4 class Google Meet and continue throughout the day in this manner.

Students in their vocational week will be expected to get on their mandated Google Meet for period 1 to get instruction, have a class meeting, get the schedule for the rest of their day, and assignments. Then, each vocational teacher will set two more mandatory Google Meets throughout each school day to check for understanding as well as add onto instruction as needed. Vocational teachers will be clear when these next two meetings will occur. For example, if I am in Culinary Arts I will get on my mandated Google Meet with my Culinary Arts teacher when 1st period begins and then my teacher will tell me the next two Google Meet times within that same school day.

Curriculum Recommendations from Task Force

DESE Guidelines Regarding Curriculum (July 2020) - Set Priorities for Learning

1. Determine the academic vision for the 2020-21 school year and how it will be implemented in remote learning settings.
2. Plan learning experiences, including content, instruction, and progress monitoring.

DESE Guidelines Regarding Curriculum

Engage Learners

- Provide variation in mode of instruction, including enrichment, experiential learning, real-time feedback, and project-based learning.
- Allow for student voice and choice and provide opportunities to build students' capacity for self-directed learning.
- Create a standard action plan to identify and support students not effectively engaged in remote learning.

Plan for Special Education

- Ensure students with disabilities receive all necessary supports and services through district staff and/or external providers.
- Ensure all instructional materials and content are accessible to students with disabilities and/or that staff members provide appropriate accommodations for students where necessary.
- Reference DESE [Comprehensive Special Education Guidance for the 2020-21 School Year Memo](#).

Address Needs of English Learners

- Ensure English learners receive all necessary supports and services through district staff and/or external providers.
- Incorporate programs and content specifically designed for English learners.
- Reference DESE [Guidance on Remote Learning for English Learners](#).

Social Emotional Learning Strategies

DESE Guidelines include promoting Social Emotional Learning (SEL)

- Prioritize building relationships and a sense of community.
- Provide resources, instructional time, and gather feedback to promote student and teacher well-being.
- Incorporate trauma-informed practices as part of regular instruction and student support.

All teachers must incorporate SEL strategies into their curriculum during the opening weeks of on-site learning in order to develop meaningful relationships with their students. Should we need to resort to a hybrid or remote model of teaching/learning at the start of the school year, SEL strategies that work for those two models need to be built into the curriculum.

- During **Term 1**, teachers should incorporate a short SEL activity into their lesson planning **3-5 times a week**. It is recommended that Google Classroom be utilized for a Monday “Do Now⁶” question and a Friday end-of-class wrap up question. A check-in with students mid-week is highly recommended.
- After Term 1, teachers should use SEL activities as needed to support their students in the classroom.

Technology Boot Camp for Students

The Academic staff will conduct, with students, a “technology boot camp” during the **first two weeks of on-site instruction** with the following departments responsible for teaching the following Google apps:

Google Classroom / Docs	English
Google Calendar / Email / Notability	Math
Google Slides	History
Google Meets / Showbie	Science

Vocational/Technical instructors will assist in this training by making sure that students in their respective areas understand how to properly access these apps as they apply to their area of study.

⁶ A **Do Now activity** (sometimes called **Do It Now**) is an **activity** that students **do** as soon as they enter the classroom. Their two main purposes are to settle the class, and to provide some meaningful thinking and learning for students as quickly as possible. (Rhinegold.co.uk)

Students need to practice using certain programs for planning, prioritizing, and time management in order to be successful in areas of their studies, whether on-site or off. Resources will be posted on the student intranet and students should reference these resources as needed. Utilizing these apps will be an expectation in all classes and for all students. These programs include:

Web-based email, Notepad, Reminders, and Google as a search engine.

Should school be in remote learning or hybrid learning videos will be provided and required for students to view with instructions on how to use these and other applications.

Vocational/Technical Curriculum - Strands 1 and 2

Strand 1 (Safety and Health Knowledge and Skills) skills that must be taught **on-site** should take priority in the opening weeks of on-site instruction. Other **Safety and Health Knowledge and Skills**, can be taught via the hybrid or remote models, should use off-site time to do so. OSHA, which is part of the 11th grade curriculum, should also be done remotely.

Vocational/Technical teachers will focus on **Strand 2** for on-site instruction. Skills that need the tools, equipment, and space that on-site learning affords will take priority over those skills that can be taught in a hybrid or remote environment. For example, skills that begin with the verbs *demonstrate*, *locate*, *cut*, and *handle* (just to name a few) describe those activities that are best taught and practiced on-site, whereas skills starting with the verbs *identify*, *explain*, *evaluate*, and *examine* could be taught both on-site, but more importantly, in a hybrid or remote environment.

Academic “Power Standards”

Academic instructors should focus on the Content Prerequisite Standards (A.K.A. Power Standards) released by DESE earlier this year.

Vocational/Academic Employability Curriculum

English instructors (11th grade) will teach business writing and interviewing skills. Resumes, cover letters, thank you letters, how to compose and write an email, and “interviewing for success” have already been incorporated into the 11th grade curriculum. Resumes will follow the basic model that we use for SkillsUSA, which, for our students and the level of their experience, works fine for potential employers. Vocational teachers should reinforce the terms that describe the skills that students have obtained in the vocational area.

Consistency Across the Curriculum for both Academic and Vocational Instruction

Part 1: MLA

The writing format for research papers, across all disciplines, will be MLA. The English Department will create a guide that will be shared to the Staff Intranet.

Part 2: Expository Writing Across the Academic and Vocational/Technical Curriculums

The techniques from “Writing with Colors,” which has been used to improve expository writing skills amongst our 9th and 10th graders, will be expanded into 11th grade. The English Department will also share this information with vocational/technical instructors and the history department to use for any writing assignments that may be required within their area.

Part 3: 10% Summary

The English Department will teach/review the skills needed to write a 10% summary. This will be completed in all English classes during the **first two weeks of school**, thus allowing the vocational/technical instructors to start their skill-based instruction immediately. We will also create exemplars and make them available to students to review throughout the year.

Part 4: IXL

IXL skills will first be taught by content area teachers, with practice exercises assigned for enrichment purposes. A list of remedial skills that Vocational/Technical instructors may assign to students in the shops will be provided **within a couple weeks** after each academic area has had an opportunity to meet and decide which skills students need to work on.

Interdisciplinary Curriculum/Instruction

When possible, staff in cohorts should work together to create interdisciplinary projects for students to work on. For example, science/math teachers can work on STEM projects and English/history teachers can develop projects combining their respective curriculums.

Instructional Recommendations from the Task Force

The common tools all staff and students will use during the 2020-2021 school year for instructional purposes- DESE Guidelines

Learning Management System (LMS) platform: Whittier Tech has selected Google Classroom that will enable self-directed study and allow teachers to assign and receive work, track progress, and provide targeted feedback and support.

Collaboration tools: Whittier Tech has identified and selected common collaboration tools for staff and students and purchased enterprise licenses for selected technologies. This ensures that all stakeholders are using compatible software for activities such as:

- Face-to-face communication - **Google Meets**
- Document collaboration - **Google Documents** and **Google Drive**

- Calendar-sharing - **Google Calendar**

Content platform(s): For asynchronous and supplemental learning materials, identify common content platforms (such as **Khan Academy, IXL, Edpuzzle, Showbie**) that educators use for direct and/or supplemental instruction (e.g. readings, videos, tutorials, and games) and that can be integrated with the district learning management system.

Single-sign on platform: Incorporate a platform that provides a single-sign on access point for students and families to make accessing remote learning as simple as possible - **Classlink**

Attendance

Follow the guidelines listed below depending on the learning model Whittier Tech is in:

- **Full In Person** - If a student shows up to your class then they are present.
- **Hybrid** - On the two days students are in school they need to attend your class to be present, on the remote learning days they need to complete the assignment to be present.
- **Full Remote** - A student needs to attend the mandatory google meet(s) to be marked present.

(All attendance will be completed/tracked daily and submitted through **PowerSchool**.)

Grading

Please use the following groupings to assign your grading percentage **regardless of if instruction is in person or remote**. We are recommending that students have **multiple** opportunities within each grouping each term so the student can be successful.

- **Employability/Preparedness** - (present & on time, prepared, and participating)
- **Process** - (classwork, homework, drafts, IXL)
- **Product**- (test/quizzes, performance tasks, projects, essays)

(All grading will be completed daily and submitted through **PowerSchool**.)

Class Syllabus

All teachers will distribute a class syllabus on the first day of school for their students. The class syllabus will include the following information:

- Teacher Name, Subject, Schedule, Google Classroom Class Code
- Overview of Class
- Class Expectations for Full In-Person, Full Remote, or Hybrid
 - o Attendance - Employability/Preparedness
 - o Participation - Employability/Preparedness
 - o Work Tasks - Process
 - o Homework - Process
 - o Quizzes - Product
 - o Tests /Projects/Performance Tasks - Product

- Grading Policy
- Integrity Statement (See Assessment Recommendations)
- Communication Means for Class
- Technology Expectations - Technology being used
- Parent Information - How parents can communicate with teachers and how teachers will communicate with families

Special Populations - Special Education, 504 Students, ELL Students

Based on student needs, teachers will provide services as applicable:

- Train students on how to turn on accessibility features (text to speech, speech to text, adjusting text size);
- Differentiate instruction;
- Provide video modeling;
- Record directions and text read aloud if not available via technology;
- If hybrid/remote, set up appointment times for reteaching;
- Pre-teach vocabulary, chunk information, scaffold learning;
- Staff members will communicate with families utilizing the Talking Points App when needed to ensure communication occurs in a language the parent/guardian understands;
- School psychologist will provide individual/small group counseling and teacher consultation; and
- Speech-Language Therapist will provide individual/small group therapy and teacher consultation.

Office Hours for Staff and Students

Staff will offer remote office hours on Tuesdays or Wednesdays (or both) from 2-3pm to assist students.

Communication with Administration

Lesson plans - Submitted each week on Friday for the next week - must include learning goal(s)

- One sentence
- Using old template
- Reflection of the week - completed every week

Scope & Sequences - Update Scope & Sequence for course, grade, and level as the year progresses

Google Meets - Times and Links - only applicable when in Hybrid (Mondays) and Full Remote (Monday through Friday)

Google Classroom - Codes

PowerSchool- Must be used daily for attendance and any graded assignments

Assessment Recommendations from the Task Force

Integrity Statement

All teachers will include an integrity statement on their syllabi, in their reference materials in their chosen platform (Google Classroom, Showbie), and at the beginning of all exams and performance based assessments. This will help to ensure that students are working independently and/or remind the students that they should work independently and complete the work on their own in order to make progress in their own learning. (If this is a successful recommendation, we would like to consider adding this to the Student Handbook at the end of the Plagiarism section for the 2021-2022 school year.)

Integrity Statement

By typing my name below, I am confirming that this is my own work. I am stating that I have read, and agree to abide by the Whittier Tech Student Handbook. It states that **I will complete this work independently without unauthorized help from other people or from other sources.** A violation of this could result in disciplinary action from the teacher and/or from the school.

Variety of Assessments

All teachers will use backwards design (UbD) to create assessments based on the Power Standards provided to academics or created by the technical areas. Teachers should use both synchronous and asynchronous exam times and must employ multiple means of assessments as well as use common rubrics and provide actionable feedback so that students can work towards mastery of standards.

Part 1: Multiple means of assessments which include, but are not limited to:

Two-Part Assessments - multiple choice and written/performance based assessments in order for students to show mastery of skills as well as show the students producing the knowledge learned.

- Multiple Choice
- Multiple Choice with explanations of why an answer is chosen
- Short Answer
- Essay
- Performance Based Assessment (can include mini projects working towards the final performance-based assessment)

Part 2: Common Rubrics

All teachers will use Common Rubrics for performance based projects when possible. This could be across subjects and/or across cohort groups. It is suggested that teachers consider piloting using a single point rubric into their practice.

Part 3: Actionable Feedback

All teachers will provide actionable feedback when working with students. An actionable feedback list has been compiled to assist teachers with beginning to incorporate this into their practice.

DESE Power Standards for Academics

<https://drive.google.com/file/d/17voYIGPTNCCIU7f81iKCQqrouTK0vVUa/view?usp=sharing>

DESE CTE MAVA Remote Learning Resources

<https://docs.google.com/document/d/1bO6TVIX-7SJVC6nTcKIqq3NcrX3UZdgnyFZC8HCKL1E/edit>

PowerSchool Use

All students and parents should regularly check PowerSchool for grade status and contact teachers with questions through PowerSchool.

Midyears & Finals

All departments/grade levels should consider revamping their midyears and finals and incorporating a performance based assessment piece as needed based on how the 2020-2021 school year evolves.

Letter to Parents

All parents should be informed of the integrity statement and be encouraged to use PowerSchool in either the information sent by the school and/or information sent out by the teachers/teacher cohorts.

Guide for Parents on Remote Learning Expectations both in Hybrid and Fully Remote Plans

Hybrid - Mondays for **ALL** students will be at home remote learning. On Mondays only, students should follow the plan for **Full Remote Learning** listed below. Students are then broken up to either an “A” group or a “B” group for Tuesday through Friday.

Students in the “A” group will attend in person instruction on Tuesdays and Thursdays for both week 1 and week 2. Then on Wednesday and Fridays for both week 1 and week 2, they will remote learn from home with work assigned by their teachers.

Students in the “B” group will attend in person instruction on Wednesdays and Fridays on both week 1 and week 2. Then on Tuesdays and Thursdays for both week 1 and week 2 they will remote learn from home with work assigned by their teachers.

Fully Remote Learning - All learning would be done remotely. Students will follow either their academic or vocational schedule each day for Google Meets with their teachers to learn new material, review class assignments and homework assignments and be assessed. Students in

their academic week will be expected to attend four daily Google Meets in their four academic classes (English, math, science, and history) according to their schedule. Students in their vocational week will be expected to attend their first period Google Meet to receive instruction and assignments. Each vocational teacher will schedule a minimum of two more mandatory Google Meets throughout the day to check for understanding and provide supplementary instruction as needed. Vocational teachers will communicate and schedule meetings as necessary.

Class Syllabus

All students will receive a class syllabus on the first day of school from their instructor. All assignments/grading will be in three categories

- 1) Employability
- 2) Process
- 3) Product

The class syllabus will include the following information:

- Attendance - Employability/Preparedness
- Participation - Employability/Preparedness
- Work Tasks - Process
- Homework - Process
- Quizzes - Product
- Tests/Projects/Performance Tasks - Product
- Grading Policy - Product
- Integrity Statement - Process
- Communication means for the class - Process
- Technology Expectations - Process
- Communication information for parents - Process

Roles of the Whittier Tech Stakeholders

Administration's Role:

- Provide a daily predictable instructional schedule for students and staff;
- Support and equip educators with the tools they need to provide high quality in-person and/or virtual learning;
- Provide students with access to direct instruction, connection to a caring adult advisor and ensure all social emotional/mental health and wellness needs are being monitored and met;
- Maintain relationships and a sense of community with staff, students, and families; and
- Provide a safe atmosphere for staff and students both physically and emotionally.

Educator's Role:

- Instruct and Access;
- Provide academic or vocational education accompanied with Social-Emotional Learning Support including newly implemented Student Advisories;
- Communicate with students, parents, other teachers (cohort/team), special education/liaisons, counselors, administration; and
- Provide a safe atmosphere for students to learn both physically and emotionally.

Student's Role:

- Attend and participate in all aspects and models of learning academically and vocationally;
- Communicate with teachers, parents, classmates, counselors, liaisons and administration as needed;
- Practice 21st century employability skills (i.e., self-advocacy, motivation, initiative, independence, organization, set goals); and
- Access Student Intranet Resources.

Parent's Role

- Student Support (i.e., positive reinforcement, structure, accountability, assist with troubleshooting);
- Access PowerSchool to monitor student progress;
- Communicate as needed (i.e., academic and vocational teachers, counselors, liaisons, administration); and
- Encourage access to Student Intranet resource

Resources for Curriculum/ Instruction/ Assessment

SEL Strategies

<https://www.edutopia.org/article/13-powerful-sel-activities-emelina-minero>

<https://www.fultonschools.org/Page/916>

<https://www.edsurge.com/news/2020-06-25-sel-can-help-special-educators-address-rapidly-evolving-remote-learning-requirements>

“Do Now” / Tutorials

https://www.rhinegold.co.uk/wp-content/uploads/2019/12/MT_SoW_0120_KS3-Do-now-activities.pdf

<https://learn.teachingchannel.com/video/class-starting-teaching-strategy>

Vocational Technical Education Framework: **Strand One**, Safety and Health Knowledge and Skills

<http://www.doe.mass.edu/ccte/cvte/frameworks/strand1.pdf>

Vocational Technical education Framework: **Strand Two**, Technical Standards Knowledge and Skills

<http://www.doe.mass.edu/ccte/cvte/frameworks/?section=all>

Vocational Technical Education framework: **Strand Four**, Employability and Career Readiness Knowledge and Skills

<http://www.doe.mass.edu/ccte/cvte/frameworks/strand4.pdf>

DESE Prerequisite Standards for Academic Content Area, Letter to Parents, Grades 9-12

<http://www.doe.mass.edu/frameworks/pguide/gHS.pdf>

DESE Learning at Home - Secondary Prerequisite Content Standards (Power Standards)

<https://drive.google.com/file/d/17voYIGPTNCC1U7f81iKCQqrouTK0vVUa/view>

MLA (The English Department will create a simple Guide Sheet for both Teacher and Student Use)

https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_overview_and_workshop.html

https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_formatting_and_style_guide/mla_general_format.html

Writing with Colors

Note: There are several websites labeled “Writing with Colors” on the Internet and most of them are not related to the strategies used by the English Department at Whittier Tech. The links provided below contain information that will best help you understand the methodology behind this writing program.

<https://youtu.be/n0i0RiyM0ek> - Writing with Colors Instruction Video

https://docs.google.com/document/d/1Jh_cZmztummewK_H2kyocke6iOoPagQKk7B20zUI87w/edit?usp=sharing - Writing with Colors Format

Freshmen Exploratory Reflection Template with Literary Standards

<https://docs.google.com/a/whittier.tec.ma.us/viewer?a=v&pid=sites&srcid=d2hpdHRpZXIudGVjLm1hLnVzfGNjbGl0ZXJhY3I8Z3g6MzdlZmZiZGVjZjk4YTJhNw>

Job Project Reflection Template 10-12 with Literacy Standards

<https://docs.google.com/a/whittier.tec.ma.us/viewer?a=v&pid=sites&srcid=d2hpdHRpZXIudGVjLm1hLnVzfGNjbGl0ZXJhY3I8Z3g6NmZVhNjA1YWYyYjZlOWMwYw>

10% Summary

<https://docs.google.com/a/whittier.tec.ma.us/viewer?a=v&pid=sites&srcid=d2hpdHRpZXIudGVjLm1hLnVzfGNjbGl0ZXJhY3I8Z3g6NmYzMDFiYjUxODdmNmJk>

<http://collinsed.com/pdfs-2017/free-resources/summary-writing-critical-school-improvement-strategy.pdf>

http://collinsed.com/PDFs/Resources/annotated_resources_list_8_2015.pdf

<https://docs.google.com/a/whittier.tec.ma.us/viewer?a=v&pid=sites&srcid=d2hpdHRpZXIudGVjLm1hLnVzfGNjbGl0ZXJhY3I8Z3g6NWE5MThlZjM2Mjc1NDVmNA>

<https://docs.google.com/a/whittier.tec.ma.us/viewer?a=v&pid=sites&srcid=d2hpdHRpZXIudGVjLm1hLnVzfGNjbGl0ZXJhY3l8Z3g6NzU2YWY3ZTQ2NzliNWRiMg>

Writing FCA's

<https://docs.google.com/a/whittier.tec.ma.us/viewer?a=v&pid=sites&srcid=d2hpdHRpZXIudGVjLm1hLnVzfGNjbGl0ZXJhY3l8Z3g6MzBiNzI1MjE2NmRiYzE0NA>

<https://docs.google.com/a/whittier.tec.ma.us/viewer?a=v&pid=sites&srcid=d2hpdHRpZXIudGVjLm1hLnVzfGNjbGl0ZXJhY3l8Z3g6NGEwMGExZDI4Njc1ZWVjZA>

Integrity Statement

<https://docs.google.com/document/d/1j5RcCn6EJhWDwk-CttZbRuYfqOOaUVVyZE4qTo5gjQ0/edit?usp=sharing>

Two Part Assessment Examples

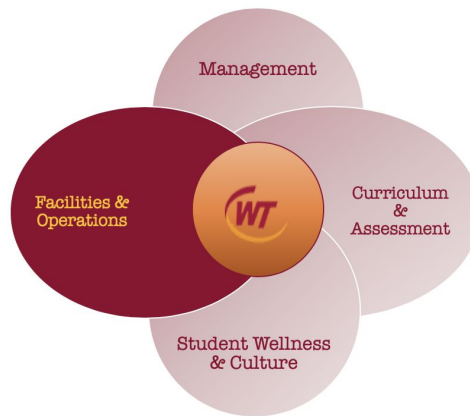
https://drive.google.com/drive/folders/1asY0_IGd77NociYikTa2A8r8Nsu12XmR?usp=sharing

Common Rubrics Folder

https://drive.google.com/drive/folders/1jPNrK7i-M8MU_DrBmittfuCw2yuY_qgb?usp=sharing

Actionable Feedback

<https://docs.google.com/document/d/18pEg6olAO8PwYgKgFprPTUhJNQXXBLwBOcu0gQ5cQwY/edit?usp=sharing>



Fall 2020 Reopening Facilities and Operations Guidance

(response to DESE Guidance 7/22/2020)

Learning Spaces

- **Space inventory:**

- Detailed area map of classrooms being used in cohort style throughout the building.
- Outdoor areas will be accessible to teachers for mask breaks, outdoor (social distant) activities.
- Auditorium/Gym currently closed, used for backup purposes

- **Measure spaces:**

- All classrooms and learning spaces have been measured and approved by building inspectors as of July 2020.

- **Clear spaces:**

- All classrooms and learning spaces have been cleared of unnecessary items. Areas have been stripped down to the minimum items needed to assure social distancing within each space.

- **Outdoor Spaces:**

- Outdoor areas will be accessible to teachers for mask breaks and outdoor (social distant) activities.

- **Design to Maximize Space:**

- All classrooms and learning spaces have been measured and approved by building inspectors as of July 2020
 - ◆ 3 foot space for full return
 - ◆ 6 foot space for hybrid classroom



- **Fire Code and Safety:**

- All classrooms and learning spaces have been measured and approved by building inspectors as of July 2020

- **Plexiglass Barriers:**

- All classrooms and learning spaces have plexiglass barriers on the teacher desk for use when teaching/learning physical distance cannot be achieved. Approved by building inspectors as of July 2020.



Staff Office Spaces

- **Reconfigure spaces:**
 - Desk will be aligned in support of physical distancing.
- **Staff break rooms:**
 - Area will be aligned in support of physical/social distancing.
 - Physical Areas will be set up to limit the number of staff gathering together.
- **Barrier use:**
 - All classrooms and learning spaces have plexiglass barriers on the teacher desk for use when physical distance cannot be achieved. Approved by building inspectors as of July 2020



Spaces for Mask Breaks

- **Requirements:**
 - Detailed area maps within classrooms for 6 feet apart in class mask breaks will be outlined when outdoor space isn't available.
 - Outdoor areas will be accessible to teachers for mask breaks, outdoor (social distant) activities.
 - Auditorium/Gym currently closed, used for backup purposes (mask breaks).
 - Paper towels will be provided for in class mask breaks when needed.
 - Signage will be added to classrooms/areas on how to properly put on and take off masks.

Medical Waiting Room

- **Purpose:**

- Separate space has been made and approved by building inspector 7/2020. This is a self contained space with blocked off exit, entrance and hallways.



- **Staffing:**

- Students will always be monitored by a school nurse.

- **Masks required:**

- Students will always be monitored by a school nurse. Students will be required to wear masks and nurses are going to have appropriate/approved COVID-19 medical PPE.

- **Hand hygiene:**

- Hand washing stations and hand sanitizer stations will be used entering, during and exiting the area.

- **Food/drink:**

- Proper food/drink protocol will be followed. Appropriate space will be given.

- **Ventilation:**

- The designated area has windows open to the outside. (Additional options will be explored)
- Each classroom will be outfitted with a Portable Air Cleaner

- **Size:**

- The designated area has enough space to accommodate several people at least 6feet apart. Barriers, beds and medical supplies will be used in a safe manner.

Entry and Exit Points

- **Arrival to school:**

- All entry points will be monitored by Security, Administrator and/or Resource Officer.
- Multiple entry points will be available based on students' arrival point (Bus/Driver/Drop Off) and entering specific areas of the building (North/South).



- Signs will be posted in areas of entry reminding students about health and safety requirements.

→ Multiple hand washing and sanitizing areas will be provided upon entry of the building.



(Example of hand sanitizer stations that will be located at outside entry points)



(Example of portable sanitizer stations that will be located at outside entry points)

- All entry points will be monitored by Security, Administrator and/or Resource Officer, ensuring students and staff are masked properly.
- Additional masks will be available at entry areas.
- Staff will be trained and provided guidelines in regard to observing students throughout the day and proper ways to refer students to healthcare point of contact.

- **Limit contact with doors:**

- Doors will be propped open on arrival and departure.

- **Dismissal from school:**

- Multiple exit points will be available based on students' departure point and exiting specific areas of the building.

- Students will be released/dismissed on a staggered schedule based off of classroom location and transportation categories.

Storage and Disposal

- **Storage of furniture and other items:**

- On site warehouse has been organized to fulfill our storage needs

- **Storage for cleaning supplies:**

- On site warehouse and in-school areas have been organized to fulfill our storage needs





Handwashing and Hand Sanitizing Stations

Handwashing or hand sanitizing stations will be located in the following common areas and ensure there are enough supplies (soap and sanitizer) at all times to accommodate frequent hand washing and sanitizing:

- • All entries and exits
- • In bathrooms
- • In classrooms
- • In libraries and shared activity spaces
- • Next to meal distribution and consumption areas
- • Next to water fountains that require touch to operate
- • Next to mask break areas (if additional mask break areas are identified)

Ventilation and HVAC Systems

Prepare ventilation systems

- Building Maintenance working with Hub Air Quality for Testing, followed by frequent random testing.

Increase outdoor air ventilation

- All academic classrooms are located in classrooms on the outside areas of the building with window access.

→ Each classroom will be outfitted with a portable air purifying system.

Hallways

- **Create standard routes:**

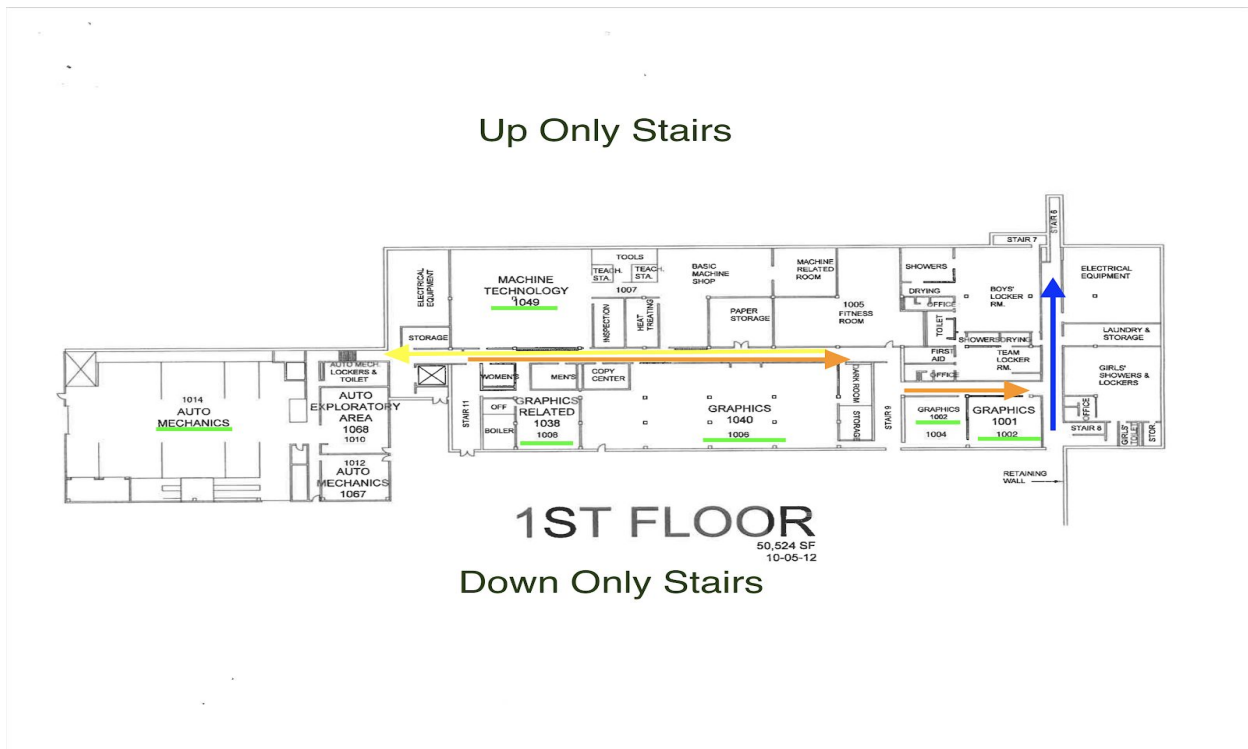
→ Specific detailed maps, plans and markings will be available for students, staff and guests. Arrival, lunch, bathroom, Guidance, APs, emergency and dismissal plans will be provided and rehearsed.

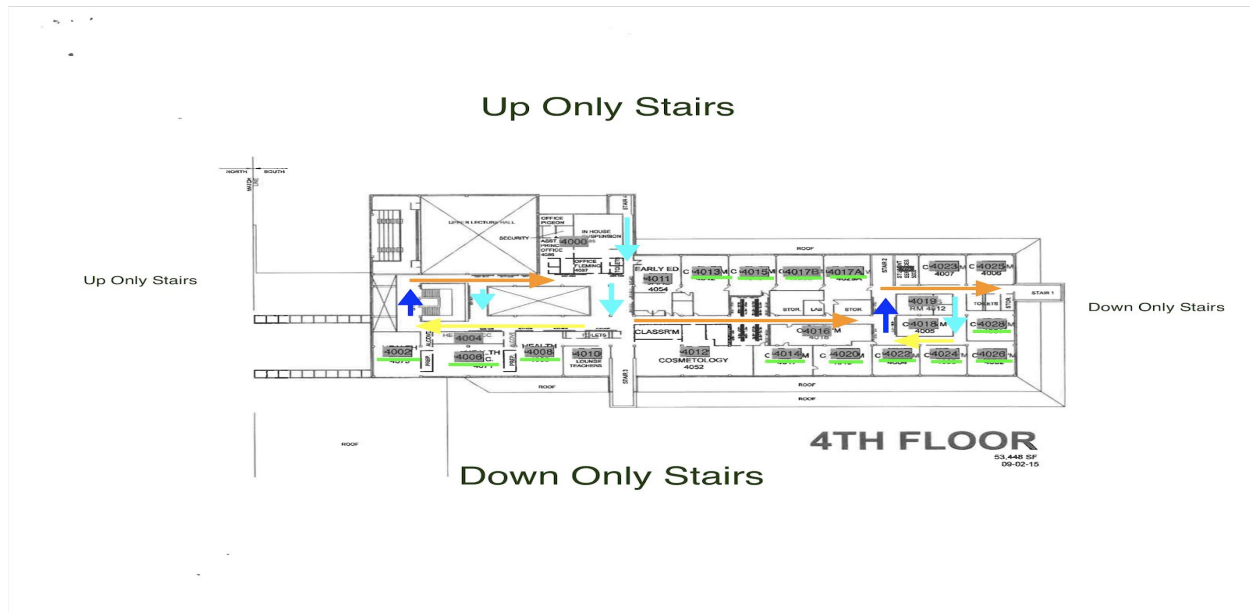
- **Close off certain hallways:**

→ Specific hallways will be closed off. One way directional hallways and stairs will be assigned.

- **Stagger class transitions:**

→ Students will stay in the classroom for cohort learning throughout the day. Teachers will transition between classrooms with minimal travel throughout the building. All proper safety precautions/protocols will be followed (distanced, masked, no lingering).





Bathrooms

• Bathroom use:

- Specific bathrooms will be assigned to students based on their location within the building. Barriers have been added between sinks and urinals for protection. Touchless equipment will be provided when available. A limited number of students will be allowed in the bathroom and will be monitored.



- Barriers and sanitize stations have been added to bathrooms.



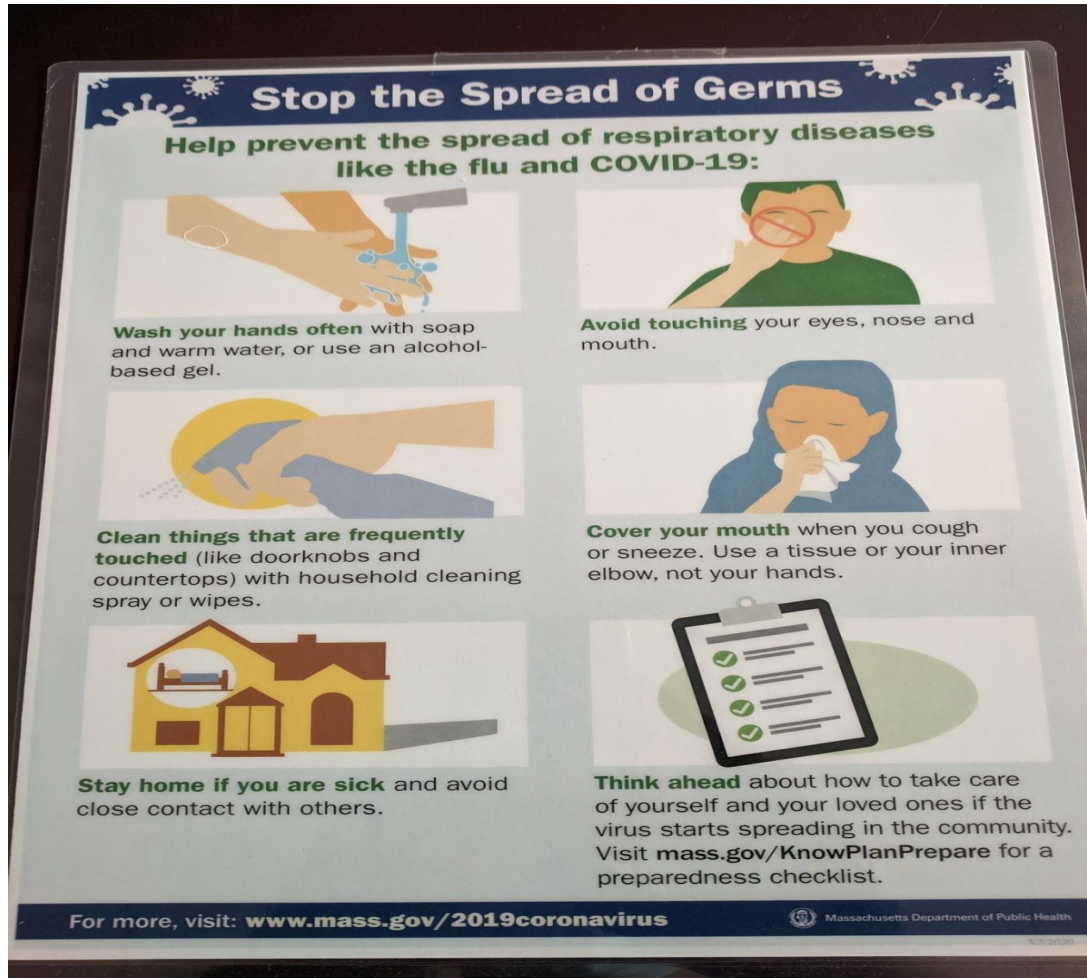
Lockers

- **Limit usage:**
 - ➔ No Lockers will be used. Students will have assigned areas within classrooms and shops to store their belongings.

Signage

- **By handwashing and hand sanitizing stations:**

→ Signs have been added to bathrooms to remind the proper way to clean and sanitize hands.



- **By entry/exits:**

→ Sign will be added to entry/exit to remind students to wear masks and social distance.

- **By eating areas:**

→ Use markers to map out entry/exit flow for students, to space out lines for students picking up their meals, and to identify distancing between students as they eat. Post signs to remind students to avoid sharing food, utensils, and drinks.



- **By mask break areas:**

- Signs will be added to remind individuals to maintain 6 feet of physical distance and to follow correct mask removal procedure • In classrooms: To remind individuals of physical distancing, reduce sharing of items, and keep masks on.



- **In hallways:**

- Hallways will have well-marked lines on the floor to encourage physical distancing and indicate direction of travel, especially in small hallways. Include signage to encourage healthy behaviors (e.g., wearing of masks).



- **Next to frequently shared equipment:**
 - Signs will be posted to remind students to wipe down areas after use.
- **Areas where queueing may occur:**
 - Signs will be posted to allow for proper social distance while queueing.
- **By closed areas:**
 - Signs will be posted to mark off closed areas.

School cleaning and disinfecting

- Areas will be cleaned and disinfected on a regular basis which will both meet and exceed DESE guidelines. Equipment has been purchased in preparation for cleaning regularly, efficiently, and effectively.
- Pneumatic Fog Machine to disinfect for disinfecting the larger areas of the school.
- ElectroStatic handheld sanitizer sprayers, smaller areas. Buses, Nurses' office, and bathrooms.



Desks:

- Areas will be cleaned and disinfected on a regular basis which will both meet and exceed DESE guidelines.

Electronics:

- Areas will be cleaned and disinfected on a regular basis which will both meet and exceed DESE guidelines.

Outdoor areas:

- Areas will be cleaned and disinfected on a regular basis which will both meet and exceed DESE guidelines.

Shared items**• Limit sharing:**

- Sharing materials will be limited. Each student has his/her/their own iPad which will not be shared. When sharing needs to take place, proper cleaning and disinfecting will take place before and after each use.

• Hand hygiene:

- Hand Sanitizer stations have been attached to each classroom. Students/Staff must sanitize upon entry & exit of the classroom. Additionally, students/staff will have access to sanitize periodically throughout the day.

• Purchase additional items::

- Equipment has been purchased in preparation for cleaning regularly, efficiently and effectively.

• Storage:

- No lockers will be used. Students will have assigned areas within classrooms and shops to store their belongings.

Food service operations:**• Eating in the cafeteria:**

- Students will be eating in a hybrid model, in the cafe. Tables will be separated by a minimum of 6 feet. Plexiglass barriers at least 7 feet in height will be used to separate students at each table.

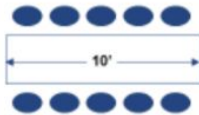
Cafeteria seating diagrams – 10' and 12' rectangular tables

All cafeteria seating should come with extra enforcement of rules and monitoring for symptoms

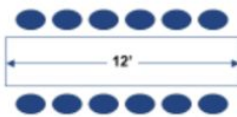
● Student seating
— Plexiglass barrier

10' and 12' rectangular tables

Normal capacity: 10 people

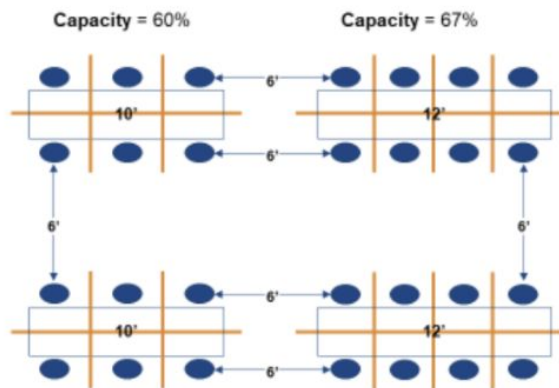


Normal capacity: 12 people



Assumed 1.5' seat width

Option C Horizontal & Vertical Barriers: Adding vertical barriers that extends beyond the table and includes necessary rubber coating to prevent risk of injury will further increase table capacity. Barriers will require cleaning and disinfection between uses if within arm's length of students.



Student seating: Both 10' and 12' cafeteria tables may seat 2 students maximum spaced 6 feet apart

Table spacing: Ensure that 6 feet distance is still maintained between students sitting at other tables

Additional considerations:
Tables will require further spacing than Option A to meet 6 feet distance requirements

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- **Eating in alternative spaces:**

- West Terrace will be open (weather permitting)
- Additional space may be used (Front Lobby/Gym)

Food Preparation, Serving Space and Related Protocols

- **Evaluate kitchen workstations:**

- Food Service areas will meet all safety standards set by DESE & CDC.

- **Receiving deliveries:**

- Food deliveries will take place at the Poet's Inn loading dock. Entrances will be properly marked, monitored, and sectioned off to authorized personnel only.

- **Ensure food safety training:**

- Food Service staff will be properly trained and equipped with proper food handling PPE.

Preparation and distribution

- **Health and safety requirements:**

- Food Service areas will meet all safety standards set by DESE & CDC.

- **Individually packaged meals:**

- Food items will be separated, individually packed and distributed in a manner which complies with all regulations.

- **Schedule and distribution:**

- Whittier Tech will have four lunches in which occupancy in the cafe will be limited to 1/8th of the school's population. Teachers will accompany their students to the cafeteria and proper social distancing will be marked off with barriers and line spacing.

- **Special dietary accommodations:**

- Food Service will work with staff and families to provide specific dietary requirements.

- **Non-essential food distribution:**

- Whittier Tech will not provide options for non-essential food distribution. All vending machines will remain closed.



Meal Consumption

- **Masks:**

- Proper removal and placement of masks before eating will be taught and supervised. While eating, masks will be placed on a napkin, paper towel, or other container on the table, with the inside of the mask facing up. Masks will be put back on before leaving the seat. More information is available [here](#).

- **Hand hygiene:**

- All individuals will properly wash or sanitize hands before and after eating.

Meals for remote learners:

- Meals for remote learners will be provided in collaboration with the Food Service company and our sending communities.

Visitors and Volunteers

- No outside visitors/volunteers will be allowed in the building, except for contracted service providers for the purpose of special education, required support services, program monitoring, or building maintenance which cannot be completed after school hours, as authorized by the school or District. Assigned staff will meet visitors at the main entrance and accompany them throughout the entirety of the visit.

• Single entry/exit:

- Main entrance security check points.

• Track visitor log:

- Main entrance will be used and a log will continue to be kept at security checkpoints and COVID-19 symptom screening will be added to our logging in process.

• Minimize parent/family visits:

- Parent/guardian visits will be limited, online options will be used as much as possible.
- Visitors will be required to occur only in the school office and/or outside spaces, if appropriate.
- Visitors necessary for drop off or pick up must wear masks.

**Career/Vocational Technical Education Reopening
Guidelines
(response to DESE guidelines as of July 29, 2020)**

Whittier Tech career/vocational technical education (CVTE) programs will follow the following workplace and industry guidance related to COVID-19 health and safety requirements:

- Massachusetts COVID-19 Employee Health, Protection, Guidance and Prevention
- Massachusetts Reopening: Mandatory Safety Standards for Workplaces
- Massachusetts Reopening: Sector-specific Protocols and Best Practices, as Applicable
- OSHA Guidance, as Applicable

Guidance for CVTE programs : Health and Safety Practices

Whittier Tech Career/vocational technical education programs will follow the federal and state guidelines for safe workplaces, industry-specific protocols, as well as DESE's and other agencies' COVID-19 health and safety guidelines, as outlined above.

Additionally, CVTE programs should follow the below guidance:

- **Maintain safe student collaboration.**

- Whittier Tech student collaboration will be modified to accommodate all applicable health and safety guidelines.
- Programs will modify projects so that students can work collaboratively while still wearing masks and maintaining 6 feet of distance when feasible; 3 feet being the minimum distance allowed.

- **Use proper eye protection.**

- Whittier Tech students will use industry-standard eye protection when required.

- **Use proper hand coverings**

- Students in our Technical programs will follow industry guidelines on the use of protective hand coverings (gloves).

- **Focus on safety training**

- **Teachers**

- Whittier Tech will conduct Teacher professional development focused on working with CVTE teachers in the area of safety training and establishing new protocols necessary to mitigate COVID-19 for each CVTE program, with regular updates.

- **Students**

- Whittier Tech will spend the necessary time needed upon student arrival to teach students the new safety protocols necessary to mitigate COVID-19 for each CVTE program, with regular updates. "Safety September."

- **Prepare outdoor workspaces**

- Whittier Tech will provide as many outdoor work environments as possible, this fall. All outdoor worksites will be outfitted with required safety equipment (examples: fire extinguishers, Ground Fault Circuit Interrupter (GFCI) protected outlets, and first aid kits, among other items).

- **Provide safe transportation.**

- Whittier Tech student transportation (by van, bus, or other approved vehicle) will follow the same capacity guidelines; health and safety guidelines; and cleaning and disinfecting guidelines as outlined in DESE's Fall Reopening Transportation Guidance.

- **Maintain safe equipment and materials sharing practices.**

- Whittier Tech will minimize the sharing of equipment and materials when feasible. Whittier Tech will follow guidelines outlined in DESE's Guidance for Courses Requiring Additional Safety Considerations.

- **Minimize personal belongings onsite.**

- Whittier Tech students will come to their class/program/technical area prepared and in uniform each day. NO lockers will be provided.

- **All customers or visitors must comply with DESE and industry health and safety standards, including wearing masks at all times.**

- Whittier Tech will not be allowing customers into the building during the initial reopening of school.

Guidance for Service-Related Programs

The following sections provide guidance for specific Whittier Tech service-related programs. We are issuing additional guidance for these programs because they:

- **Involve increased interaction with external customers or the public, and/or**
- **Involve activities that may require modifications to adhere to DESE's or other agencies' COVID-19 health and safety requirements.**

Culinary Arts

Whittier Tech's Culinary Arts programs will follow **both** the DESE reopening guidance and the Massachusetts Safety Standards and Checklist for Restaurants. In implementing these guidelines, culinary arts programs should:

- **Limit customers.**

- Whittier Tech Culinary sites will only serve internal guests (e.g., staff) within a dine-in restaurant setting for the first two months.

- **Set up online ordering for curbside pick-up for external customers.**

- Whittier Tech will not be serving external customers. (This plan can be adjusted

throughout the year)

- **Designate meal pick-up sites.**

- Staff to-go order sites will be marked, limited and follow all health/safety guidelines.

- **Set up disinfecting stations.**

- Hand sanitizing stations will be readily available.

Early Education and Care

Early education and care programs will follow **both** the DESE reopening guidance and the Massachusetts Child and Youth Serving Programs Reopen Approach. In implementing these guidelines, early education and care programs should:

- **Limit childcare to professional teaching staff.**

- Whittier Tech students will not be working directly with childcare providers. (This plan can be adjusted throughout the year)

- **No external placements permitted.**

- Whittier Tech will not be traveling off site. (This plan can be adjusted throughout the year)

Cosmetology

Cosmetology programs will abide by **both** the DESE reopening guidance and the Massachusetts Safety Standards and Checklist for Close Contact Personal Services. In implementing these guidelines, cosmetology programs should:

- **Limit customers**

- Whittier Tech Cosmetology students will only serve classmates and staff for the first two months of operations and not permit external customers. The use of mannequins will be prioritized.

- **Limit services**

- Haircuts and other services will be permitted.

- Individuals will not be face-to-face for extended periods of time, and all DESE and industry safety standards will be followed.
 - These standards include wearing masks, gloves, gowns or smocks, and prescription glasses, safety glasses, or goggles.

Automotive Technology and Automotive Collision

Automotive technology and automotive collision programs will abide by **both** the DESE reopening guidance and the Massachusetts Reopening Mandatory Safety Standards for Workplaces.

In implementing these guidelines, automotive technology and automotive collision programs should:

- **Provide appointment-based services only.**
 - Whittier Tech will not be providing service to external customers at the beginning of our reopening plan. If/when there is an update in this policy Whittier Tech's external customers (i.e., the public), service will be by appointment only to limit interaction.
- **Minimize public entry to the building.**
 - Whittier Tech will have drop-off and pick-up procedures that do not require personal interaction, such as key drop-boxes.
- **Consider online payment systems.**
 - Whittier Tech will not have any customer interactions that require direct payment or signatures.

Graphic Communications and Marketing

Graphic communications and marketing programs will abide by **both** the DESE reopening guidance and the Massachusetts Reopening Mandatory Safety Standards for Workplaces. In implementing these guidelines, graphic communications and marketing programs should:

- **Limit external customers.**
 - Whittier Tech will not be providing service to external customers at the beginning of our reopening plan.
- **Minimize public entry to the building.**
 - Whittier Tech will not allow public/outside vendors into the building.

Cooperative Education (Co-op), Clinical Placements, and Internships

Currently, clinical sites for health careers are not accepting students due to the increased risk of COVID-19. We anticipate that clinical sites will not accept students for at least the first two months of the school year due to the ongoing risk of COVID-19. We will revisit this in future guidance based on COVID-19 trends.

At this time, co-op placements and internships are limited to seniors only.

Cooperative education and clinical placements must abide by the DESE reopening guidance and follow the Manual for Chapter 74 Vocational Technical Cooperative Education ([download](#)). Internships must follow the Massachusetts Elements of Model Internship Programs ([download](#)). These employers must provide COVID-19 safety procedures for their workplace. At a minimum, these procedures will follow current OSHA guidelines on Returning to Work and OSHA guidance for specific industries. Internship programs should follow the same procedures.

In implementing the above guidelines, these programs should:

- **Complete routine safety checks prior to students beginning programs.**

Routine safety checks, including the COVID-19 compliance checklist, will be completed prior to students beginning these programs. Add a COVID-19 specific checklist (mask requirements, equipment disinfection protocols, handwashing/disinfecting stations on site, etc.) to existing safety checks.

- **Programs should aim to keep students at least 3 feet apart with no extended close contact.**

- **Train students in COVID-19 safety and operational procedures.** Students will be trained in these protocols prior to entering the workplace for their programs.

- **Incorporate COVID-19 practices into regular inspections.** As outlined in the Manual for Chapter 74 Vocational and Technical Cooperative Education, co-op coordinators or instructors must inspect the work facility. This inspection should include a review of COVID-19-specific safety processes and practices. These inspectors will follow their school's recommended safety protocols when visiting workplaces.

- **Consult with program advisory committee members for industry-specific information.**

Guidance for Exploratory Programs

Exploratory programs remain critical to foster **student engagement** and provide an important opportunity to **introduce students to an array of program options**. In preparing students to explore vocational technical areas, in-person practical applications and hands-on learning experiences will be utilized where safety permits. However, the safety requirements due to COVID-19 may impact students' ability to participate in in-person exploratory programs.

As a result, Whittier Tech will:

- **Revise timelines for exploratory program completion.**
- **Provide exploratory program content and learning in school.**
 - Alumni and business owner video presentations or virtual meetings

- Career pathway awareness with student support services/guidance staff
 - Career interest surveys
 - Student-led video presentations or virtual meetings
 - Video lessons with vocational instructors
 - Live Zoom lessons from the vocational area
 - Ted Talks or other appropriate videos with discussion
 - Student-led discussions or project presentations
- **Maintain program rotations across programs as feasible.**

There were many people that contributed to this plan. The three task forces, with over sixty faculty members, spent a significant amount of time during the month of July unpacking DESE Guidance and family/staff concerns. We are looking forward to seeing our students and staff for in-person learning. We truly appreciate your patience and understanding as we work together to provide the safest way to bring our students and staff back to school. Our plans could change based on new information and we will be sure to communicate those changes.

Appendix A - COVID-19 Information & Resources

DESE COVID-19 information, guidance, & resources -

<http://www.doe.mass.edu/covid19/>

State Department of Public Health's COVID-19 page - www.mass.gov/covid19

Centers for Disease Control and Prevention's guidance for schools -

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

Parabola Project - School Reopening Readiness Guide -

<https://sites.google.com/learningaccelerator.org/school-reopening-guide/home?authuser=0>

Appendix B -Summer Professional Development Series



Curriculum and Technology Professional Development Sessions

Title:	Utilizing Google Docs/Google Slides within Google Classroom for Beginners
Date:	Monday July 6th
Time:	9:00 AM
Description:	<p>In this session, you will learn how to organize and use Google Docs and Google Slides to enhance your teaching and help with remote learning and content creation. You will be able to utilize these programs to deliver content to students as well as assign student work within the google classroom, which will be taught in a later session. We will also show how to utilize google drive and class folders when assigning and collecting student course work.</p> <ul style="list-style-type: none">• Which Google Product to Pick and When• Google Docs/Slides: Version History, Editing/Suggestion Mode, Comments, Inserting Links/Videos

Title:	Video Lesson Creation with iPad and Mac
Date:	Tuesday, July 7
Time:	9:00 am

Description:	<p>In this session, you will learn how to set up a recording space for short instructional videos with yourself in them and how to screen record your mac or iPad. We will cover how to upload videos to either Google Drive or Youtube.</p> <ul style="list-style-type: none"> -how to deliver short, clear directions -how to include your voice over whiteboard instruction through Notability
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Title:	Google Classroom 101
Date:	Tuesday July 7th
Time	10:00 AM
Description:	<p>This will be an interactive session which will provide step by step instructions on setting up a google classroom for the first time or for new google classroom users. Attendees are encouraged to have a computer or iPad and follow along by setting up their own classroom.</p> <ul style="list-style-type: none"> -How to find google classroom -How to set up a class -How to add students -Difference between the stream and assignments -How to assign work -How to make an announcement

Title:	Assigning Quizzes in Google Classroom
Date:	Wednesday - 7/8/2020
Time:	9:00 AM
Description:	<p>In this session, you will learn how to assign quizzes in Google classroom Using Google forms</p>

Title:	Google Classroom: Streamlining the Feed Through Organization
Time:	8:00 AM

Description:	<p>This session will cover:</p> <ul style="list-style-type: none"> - What is the "feed" and why is that view so important - Creating "topics" in GC - Scheduling future assignments - Note and material organization through linked drive folders - Teaching students to navigate folders and access materials - Streamlining posts and announcements
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Title:	How to Organize Your Google Drive
Time:	9am
Description:	<p>In this session, you will learn how to organize your Google Drive using both a MacBook and/or an iPad.</p> <ul style="list-style-type: none"> -How to Create Folders -How to move docs/slides/etc into folders -How to Delete Items <p>Time will also be made available for any Google Drive specific questions</p> <p>Attendees are encouraged to have their MacBook or iPad so you can organize your drive along with the presenters.</p> <p>Quick Tips for attendees to have on their own time will be provided, too.</p> <p>These Tips will also be available for those who cannot attend this session.</p>

Title:	Strand 5/Entrepreneurship in 10 Hours @ 10:00 on Monday, July 20th
Date:	Monday, July 20th
Time:	10:00
Description:	<p>Spend one-hour learning how to teach Entrepreneurship to your students remotely or in person.</p> <p>Then, follow up by doing the 10 hours of training at your convenience and earn 10 PDP's.</p> <p>This training takes advantage of the Small Business Administration (SBA)-produced series of training modules. The modules are free and each one takes an hour or less to complete.</p>

Title:	Google Classroom 2.0
Date:	Tuesday July 21
Time:	9:00 am
Description:	Changing the classroom theme, creating a topic, assigning work to the topic, Google classroom drive organization, duplicating and reusing a classroom, grading a submitted assignment

Title:	Intro to Showbie using Mac and iPad
Date:	Tuesday July 21
Time:	10:00 am
Description:	<p>How to create a Showbie class</p> <ul style="list-style-type: none"> • Creating and copying assignments • Student views and parent communication • Comparisons to Google Classroom will be made - but has many of the same features, plus others. • Make sure you are choosing the right LMS for you and your students.

Title:	Add-Ons for Content Creation (using Google Chrome)
Date:	Wednesday July 22
Time:	8:00 am
Description:	<ul style="list-style-type: none"> • Learn what an add-on is • Safety measures you should take when downloading a new extension • Which ones we use for maximum efficiency and creation of content in a tech world

Title:	How to Use GarageBand to Record Audio (on your iPad)
Date:	Thursday, July 23
Time:	9:00 am

Description:	<ul style="list-style-type: none"> • Learn how to record using GarageBand • Learn how to save your recordings • Learn how to share your recordings
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Title:	Google Sheet Basics
Date:	Monday, July 27th
Time:	9:00 am
Description:	<p>Introduce the basics of sheets and how to review sheets data collected through google forms.</p> <ul style="list-style-type: none"> • Naming file • Using tools and menu • Using basic formulas • Manipulate data collected through google forms (ie attendance sheet). Powerful tool for remote learning.

Title:	*Vocational Focused* Setting up a Day of Remote Learning in Google Classroom" (Using your Mac)
Date:	Tuesday, July 28th
Time:	9AM
Description:	Setting ups class, inviting teachers and students, posting assignment, labeling your topics and ideas/examples for presenting lessons/assignments

Title:	Google Meets 101
Date:	Wednesday July 29
Time:	9:00 am

Description:	<ul style="list-style-type: none"> • How to schedule a Google Meet (via Classroom, via Calendar). • How to moderate and set norms when running a virtual meeting • How to share “present screen” using Chromebook/mac or two devices • When to record and why • Breakout Sessions (for small group discussion)
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Title:	Switching from Showbie to Google Classroom
Date:	Thursday, July 30
Time:	9:00 am
Description:	<ul style="list-style-type: none"> • What’s the difference between Showbie and Google Classroom? • Google Classroom Overview • Tips and Tricks for making the switch <ul style="list-style-type: none"> ○ Posting norms ○ Grading routines ○ Student discussion norms ○ Parent and student communication • Open discussion / questions

Title:	Strand 5/Entrepreneurship in 10 Hours
Date:	Monday, August 3rd
Time:	10:00-11:00 am
Description:	<p>Spend one hour learning how to teach Entrepreneurship to your students remotely or in person.</p> <p>Then, follow up by doing the 10 hours of training at your convenience and earn 10 PDP’s.</p> <p>This training takes advantage of the Small Business Administration (SBA)-produced series of training modules. The modules are free and each one takes an hour or less to complete.</p>

Title:	You have a Google classroom now what?
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Date:	Tuesday August 4th
Time:	9:00 am
Description:	This session will still offer step by step instructions on setting up a google classroom but we will focus on a particular topic that you can use for in person or remote learning. We will walk you through the entire process from start to finish. The lesson for the students will focus on employability and we will be teaching them how to create and write a resume. It is recommended that you have a computer or iPad so can follow along and ask questions during the instructions.

Title:	How I Organize Google Drive Materials that are Shared with Students
Date:	Wednesday August 5th
Time:	8:00 am
Description:	<ul style="list-style-type: none"> • My numbering/ naming system • Explicitly teach students to access materials • Creating “student copies” or “student folders” and keeping them separate from my personal files • My organization system - folders for courses and units • Option to link each unit or entire courses to students

Title:	Notetaking with Notability
Date:	Thursday, August 6th
Time:	9:00 am
Description:	Learn how to take notes with students using Notability.