

WACHUSETT REGIONAL SCHOOL DISTRICT

HOLDEN □ PAXTON □ PRINCETON □ RUTLAND □ STERLING

Minutes

Regular Meeting #1349

Monday, August 10, 2020  
7:00 PM

MEETING CONDUCTED REMOTELY, VIA GOOGLE MEET

*Wachusett Regional School District Committee*

Megan Weeks, Chair	Matthew Lavoie (7:08 PM)
Michael Dennis, Vice-chair	Linda Long-Bellil
Melissa Ayala	Benjamin Mitchel
Nicole Amos	Kenneth Mills
Krista Bennett	Karl Ottmar
Scott Brown	Deidre Shapiro
Maleah Gustafson	Asima Silva
Sherrie Haber	Christina Smith
Jeffrey Haynes	Kelly Williamson
Laura Kirshenbaum	Linda Woodland
	Adam Young

*Committee Members Absent:*

Robert Imber

*Administration Present:*

Darryll McCall, Superintendent of Schools  
Robert Berlo, Deputy Superintendent  
Daniel Deedy, Director of Business and Finance  
Jeff Carlson, Director of Human Resources  
Brendan Keenan, Director of Social Emotional Learning  
Christine Smith, Administrator of Special Education  
Barry Sclar, Supervisor of Information Technology  
Rebecca Petersen, Executive Secretary to the Superintendent

*Student Representatives Present:*

Kenichi Gomi

Kathryn Mangus

Chair Weeks called the meeting to order at 7:01 PM. Chair Weeks announced the meeting was being conducted remotely, via Google Meet, and is being broadcast live on HCTV. Members of the public could also access the meeting via YouTube.

I. Public Hearing

Chair Weeks read aloud public comments submitted electronically.

Anonymous (attachment 1)

Anonymous (attachment 2)

Kim Bendemek (attachment 3)

Leslie Mason, Sterling (attachment 4)

Courtney McDonald, Sterling (attachment 5)

Emily Stolarski, Holden (attachment 6)

Kathleen McGovern (attachment 7)

Christine Tivnan (attachment 8)

Bridget Cocola (attachment 9)

Robert Remillard, Rutland (attachment 10)

Frank Ciccone, Holden (attachment 11)

Roxanne Gragen, Jefferson (attachment 12)

Anna Kusterski (attachment 13)

Amanda Taylor (attachment 14)

Kristi & Tim Carlson (attachment 15)

Michelle Greewall

Sophie Unfrix – 7<sup>th</sup> grader at CTMS

Chair Weeks explained to members of the public there will be a second opportunity to voice questions and comments.

## II. Chair's Opening Remarks

Chair Weeks addressed the Committee, speaking about the reopening of schools. Chair Weeks also spoke about the requirements of the Open Meeting Law.

## III. Student Representatives (K. Gomi, K. Mangus)

Student Representatives Mangus reported on students preparing for on-line learning, that SAT testing is scheduled for September 8<sup>th</sup>, and that the Director of School Counseling has reached out to WRHS seniors about the college application process.

There is much concern about time-on-learning and how students will be ready for AP tests in the spring, for an example. Student Representative Mangus also asked about the SEL plan for the high school to support students. Lastly Student Representative Mangus asked about MCAS and how missing the dates/tests will impact students. Student Representative Gomi had nothing additional to add.

#### IV. Superintendent's Report

##### A. Discussion of Report

Chair Weeks turned the meeting over to Superintendent McCall.

Superintendent McCall projected the WRSD School Reopening Plan 2020-2021 (attachment 16). This document was shared with members in advance of the meeting. Superintendent McCall reviewed the information in the presentation, speaking in detail to all pages and the plans for reopening of schools. Supervisor of Information Services Barry Sclar spoke about software and what is available and what will likely be available in the near future. He also explained various features that are or likely will be available for programs that will be used during online teaching and learning. At the conclusion of Superintendent McCall's overview, Chair Weeks opened the floor to questions and comments from the Committee.

Member Haber asked if there will be some live instruction during the remote phase. Member Haber expressed concern, which she has also heard from other parents, about the afternoon blocks that are not dedicated to direct instruction. She had questions and concerns about shifting from remote to hybrid and how the afternoon sessions will be conducted. Member Haber asked for a listing of what sort of facility tasks need to be addressed in order to open schools. Hybrid phasing, she understands and agrees with, but she has questions about K – 1, grade 6, grade 9, grade 12 – what is the rationale for moving these grades to hybrid before going fully hybrid.

Member Haynes commended the Superintendent for his call in mid-March to close schools and he expressed his appreciation for Superintendent McCall continuing to watch out for the health and safety of students and staff.

Member Kirshenbaum requested greater clarity on some components of the plan, particularly the structuring and planning for the afternoon schedules. She had questions about making moving to hybrid work for students and staff who are not able to transition to hybrid. She had questions about time-on-learning.

Member Lavoie has questions about instructional hours. He mentioned the importance of teachers instructing from their classrooms. Member Lavoie asked about social-emotional learning and support, and how these needs will be addressed. The comments made about the shortage of ChromeBooks is disturbing to him. Member Lavoie feels the Superintendent has done a great disservice to

the Committee by not responding to all comments from the public that do not support the remote plan.

Member Long-Bellil also has concerns about the afternoon schedules, especially at the high school level. She asked about Phase 3 and bringing back selected grades of students, but she asked when/if all elementary grades could be brought back to in-person, in some fashion. Lastly, she mentioned the importance of bringing high needs students back to in-person as soon as possible. Deputy Superintendent Berlo spoke about the afternoon schedules and the intent that support for students can be provided during that time. Deputy Superintendent Berlo spoke about bringing all elementary students back to school, explaining the plans for certain grades.

Member Mills mentioned curriculum that will be delivered differently, and that the Committee should be kept apprised in the event approval needs to be made. Member Mills share his opinion that “student office hours” will not be used effectively so there should be more structure during the school days. In regard to SEL, he asked to be sure activities and other extracurricular opportunities can be offered. Member Mills suggested another survey about transportation.

Member Mitchel would appreciate additional details about schedules, etc. Member Mitchel has questions about attendance and the importance of recording accurate attendance.

Member Ottmar is in support of the plan as presented. He mentioned the importance of professional development for staff, to prepare for remote learning.

Member Shapiro is looking for a plan to implement hybrid. She would also want to see plans for activities and clubs, since there are students for whom these offerings are very important.

Member Silva expressed concerns about instructional hours and would appreciate seeing more details. She also had concerns about breakout rooms and who will be monitoring these breakout rooms in the event of bullying situations. Member Silva had questions about when transitioning from remote to hybrid and how schedules and teaching staff will work/look. Superintendent McCall spoke about the monitoring of breakout rooms, as well as utilizing paraprofessional staff.

Member Smith expressed thanks to District administration for their work on the reopening plan. She voiced her opinion that not having real-time learning is problematic. She asked could instruction be offered at different times of the day, by teachers who might find an “off hours” shift might be a solution for some families/teachers. She also stated she would appreciate seeing the high school schedule be more like a regular in-person high school schedule, even if the length of the classes is reduced.

Member Williamson thanked administration for prioritizing safety in the reopening plan. Member Williamson also has questions and concerns about the

afternoon schedules, especially at the high school level. Like-curriculum across the District/across same grades is very important. Member Williamson asked the status of the MOA with the WREA in connection with the start of the school year. Superintendent McCall reported negotiations continue, with another meeting on Thursday of this week.

Member Woodland appreciated receiving draft models in advance of the meeting. She also spoke about the afternoon schedules, especially at the middle and high school levels. She voiced she has more concerns about the afternoon schedules for elementary school students, who need more direct instruction. She mentioned a block on the elementary schedule for a 90 minute lesson, which she is very concerned about for students of this age. At Member Woodland's inquiry about a COVID space, to be used if a case of the virus is suspected, Superintendent McCall acknowledged that a small space will be problematic.

Member Young stated the document shared is a reopening plan, which he appreciates. Member Young still have issues with the plans for services for special education students. Opening schools for special education students not until the beginning of October seems unreasonable, especially for the students who desperately need in-person education. Superintendent McCall acknowledged the need to address meeting the needs of the highest needs students. Administrator of Special Education Smith addressed Member Young's concerns about special education students only returning to school for one hour per day, which she clarified is the minimum and not the ceiling.

Member Amos has concerns about attendance requirements, particularly in light of parents who are working and some homes that may experience internet issues. She spoke about lessons being recorded and available when needed by families and students.

Member Ayala too had concerns about the afternoon schedule, but she also spoke about children who will lose attention with multiple virtual meetings. Member Ayala spoke about daily school schedules when students are in school, noting there is recess time, break times, lunch times, etc. Her opinion is that the 9:00 AM – 3:00 PM learning schedule might be difficult to adhere to.

Member Bennett extended her thanks to both District administration and members of the School Committee for their time and attention. Member Bennett spoke about students' screen time, and limiting it. Superintendent McCall is not in support of students sitting in front of a computer for six hours per day, and he and District administration are addressing this issue.

Member Brown encouraged all to read the reopening plan in detail. Member Brown is pleased to know that the students with the highest needs have a target date of October 5<sup>th</sup> to return to in-person school. Member Brown asked what roles building principals and assistant principals will play with the reopening plan. Superintendent McCall agreed that parents and residents having the ability to

connect with building administrators and/or teachers is important as plans to reopen get underway.

Member Dennis asked about the use of “no sooner than” used in the reopening plan, and what is the criteria when moving from one phase to the next. Superintendent McCall explained that Commissioner Riley is working with Boards of Health about the metrics for reopening and transitioning from one phase to the next. Introducing kindergarten and grade one students to in-person schooling is about fourteen weeks out from this date, which seems excessive. Only achieving half-time on learning does not seem sufficient. A plan that only has two to three hours on a specific subject does not seem to be enough.

Member Gustafson is looking for consistency with 6 feet social distancing and she raised are questions about special education and what is still missing in the plan. She asked if a student is receiving counseling or SEL support, would that be in the morning, afternoon, evening. She had similar questions about OT and/or PT. She would like to know, in general, what will a schedule for the development classrooms look like. Administrator of Special Education Smith spoke about how individual special education students and their schedules and services will be provided, per their IEPs. Providers and parents will engage and connect, to be sure services are being met.

Student Representative Mangus asked about a mental health plan, which she did not see included in the reopening plan. She also encouraged breaks, especially at the high school level, be longer than five minutes. WRHS Principal Beando is planning to conduct virtual meetings with students at the four high school levels.

Student Representative Gomi agreed with the need to have breaks be longer than what is included in the reopening plan. He also spoke about what might be offered in the way of mental health services. Student Representative Gomi also asked about a timeline for letting students know about athletics and clubs.

Superintendent McCall spoke about SEL services to be available and offered, and he briefly spoke to the other matters raised by the Student Representatives.

Member Haber spoke about the status of the Memorandum of Agreement with the WREA, noting time is running short and tight. Legal Affairs Chair Brown spoke about meetings with the WREA when discussions about ESY took place, and these Thursday meetings have continued, to discuss the reopening plan. Subcommittee Chair Brown is not aware of the WREA having a seven day waiting period before approving a MOA. Chair Weeks explained, for new members, that discussions about union negotiations are held in executive session, which will be on the agenda for the August 24, 2020 regular School Committee meeting.

Member Gustafson asked about building-level updates and when surveys are sent out, that the School Committee be kept apprised of such things.

Student Representative Gomi asked when extra help will be available to students. Superintendent McCall is talking with the WREA about this and how this might happen.

B. Recommendations Requiring Action by the School Committee

1. Motion: To approve the WRSD 2020-2021 School Reopening Plan, and to authorize the Superintendent of Schools to submit said plan to the Massachusetts Department of Elementary and Secondary Education.  
(K. Mills)  
(B. Mitchel)

Chair Weeks opened the floor to questions about the motion.

Member Woodland asked what will be submitted to the state, specifically asking will 3 feet or 6 feet be a part of the submission/plan. Superintendent McCall explained DESE has said the distance is 3 feet to 6 feet. Superintendent McCall explained 6 feet is the goal, but is not always doable.

Member Mills asked if DESE had been in touch about feedback on the preliminary plan. Superintendent McCall explained a representative from DESE called this date, and Superintendent McCall will return the call to discuss.

Member Haber asked if the reopening plan will be a working document, which Superintendent McCall confirmed.

Member Lavoie has concerns if the plan is approved before negotiations are worked out with the teachers' union. Superintendent McCall reported that many districts are or have submitted plans before finalizing MOAs with their teachers' union.

Member Long-Bellil also hopes the reopening plan is a working document, and she voiced her suggestion that additional time be built in the schedule between classes.

Member Young commented on Member Lavoie's remark, and he can support the plan, as it will be a working document.

Member Gustafson voiced her issue with the distance, 3 vs 6 feet

Roll call vote:

*In favor:*

Megan Weeks  
Nicole Amos  
Melissa Ayala  
Krista Bennett  
Scott Brown

Jeffrey Haynes  
Laura Kirshenbaum  
Linda Long-Bellil  
Kenneth Mills  
Benjamin Mitchel  
Karl Ottmar  
Deidre Shapiro  
Asima Silva  
Christina Smith  
Kelly Williamson  
Linda Woodland  
Adam Young

*Opposed:*

Michael Dennis  
Maleah Gustafson  
Sherrie Haber  
Matthew Lavoie

The motion passed 17-4.

Motion: To extend the meeting until 10:30 PM.

(K. Ottmar)  
(S. Haber)

Roll call vote:

*In favor:*

Megan Weeks  
Michael Dennis  
Nicole Amos  
Melissa Ayala  
Krista Bennett  
Scott Brown  
Maleah Gustafson  
Sherrie Haber  
Jeffrey Haynes  
Laura Kirshenbaum  
Matthew Lavoie  
Linda Long-Bellil  
Kenneth Mills  
Benjamin Mitchel  
Karl Ottmar  
Deidre Shapiro  
Asima Silva  
Christina Smith  
Kelly Williamson  
Linda Woodland  
Adam Young



*Opposed:*  
None

The motion passed unanimously.

V. Unfinished Business

There was no unfinished business brought before the School Committee.

9:56 PM Member Ottmar left the table.

VI. Secretary's Report

A. Approval of #1348 Regular Meeting Minutes of the Wachusett Regional School District Committee held on July 27, 2020

(K. Mills)  
(S. Haber)

Roll call vote:

*In favor:*

Megan Weeks  
Michael Dennis  
Nicole Amos  
Melissa Ayala  
Krista Bennett  
Scott Brown  
Maleah Gustafson  
Sherri Haber  
Jeffrey Haynes  
Robert Imber  
Laura Kirshenbaum  
Linda Long-Bellil  
Kenneth Mills  
Benjamin Mitchel  
Asima Silva  
Christina Smith  
Deidre Shapiro  
Kelly Williamson  
Linda Woodland  
Adam Young

*Opposed:*  
None

The minutes were unanimously approved.

9:58 PM Member Ottmar returned to the table.

B. Approval of #322 Special Meeting Minutes of the Wachusett Regional School District Committee held on July 29, 2020

(S. Brown)  
(K. Mills)

Roll call vote:

*In favor:*

Megan Weeks  
Michael Dennis  
Nicole Amos  
Melissa Ayala  
Krista Bennett  
Scott Brown  
Maleah Gustafson  
Sherri Haber  
Jeffrey Haynes  
Robert Imber  
Laura Kirshenbaum  
Linda Long-Bellil  
Kenneth Mills  
Karl Ottmar  
Asima Silva  
Christina Smith  
Deidre Shapiro  
Kelly Williamson  
Linda Woodland  
Adam Young

*Opposed:*

None

*Abstained:*

Benjamin Mitchel

The minutes were approved 20-0-1.

C. Approval of #323 Special Meeting Minutes of the Wachusett Regional School District Committee held on August 5, 2020

(S. Brown)  
(K. Mills)

Roll call vote:

*In favor:*

Megan Weeks  
Michael Dennis  
Nicole Amos  
Melissa Ayala  
Krista Bennett

Scott Brown  
Maleah Gustafson  
Sherri Haber  
Jeffrey Haynes  
Robert Imber  
Laura Kirshenbaum  
Linda Long-Bellil  
Kenneth Mills  
Benjamin Mitchel  
Karl Ottmar  
Asima Silva  
Christina Smith  
Deidre Shapiro  
Kelly Williamson  
Linda Woodland  
Adam Young

*Opposed:*  
None

The minutes were unanimously approved.

VII. Treasurer's Report/Financial Statements

Chair Weeks reminded the Committee that if there were questions regarding the Director of Business and Finance's report that Members should contact the Superintendent; if there were questions regarding the Treasurer's Report, Members should contact the Business/Finance Subcommittee Chair.

VIII. Committee Reports

- A. Management Subcommittee (M. Weeks, Chair, M. Dennis, Vice-chair, S. Brown, M. Lavoie, C. Smith, A. Young)

Chair Weeks reported on the August 4, 2020 meeting of this subcommittee. Topics covered were the expectations of the Committee and subcommittee for the coming year, the school reopening plans, and policy review. The Management Subcommittee will meet monthly.

- B. Education Subcommittee (C. Smith, Chair, L. Long-Bellil, Vice-chair, N. Amos, K. Bennett, S. Haber, R. Imber, L. Kirshenbaum, D. Shapiro)

Subcommittee Chair Smith reported on two recent meetings, August 6, 2020 and August 10, 2020, immediately before this meeting.

- C. Business/Finance Subcommittee (M. Dennis, Chair, K. Mills, Vice-chair, M. Gustafson, B. Mitchel, K. Ottmar)

Subcommittee Chair Dennis reported on the August 5, 2020 meeting of this subcommittee.

D. Legal Affairs Subcommittee (S. Brown, Chair, R. Imber, K. Mills, K. Ottmar)

Subcommittee Chair Brown reported this subcommittee will meet on August 17, 2020.

E. Superintendent Goals and Evaluation Subcommittee (M. Lavoie, Chair, L. Kirshenbaum, K. Williamson, L. Woodland)

Subcommittee Chair Lavoie reported this subcommittee will meet, in-person, on August 27, 2020.

F. Facilities and Security Subcommittee (A. Young, Chair, J. Haynes, Vice-chair, L. Woodland)

Subcommittee Chair Young reported on the August 5, 2020 meeting of this subcommittee, and that the subcommittee will meet next on August 18, 2020.

G. Diversity, Equity, and Anti-Racism Subcommittee (A. Silva, Chair, L. Woodland, Vice-chair, N. Amos, M. Ayala, K. Bennett, S. Brown, M. Gustafson, J. Haynes, L. Kirshenbaum, L. Long-Bellil)

Subcommittee Chair Silva reported on the first meeting of this subcommittee, when goals and the charge of the subcommittee were reviewed and discussed. This subcommittee will meet next on September 8, 2020.

H. Audit Advisory Board (B. Mitchel, Chair, A. Young, Vice-chair)

AAB Chair Mitchel reported on the FY19 audit, which was reviewed at the meeting of the Board held July 28, 2020. The FY19 audit will next be forwarded to the Business/Finance Subcommittee for review, in advance of the audit going to the full School Committee for approval.

Chair Weeks reached out to residents of Princeton and Sterling, seeking volunteers to fill those vacant seats on the AAB.

I. Ad Hoc Subcommittees

J. Building Committees

J. School Council Reports:

Central Tree Middle School (M. Lavoie), Chocksett Middle School (K. Williamson), Davis Hill Elementary School (K. Williamson), Dawson Elementary School (L. Kirshenbaum), Glenwood Elementary School (N. Amos), Houghton Elementary School (D. Shapiro), Mayo Elementary School (A. Young), Mountview Middle School (S. Brown), Naquag Elementary School (S. Haber), Paxton Center School (K.

Ottmar), Thomas Prince School (A. Silva), Wachusett Regional High School (K. Mills), Early Childhood Center (L. Woodland), Special Education Parents Advisory Council (SEPAC) (M. Gustafson)

Member Gustafson – SEPAC – August 13, 2020 forum

IX. Public Hearing

Maureen Young, Holden (attachment 17)

Andrew Sloca (attachment 18)

Keith Darrow (attachment 19)

Patty and LeeAnne Sinclair (attachment 20)

Susan Stowe (attachment 21)

Christine Penzone (attachment 22)

Kristine Turner (attachment 23)

Nancy Gunnard (attachment 24)

Andy Polumbo, Paxton (attachment 25)

Kristina Neiman (attachment 26)

Michelle Grewal (attachment 27)

Leslie Hartley (attachment 28)

Sean Wessell (attachment 29)

Keri Miknaitis (attachment 30)

10:28 PM Member Mitchel left the meeting

Motion : To extend the meeting until 11:00 PM

(M. Gustafson)  
(L. Kirshenbaum)

Roll call vote:

*In favor:*

Megan Weeks  
Michael Dennis  
Nicole Amos  
Melissa Ayala

Krista Bennett  
Scott Brown  
Maleah Gustafson  
Sherri Haber  
Jeffrey Haynes  
Laura Kirshenbaum  
Linda Long-Bellil  
Kenneth Mills  
Karl Ottmar  
Deidre Shapiro  
Asima Silva  
Christina Smith  
Kelly Williamson  
Linda Woodland  
Adam Young

*Opposed:*

None

The motion passed unanimously.

10:30 PM Member Lavoie left the meeting.

Anna Wiadrowski (attachment 31)

joewestminster@aol.com (attachment 32)

Hannah Palmi (attachment 34)

Emma Zimon, rising senior (attachment 35)

Robin Boucher (attachment 36)

Nicole Parker (attachment 37)

Caryn Sullivan (attachment 38)

Jennifer Scalise-Mullett (attachment 39)

Sophie Unfricht (attachment 40)

Jennifer Finnerty (attachment 41)

X. New Business

There was no new business brought before the School Committee.

X. Adjournment

Motion: To adjourn.

(K. Mills)  
(L. Kirshenbaum)

Roll call vote:

*In favor:*

Megan Weeks  
Michael Dennis  
Nicole Amos  
Melissa Ayala  
Krista Bennett  
Scott Brown  
Maleah Gustafson  
Sherri Haber  
Jeffrey Haynes  
Laura Kirshenbaum  
Linda Long-Bellil  
Kenneth Mills  
Karl Ottmar  
Deidre Shapiro  
Asima Silva  
Christina Smith  
Kelly Williamson  
Linda Woodland  
Adam Young

*Opposed:*

None

The motion was unanimously.

The meeting adjourned at 10:37 PM.

Respectfully submitted,

Darryll McCall, Ed.D.  
Superintendent of Schools

DM:rlp



Rebecca Petersen <rebecca\_petersen@wrsd.net>

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## [WRSD Feedback] Issue morning only academics

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Megan Weeks <megan\_weeks@wrsd.net>

Tue, Aug 11, 2020 at 8:30 AM

To: Rebecca Petersen <rebecca\_petersen@wrsd.net>

Megan K Weeks, M.Ed  
Chair WRSD School Committee  
Assistant Principal, Murdock High School

----- Forwarded message -----

From: ..  
Date: Thu, Aug 6, 2020 at 2:54 PM  
Subject: Issue morning only academics  
To: questions@wrsd.net <questions@wrsd.net>

I would like to be  
Annoymous

I am very concerned about the academic time limited to 3 hours for HS students . I understand they will have academic projects in addition to the 3 hours.

Why can they not follow their normal schedule?

They need structure for more than 3 hours in the morning.

I strongly believe they should have a schedule as if they were in school

This does not mean there will be a session every day but that is when they will get their work assigned and that is when the teacher would be available

Thank you





Rebecca Petersen <rebecca\_petersen@wrsd.net>

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## Fwd: Remote WRHS

1 message

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**Megan Weeks** <megan\_weeks@wrsd.net>  
To: Rebecca Petersen <rebecca\_petersen@wrsd.net>

Tue, Aug 11, 2020 at 8:30 AM

Megan K Weeks, M.Ed  
Chair WRSD School Committee  
Assistant Principal, Murdock High School

----- Forwarded message -----

From: "  
Date: Thu, Aug 6, 2020 at 2:53 PM  
Subject: Remote WRHS  
To: questions@wrsd.net <questions@wrsd.net>

Hi,

I would like to remain anonymous

Why can't high school and middle school kids follow a normal schedule virtually? It seems as though this new set up of 3 hours of "extra help" in the afternoon will deprive students of proper structure and academic learning.

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Rebecca Petersen <rebecca\_petersen@wrsd.net>

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## Fwd: Data questions

1 message

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**Megan Weeks** <megan\_weeks@wrsd.net>

Tue, Aug 11, 2020 at 8:30 AM

To: Rebecca Petersen <rebecca\_petersen@wrsd.net>

Megan K Weeks, M.Ed  
Chair WRSD School Committee  
Assistant Principal, Murdock High School

----- Forwarded message -----

From: **Kim Bembenek** <purehavenwithkim@gmail.com>

Date: Thu, Aug 6, 2020 at 10:04 PM

Subject: Data questions

To: questions@wrsd.net <questions@wrsd.net>

<https://www.boston.com/news/coronavirus/2020/08/05/heres-how-many-coronavirus-cases-each-mass-town-has-had-over-the-last-14-days>

Not sure if there will be a chance for questions on Monday.

Curious as to what our numbers need to be to reopen? Less than 5 cases in our 5 towns in the last 14 days and 12 cases reported in the 14 days before that?

We need to get kids back in school.

Chairperson Weeks, You do a fabulous job as chair of our school committee. Thank you!

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Rebecca Petersen <rebecca\_petersen@wrsd.net>

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## Fwd: Question regarding hybrid for future

1 message

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**Megan Weeks** <megan\_weeks@wrsd.net>

Tue, Aug 11, 2020 at 8:29 AM

To: Rebecca Petersen <rebecca\_petersen@wrsd.net>

Megan K Weeks, M.Ed  
Chair WRSD School Committee  
Assistant Principal, Murdock High School

----- Forwarded message -----

From: **Leslie** <lam22ct@gmail.com>

Date: Wed, Aug 5, 2020 at 8:10 PM

Subject: Question regarding hybrid for future

To: <questions@wrsd.net>

During the presentation it was mentioned that WRSD could not support hybrid due to transportation issues and classroom issues for opening in the fall, at what point does that change? How do we ever get to a hybrid model with social distancing in place? We would still have the same issues that we have in the fall for opening?

What is the threshold for considering a move to hybrid? Considering the five towns are still at under 2% for positive cases in the last several weeks, using the state numbers is not an accurate representation of what is occurring in our towns.

What is the criteria for the buildings to be ready? If we have budgetary issues for hybrid now, how does that go away 1 month from now, 2 months from now, or even 3 months from now?

Leslie Mason  
Sandy Ridge Sterling

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Rebecca Petersen <rebecca\_petersen@wrsd.net>

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## Fwd: Question

1 message

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**Megan Weeks** <megan\_weeks@wrsd.net>

Tue, Aug 11, 2020 at 8:29 AM

To: Rebecca Petersen <rebecca\_petersen@wrsd.net>

Megan K Weeks, M.Ed  
Chair WRSD School Committee  
Assistant Principal, Murdock High School

----- Forwarded message -----

From: **Courtney McDonald** <courtney.ann.mcdonald@gmail.com>

Date: Thu, Aug 6, 2020 at 9:14 PM

Subject: Question

To: <megan\_weeks@wrsd.net>

Hi Megan,

Thanks for all your work. I hope you can take some time for yourself and family during these hectic weeks/months. I am a parent of 2 boys at Houghton and was wondering if you can bring a non urgent question/concern to whoever it should be directed to. If I should reach out to someone else definitely let me know ...

I am wondering if teachers can reach out to their students/families well before sept 16 to give us some expectations around what their days will look like. Especially now that we have learned it's full remote I am hopeful due to working parents schedules and commitments they can be informed of what their day to day needs will be sooner than later ...

thanks, kind regards,  
Courtney

Sent from my iPhone

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Rebecca Petersen <rebecca\_petersen@wrsd.net>

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## Fwd: Remote learning comment

1 message

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**Megan Weeks** <megan\_weeks@wrsd.net>

Tue, Aug 11, 2020 at 8:29 AM

To: Rebecca Petersen <rebecca\_petersen@wrsd.net>

Megan K Weeks, M.Ed  
Chair WRSD School Committee  
Assistant Principal, Murdock High School

----- Forwarded message -----

From: **Emily Stolarski** <ee.stolarski@gmail.com>

Date: Sat, Aug 8, 2020 at 9:23 AM

Subject: Remote learning comment

To: <megan\_weeks@wrsd.net>

Good morning, Thanks so much for your thoughtful work during such a difficult situation.

I am a parent of Mayo 1st and 3rd graders. My husband and I are lucky enough to work from home, but must maintain a full time schedule. I'm beyond worried about school this fall. Not sure if these are comments, questions, or wishes:

1. Is there any plan to offer a remote option that does not include synchronous learning? Having to facilitate meetings from 8:45 - noon each day for both kids will be nearly impossible. If lessons were recorded and stored as a "learning library" we might be able to make it work. Accessing the material on our own timeline would allow us to utilize some evenings and weekends.

2. Ever since last Wednesday night's SC meeting, families have taken to Facebook to try to form learning pods and find tutors. Is there a plan for schools (elementary in particular) to help make the formation of small pods easier? I realize that the schools cannot require or condone out of school groups to form. But if parents knew who their kids' teachers were well before the start of classes we could reach out to parents of kids in the same class and try to cobble something together. (If I want to form a childcare/learning co-op with another 3rd grader's family I don't want the kids to have to tune into 2 different classroom teachers!)

I appreciate the opportunity to comment.  
Thanks again,  
Emily Stolarski  
426 Bullard Street, Holden  
508-667-7599

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Rebecca Petersen <rebecca\_petersen@wrsd.net>

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## Fwd: Comments & Questions for School Committee meeting on 8/10/2020

1 message

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**Megan Weeks** <megan\_weeks@wrsd.net>  
To: Rebecca Petersen <rebecca\_petersen@wrsd.net>

Tue, Aug 11, 2020 at 8:29 AM

Megan K Weeks, M.Ed  
Chair WRSD School Committee  
Assistant Principal, Murdock High School

----- Forwarded message -----

From: **Kathleen McGovern** <ktmcgovern@gmail.com>  
Date: Sun, Aug 9, 2020 at 3:39 PM  
Subject: Comments & Questions for School Committee meeting on 8/10/2020  
To: <megan\_weeks@wrsd.net>

Hello,

Thank you for your continued work on the district's plans for school in Fall. I know how difficult this all is and appreciate your time and effort. I am *not* in favor of 100% remote and want to reiterate that here. I have 2 young children who attend Davis Hill, entering grades 3 and 1 and the remote learning in the spring was a disaster for both of them, with different reasons for each child that it did not work. I do not think the data and numbers support a 100% remote learning plan, especially for elementary age children. The long term effects on the kids both mentally and educationally are going to be huge.

With that being said, it sounds like the remote plan is going to be what is implemented by the district and with that route, I have the following questions/comments that I would like to make sure are addressed by the committee and schools.

1) There needs to be a way that the children can meet their teachers in person a few times. My suggestion is an optional outdoor meeting at the school field or outdoor classroom space in an allocated time period of 1-2 hours once a week for the first few weeks of school. Everyone would need to wear masks and keep distance but the kids would have an opportunity to make some kind of connection with their teacher and

classmates. Being that my kids are elementary age I do not see how they can possibly connect and have a relationship with their teacher and classmates via "zoom" having never met in person. I think this is crucial. My kids have been attending outdoor camps throughout the summer and each camp has found a way to make this in person interaction work effectively and safely and I know the schools can do the same.

2) The weekly or bi-weekly packets of work need to be provided to the children/families ahead of time. Having a choice board with various links and print outs is not feasible and not easy to follow. I know many other districts had packets available for the students during the spring time and was disappointed this was not an option in our district. There should also be access to some of the materials that would typically be used in the classroom.

3) The zoom meetings/instruction need to be during a set period of time so that families can plan and be prepared for these times.

4) Small group meetings where students can speak with the teacher and other students need to be implemented for portions of instruction - a zoom with 17 six year olds plus the teacher is not effective. Both of my children completely "checked out" during these zooms and they were not instructional.

5) Teacher accountability - I am sure 90% of the teachers are going above and beyond to make this work for their students. However in the Spring I felt that my son's K teacher put in very little effort. How do we know the teacher's are being held to a uniform standard? From the Spring I heard of Kindergarten teachers doing a daily zoom, daily read, etc. yet my son's class had one zoom a week and it was completely unstructured. Teachers need to be required to have a set amount of time spend interacting with the students.

6) I hope that the plan for the remote learning is really just for Quarter 1. I know there are so many "unknowns" with COVID and we need to see what happens, but I hope the district and committee will be using that additional time from Q1 to find creative and feasible ways to bring the students back to in person learning, even if it is optional where each family chooses either remote or in-person learning.

Thank you again,

Kathleen McGovern

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**To:** megan\_weeks@wrsd  
<darryll\_mccall@wrsd.net>  
**Subject: Fwd: Report**

Hi

I just received a school committee report:

Does this mean that they haven't decided between hybrid and remote yet? I will have two students in the high school and I think they should start hybrid. Here are some things to consider, please share this with the committee;

- seniors should all start the year remote, to help with the situation. By the time they've entered their senior year, many have an idea where they want to apply to college and will apply either in the fall or early 2021. At this point, there is very little they can do academically to change their GPA very much. Some seniors don't take a full 7 period schedule since they've met most graduation requirements. Therefore, being the most independent grade, they would do fine with remote until requirements are eased up and the school can open.

- Junior year is a difficult and challenging year, and many consider it to be the students last chance to get grades up before applying to colleges. With classes like pre calc and chemistry, I believe it is imperative that students take these more challenging classes in person if possible.

- Freshman, for obvious reasons I believe Freshman should also go at least 2-3 days in person, and if possible take the math and science classes in school. If seems like history and LA would be classes that are easier to do remote. Please read the CDC guidelines for returning to school.

That leads me to another idea I've been thinking about. How about teaching in class or remote based on the CLASS.

For example:

Say my daughter is in school Mon and Tue as Group A. While in school let's say the math science , and another class are the only ones taught to all students in the school at that time, along with remote students in Group A. Meanwhile on Mon and Tue the LA, History, Health classes are ALL taught via video to the Remote kids in Group B, and the hybrid group B who are home on Monday and Tuesday. This way, an LA class / teacher, can cover many students at one time. Then on Thur and Fri: Group B remote and Hybrid will have math and science, and Group A remote and hybrid will have LA , history, Health via video.. again those teachers can cover a large group of students.. this will cut down on the number of teachers trying to do remote and hybrid at the same time as LA history and health teachers would teach all via video. Group B on Mon and Tue and group A on Thur and Fri, and will also allow them to take the difficult classes while in school.

Thanks  
Christine

Sent from my iPhone

On Jul 31, 2020, at 4:39 PM, Kathryn Mangus  
<KathrynMangus21@wrsdk12.net> wrote:

 WRSDC July 29 2020

On Fri, Jul 31, 2020 at 4:38 PM Christine  
Tivnan <christine.tivnan@verizon.net> wrote:

Hello

I received this email, but I don't see any  
report attached. Where can I locate a  
report? I'll follow on Instagram too.

Sent from my iPhone



Rebecca Petersen <rebecca\_petersen@wrsd.net>

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## Fwd: Question on remote learning for tonight's meeting

1 message

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**Megan Weeks** <megan\_weeks@wrsd.net>

Tue, Aug 11, 2020 at 8:28 AM

To: Rebecca Petersen <rebecca\_petersen@wrsd.net>

Megan K Weeks, M.Ed  
Chair WRSD School Committee  
Assistant Principal, Murdock High School

----- Forwarded message -----

From: **Bridget Cocola** <bridgetcocola@yahoo.com>

Date: Mon, Aug 10, 2020 at 9:57 AM

Subject: Question on remote learning for tonight's meeting

To: <questions@wrsd.net>

Like many other WRSD parents, my husband and I work. Our children are ages 11, 9, 6, and 3. Remote learning posed a particular challenge for us this spring because zoom calls and trying to assist our children while we were also being required to work (both of our work requires live teaching and running teleservice sessions at specific, pre set up times) Our children are young and require our supervision to complete school work. Our internet will not accommodate so many family members all logged on at once, nor do we have the correct devices.

My question is this: will remote learning take place with live classes or as prerecorded lessons to accommodate working families?

Thank you.

Sent from Yahoo Mail for iPhone

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Rebecca Petersen <rebecca\_petersen@wrsd.net>

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## Fwd: School Committee Meeting Tonight

1 message

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**Megan Weeks** <megan\_weeks@wrsd.net>

Tue, Aug 11, 2020 at 8:27 AM

To: Rebecca Petersen <rebecca\_petersen@wrsd.net>

Megan K Weeks, M.Ed  
Chair WRSD School Committee  
Assistant Principal, Murdock High School

----- Forwarded message -----

From: **Robert Remillard** <RRemillard@wcu.com>

Date: Mon, Aug 10, 2020 at 10:17 AM

Subject: School Committee Meeting Tonight

To: megan\_weeks@wrsd.net <megan\_weeks@wrsd.net>

Good morning Megan,

I hope this email finds you and all of the committee members well. If possible, I would like my comments read during the public hearing of the meeting tonight. I would first like to thank all of the school committee members for their work during this unprecedented time. During "normal" times the job of the committee is hard enough so I can only imagine what you all must be currently dealing with. I do my best to watch as many meetings as possible and I have seen the recent proposed plan in regards to the fall opening. With all due respect to the committee and administration I must say that I was very disappointed that there was not more, shall I say, solid substance to the plan as presented. Am I correct in saying that students will have class time from 9:00-12:00 only, excluding homeroom of course and there will be teachers available from 12:00-3:00 to answer questions or assist with problems? If so, how many times a week will my daughter have math class? Two? Three at the most? During a normal school semester this would not be the case but because this plan is remote it is? I'm concerned that the administration had since April, because we knew the students were not going back in the spring, to come up with a solid plan to satisfy parents/students in regards to the 2020-2021 school year and this is the best they could do? And to be perfectly honest once the students left the buildings on March 12<sup>th</sup> the curriculum that

was taught for the remainder of the school year did not come close to scratching the service of what they should have learned had they been in the physical classroom. Please tell me that this fall will be much different? Will it be just a pass/fail grading system again? Will teachers be held accountable to teach for the full time allotted as they would if they were in the physical classroom? And students will be able to return to class, in a hybrid setting, when "it's safe to do so." What does that mean and who decides this? We have other districts, yes, smaller than ours but opening in a hybrid setting from the start. Was this even considered for Wachusett? If yes, where is that plan? If no, why not? And what about our most vulnerable students who need to return to school as soon as possible. Why haven't arrangements been made to at least place them in school even if it's just on a hybrid plan? I know I am like many other parents who have so many questions and concerns in regards to the upcoming school year and to see, what quite honestly, looked like a very "non-specific we can change things on the fly" type of plan presented on August 5<sup>th</sup> when I was hoping to see something of more substance was very disappointing. I can only hope that the administration will go back to the drawing board to come up with a more detailed plan that includes the steps they are taking to get our buildings ready to welcome the students back even if it's in a hybrid setting. I know we can do better. We have to do better. Thank you very much for allowing me this time to speak with you this evening.

Best Regards,

Bob Remillard

**Robert Remillard,**

VP, Consumer Loan Manager

📍 603 Massachusetts Ave., Lunenburg, MA 01462

📞 978-353-7051 ✉️ RRemillard@wcu.com



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Rebecca Petersen <rebecca\_petersen@wrsd.net>

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## Fwd: Question for the meeting tonight

1 message

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**Megan Weeks** <megan\_weeks@wrsd.net>

Tue, Aug 11, 2020 at 8:27 AM

To: Rebecca Petersen <rebecca\_petersen@wrsd.net>

Megan K Weeks, M.Ed  
Chair WRSD School Committee  
Assistant Principal, Murdock High School

----- Forwarded message -----

From: **Frank's Gmail** <frankc426@gmail.com>

Date: Mon, Aug 10, 2020 at 10:20 AM

Subject: Question for the meeting tonight

To: <questions@wrsd.net>

First off, thank you to all the school committee members for volunteering your time and working on this complex issue.

My question is about the number of instructional hours our kids should be getting. It was dropped from 990 to 935 by the state for this upcoming school year. 935 divided by 170 days is 5.5 hours per day. The proposal by the district is for 3 hours of instruction per day, with an additional 3 hours of online support, not instruction. At 3 hours per day times 170 days that is only 510 hours of instruction. Why are our kids getting short changed on 425 hours of instruction? That is almost half a school year?

I think it is clear that online support being available and instruction are two very different things.

Thank you

Frank Ciccone  
156 Brattle St.  
Holden, MA 01520  
508-736-8111



Rebecca Petersen <rebecca\_petersen@wrsd.net>

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## Fwd: Question for School Committee

1 message

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**Megan Weeks** <megan\_weeks@wrsd.net>

Tue, Aug 11, 2020 at 8:27 AM

To: Rebecca Petersen <rebecca\_petersen@wrsd.net>

Megan K Weeks, M.Ed  
Chair WRSD School Committee  
Assistant Principal, Murdock High School

----- Forwarded message -----

From: **Roxanne Gragen** <roxanne.halpin@gmail.com>

Date: Mon, Aug 10, 2020 at 12:42 PM

Subject: Question for School Committee

To: <megan\_weeks@wrsd.net>

Hi Megan,

I have a question for the School Committee meeting tonight:

How flexible is the district going to be on attendance for synchronous learning? Many parents (including myself) are now in a position in which we will need to have our children supervised by adults other than ourselves. In some situations, children may not be able to attend class meetings or complete all work required that day. I hope that the district takes the challenges of working families into consideration. I would hate to have issues with my daughter's remote "attendance" impact her moving forward into the next grade.

Thank You,  
Roxanne Gragen  
Jefferson, MA

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Rebecca Petersen <rebecca\_petersen@wrsd.net>

## Fwd: Programs for the fall

1 message

**Megan Weeks** <megan\_weeks@wrsd.net>

Tue, Aug 11, 2020 at 8:27 AM

To: Rebecca Petersen <rebecca\_petersen@wrsd.net>

Megan K Weeks, M.Ed  
Chair WRSD School Committee  
Assistant Principal, Murdock High School

----- Forwarded message -----

From: **filip** <annakosterski@gmail.com>

Date: Fri, Aug 7, 2020 at 9:50 AM

Subject: Programs for the fall

To: <darryll\_mccall@wrsd.net>, Melissa Wallace <melissa\_wallace@wrsd.net>, <nicole\_amos@wrsd.net>, <melissa\_ayala@wrsd.net>, <krista\_bennett@wrsd.net>, <scott\_brown@wrsd.net>, <michael\_dennis@wrsd.net>, <maleah\_gustafson@wrsd.net>, <sherrie\_haber@wrsd.net>, <robert\_imber@wrsd.net>, <laura\_kirshenbaum@wrsd.net>, <matthew\_lavoie@wrsd.net>, <linda\_longbellil@wrsd.net>, <kenneth\_mills@wrsd.net>, <benjamin\_mitchel@wrsd.net>, <karl\_ottmar@wrsd.net>, <asima\_silva@wrsd.net>, <christina\_smithSC@wrsd.net>, <deidre\_shapiro@wrsd.net>, <megan\_weeks@wrsd.net>, Kelly Williamson <kelly\_williamson@wrsd.net>, <linda\_woodland@wrsd.net>, <adam\_young@wrsd.net>, <jeffrey\_haynes@wrsd.net>  
Cc: <dmorano@holdenma.gov>, <Kimberly.Ferguson@mahouse.gov>

Hello,

I hope this email finds you well. I want you to know that I acknowledge the difficult decisions that you and your staff have to make and all the hard work that has been done thus far. I am contacting all of you on behalf of those parents who are essential workers, are required to work outside of the house, the parents who do not speak English and parents who are unable to make remote or even hybrid system work. I am a mother of 2 boys (7 and 9), I am an essential employee and English is not my or my husband's first language. Given the push for remote learning in fall we are looking for childcare options for our kids, options that will allow the boys to continue to participate in remote learning when we are not able to oversee or assist with the process. After contacting Representative Ferguson's office I was referred back to you and informed that decision to reopen schools is a local decision. Childcare options that can accommodate remote learning are not available at this point and will be limited in the fall. Holden had 2 facilities operating in the spring for kids of essential employees TWO!!! Not all of us can financially manage to pay for babysitters or nannies and we have no other alternatives at this point. Is school responsible for babysitting our kids, NO but life decisions are made based on the school calendar. Given the remote start to the year we need the district to work with childcare providers to create options to allow kids



of essential employees to continue to work. I have reached out to Denise Morano from Holden Rec department, who is hopeful that an option will be available but has no answers for us yet. Has the district met with childcare facilities and the towns to plan alternative programs that would allow for kids to participate in remote learning while essential employees continue to provide services to our communities?

I am emailing you to urge you and the school committee to think of those of us who are required to work outside of the house. Our kids have been on the front lines of this pandemic with us since March 12, they have attended childcare programs when most stayed home, adjusted to different ways of life, face masks, social distancing and constantly washing their hands. It's the norm for them now and these facilities have successfully provided care to kids for months now with very small numbers of illnesses. Nothing is as good or as bad as we think it will be.

When the district provides remote learning how will our kids participate in their education?

Us (essential workers, working parents, parents who don't speak English, parents of kids with special needs) need alternatives if remote learning is to take place in the fall. Programs that are able to assist with remote learning.

Please understand that we need affordable options (currently Y will cost \$450 per week for 2 kids to attend their program in the fall, a program that is tailored to Worcester Public Schools not Holden) otherwise our kids will not get the education they need and will fall behind. Viable options for care so that our children can participate in education at the same level as their peers whose parents are able to accommodate remote learning. Start of the school year is 5 weeks away and based on email exchange with Mrs. Morano from Holden Rec department as well as other childcare facilities in Holden no or very limited discussions of alternative programs has been had with WRSD. I ask you how can any of you vote to provide remote learning in the fall without considering the needs of kids who will be put at a disadvantage by your vote and recommendations.

Essential workers and working parents need options so that we can continue to provide services to our community while kids can continue their education.

Thank you,

Anna Kusterski

508-397-9769

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Rebecca Petersen <rebecca\_petersen@wrsd.net>

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## Fwd: Curriculum

1 message

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**Megan Weeks** <megan\_weeks@wrsd.net>

Tue, Aug 11, 2020 at 8:26 AM

To: Rebecca Petersen <rebecca\_petersen@wrsd.net>

Megan K Weeks, M.Ed  
Chair WRSD School Committee  
Assistant Principal, Murdock High School

----- Forwarded message -----

From: **Amanda Taylor** <aedonev@gmail.com>

Date: Mon, Aug 10, 2020 at 6:23 PM

Subject: Curriculum

To: <questions@wrsd.net>

Hello,

I have an incoming kindergartner, and we're planning on doing a learning pod with one other family. It seems a lot of people are trying to use this option. Will there be any kind of consistency of curricula within the grades across classrooms? We'd like our kids to learn together, but if they have different teachers with different curricula it might make it more difficult.

Thanks,  
Amanda Taylor

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Rebecca Petersen <rebecca\_petersen@wrsd.net>

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## Fwd: School re-opening comments

1 message

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**Megan Weeks** <megan\_weeks@wrsd.net>

Tue, Aug 11, 2020 at 8:26 AM

To: Rebecca Petersen <rebecca\_petersen@wrsd.net>

Megan K Weeks, M.Ed  
Chair WRSD School Committee  
Assistant Principal, Murdock High School

----- Forwarded message -----

From: **Carlson, Timothy** <timothy.carlson@ifpadvisor.com>

Date: Mon, Aug 10, 2020 at 6:32 PM

Subject: School re-opening comments

To: questions@wrsd.net <questions@wrsd.net>

Chairman Weeks & School Committee Members,

Parents were asked to comment in the survey about transportation and school cafeteria services when considering a reopening plan. These are two areas that many are willing to sacrifice in favor of, at a minimum, hybrid learning. At present, our kids see \*no hope\* of return to the classroom.

Please consider if you haven't already, >having teachers conduct remote classes from their classroom. The optics for students seeing their teachers teach in a classroom setting are much more conducive to learning

an option for families to opt for either remote or hybrid learning. Factor in the % of families who responded to the survey stating their children would not return to in person. phase in hybrid learning. First few weeks of school could be remote only to allow students to remotely meet teachers, gain an understanding of course curriculum and allow more time to address logistics of moving humans in and out of schools. Then begin phasing in slowly in October.

it takes a village. So many of us are willing to volunteer time and effort in support of in person instruction. Tell us how we can help.

Thank you.

Kristi & Tim Carlson

Rutland Parents of incoming senior, freshman & 5th grade

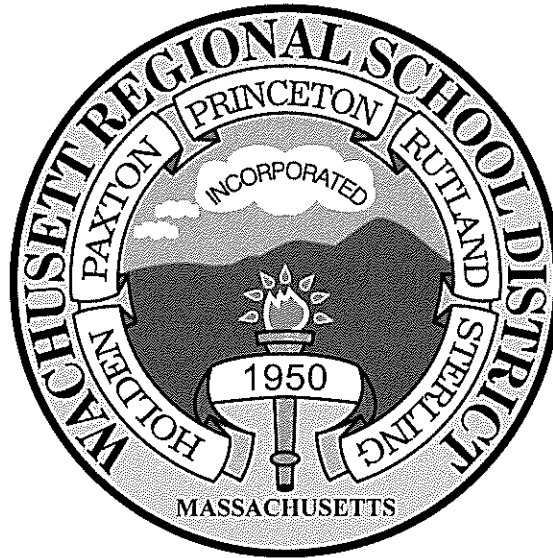
Timothy M. Carlson

Wealth Planning Advisor  
Integrated Financial Partners  
100 North Parkway, Suite 201  
Worcester, MA 01605  
508-926-1449  
508-926-1441 fax  
timothy.carlson@ifpadvisor.com

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# **Wachusett Regional School District School Reopening Plan 2020-2021**

***Superintendent  
Darryll McCall, Ed.D.***

***August 10, 2020***



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## **1. Executive Summary**

The COVID-19 pandemic that struck the nation and the world earlier this year was truly unprecedented in modern times. With schools closing and all learning moving to remote for the remainder of the spring, our school district, like so many others, worked hard to help support students and families as everyone transitioned to a new normal. Additionally, the COVID-19 worldwide pandemic has sparked increased fear, anxiety, and the pervasive feeling of helplessness in many people across the world and within our community. The fear of ourselves or a loved one becoming ill, loss of employment, loss of freedom of movement, and the collective trauma experienced by so many of us throughout the past few months have had a negative, cumulative effect on our sense of personal agency.

The unexpected transition to remote learning in the Spring of 2020 precluded the district from engaging in pre-planning. There were difficulties and complications that arose with regard to remote learning under those circumstances have been addressed through sustained planning, stakeholder input, and increased investment in technology to support high-quality teaching and learning. These adjustments should result in a more positive remote learning experience for students, educators, and parents/guardians, including a focus on synchronous learning whereby our students would engage in learning at the same time along with timely and meaningful feedback for students from teachers.

The district recognizes the multi-layered complications that a potential school reopening during the COVID-19 pandemic brings. There is a wide range of thoughts, feelings, and emotions related to both the extended school closure and the decision to begin the 2020-2021 school year in a remote learning model. The voices of key stakeholder groups, including students, parents, faculty, staff, school and district administration, as well as members of the local community, have been included meaningfully in the district's plan for reopening schools. The ideas and input of members of these stakeholder groups have helped to strengthen the initial plan, as well as to expose potential blind spots that may not be exposed if the planning were to occur in isolation and without stakeholder input. The Task Force that was convened in the Spring of 2020 will continue to be a conduit for feedback from all stakeholders as we navigate these uncharted waters.

Despite the stress and challenges that the COVID-19 pandemic has caused students, parents/educators, educators, and administrators, the district has attempted to view these challenges as opportunities. These opportunities have allowed us to break the traditional model for teaching and learning, to bolster our use of and access to technology district-wide, to open up possibilities to incorporate more modern, research-based approaches to instruction that would have otherwise taken years to introduce. The ways in which stakeholders across the district have come together to work towards our collective goals have bolstered the district's efforts, and this collaborative work will continue as we refine practices on behalf of students.



## **2. Letter from the Superintendent**

August 10, 2020

Dear Members of the Wachusett Regional School District community,

I hope that this message finds you and your family in good health during these very challenging times. The past several months have changed the way we think about everything from going to the grocery store, to setting up a playdate for our children or being able to see a medical professional in person.

Last year at this time, we could have never predicted the upheaval and drastic changes that we would all endure as a result of the COVID-19 international health pandemic. We have had to adapt, and will continue to do so, as new information becomes available. The uncertainty that exists about the duration of the pandemic, the unknown impact that opening schools would have on the health of students, faculty/staff, and the wider community within our five towns, and many other factors make the task of planning for the safe reopening of our schools arduous, fraught with irreconcilable dilemmas and issues. The input provided by parents/guardians, students, faculty/staff, administration, school committee members, local Boards of Health, and community members has been appreciated, and most importantly, has played a direct and important role in the decisions made for the modality for teaching and learning in Wachusett for the beginning of the Fall of 2020.

The decision to begin the 2020-2021 school year in a remote learning model for students was made in order to ensure the health, safety, and well-being of all students, parents/guardians, faculty, staff, and local community members. Simply put, the remote learning model is the model that poses the lowest risk for all people, and given the sustained and worsening trajectory of the COVID-19 infection rates locally, this is the best available option at this time. On Friday of last week, Governor Baker made the announcement that the reopening of the state would now be scaled back and that modifications were necessary in order to prevent extensive transmission of the virus. This action by the Governor confirmed our initial decision to begin the school year in fully remote learning.

In this document, you will find the preliminary plans for the upcoming fall for teaching and learning in the Wachusett Regional School District. This document includes plans for remote learning, transition to hybrid learning, hybrid learning, and in-person learning. I remain proud to continue to serve our five communities throughout this process.

Sincerely,

Darryll McCall, Ed.D.  
Superintendent of Schools  
Wachusett Regional School District





### **3. Remote Plan**

#### **WRSD Online Education Program - Elementary Schools**

This plan will begin on September 16th, the first day of school this year as defined by the Department of Elementary and Secondary Education (DESE). Also per guidance from DESE, student attendance will be taken daily as students are required to attend school. We will not use pass/fail to assess student progress and will instead be using the same grading system that was in place prior to the COVID-19 closure in the spring. All students will now follow a daily schedule and live instruction will be provided by teachers to students via one of the district-supported online learning platforms, such as Google Classroom or Seesaw. Although we will be starting the year with all students being remote, we will continue work on bringing students back into our schools, and schedules may well change once we are able to do this.

#### **Overview**

The Wachusett Regional School District's Online Education Program was designed to provide students with collaborative, engaging learning opportunities while supporting all students' learning needs. Feedback from parents, teachers, and students was used in developing this program. Some of the changes we hope will improve the online experience are live, teacher-led instruction based on daily schedules, clearer communication of expectations for learning, including student learning goals, clear directions for assignments and due dates, assessment of student progress, an expanded time for teachers to support students and provide individual feedback, and a way to access the day's lesson after the live, in-person delivery.

Although the details of many of these aspects are addressed below, a few are worthy of mentioning here. To better support students and families, we are asking our staff to provide students with a means to revisit the day's lesson through a video of that lesson or related links or apps that will help the student to access the lesson asynchronously or outside of the scheduled class time.

In addition, we have allocated time during the afternoon for direct support of students as they work on their assignments, review notes, collaborate with others, explore independent learning, ask questions, and need support with their learning. The lone exception to this is Wednesday afternoon when teachers will be working with each other, reviewing student progress, and receiving training.

#### **Components of an Online Lesson**

To help support students and families with online education, an online lesson will typically include some of the following components:

- The learning target (what students are expected to learn)
- An overview of the lesson/assignment/investigation



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- Direct instruction. Sometimes this may include a teacher made or found video for students to watch. Where possible, teachers will archive the lesson by recording it so it can be accessed by students outside of the live lesson.
- Written assignment instructions including an estimate of how long various parts of the task should take and which parts need to be submitted and what parts will be assessed/graded.
- Links to directly support the lesson, for further practice, to support the application of learned skills, or to assess student learning.
- Teacher or peer feedback, student and/or family communication
- Opportunities for collaboration
- Student reflection
- Reminders of due dates for student submission of their work in Google Classroom or Seesaw platforms.

### **Online Education Goals by Content Area**

The following is a description of the goals of the Online Education Program for the core subjects at the elementary grades.

Subject	Goals
Mathematics	The goals are for students to: <ul style="list-style-type: none"><li>• Make sense of grade-level mathematical concepts</li><li>• Perform grade-level mathematical procedures fluently</li><li>• Use mathematical concepts in solving appropriate, grade-level problems</li></ul>
ELA	The goals are for students to: <ul style="list-style-type: none"><li>• Read high-quality, meaningful texts every day</li><li>• Receive text-based assignments aligned to standards that require literary or other analysis, including frequent discussion and writing</li><li>• Choose independent reading materials</li><li>• Receive explicit instruction in writing techniques and processes and provide a wide range of writing tasks, emphasizing writing for a real purpose and audience</li><li>• Be taught grade-level language standards, including the study of vocabulary and word study, and be provided with opportunities for the application of those skills in reading and writing</li></ul>
Social Studies	The goals are for students to: <ul style="list-style-type: none"><li>• Learn about the legacy of a democratic government</li><li>• Think historically</li><li>• Use knowledge from many fields of study</li><li>• Reason, make logical arguments, and think for themselves</li><li>• Improve their reading comprehension by increasing their content knowledge</li></ul>



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	<ul style="list-style-type: none"><li>• Develop social and emotional skills</li></ul>
<b>Science</b>	<p>The goals are for students to:</p> <ul style="list-style-type: none"><li>• Apply their knowledge and skills to analyze and explain the world around them</li><li>• Ask questions</li><li>• Developing and use models</li><li>• Plan and carry out investigations</li><li>• Analyze and interpret data</li><li>• Use mathematics and computational thinking</li><li>• Construct explanations and designing solutions</li><li>• Engaging in an argument from evidence</li><li>• Collaborate with others and share their ideas</li></ul>

### **Attendance**

Daily student attendance is required for classes as part of WRSD's Online Education Program or OEP. Students will be asked to log into Google Classroom or Seesaw each day for attendance to be taken and so that they can participate in daily lessons. Directions on how to do this will be shared with parents by each school and classroom teacher. If a student is sick or not able to attend school on any day, the school needs to be notified. Directions on how to do this will be provided by each school and posted on each school's main webpage. If a student is not able to participate in a teacher's live lesson that day, the teacher should be notified and the student will be able to access either a recorded video of that day's lesson or links to online videos and content or both.

### **Assignments**

Students may be assigned activities and tasks on a daily basis. Teachers will share expectations with students for meeting with success in their class. Assignments will vary according to the content area, the unit of study, and where a class might be within a unit. Assignments may involve viewing a video and answering questions, completing a task, reading a text, or submitting a piece of writing. The tasks may be assigned to help students practice new skills or to review certain content areas, or to preview information for an upcoming lesson. Although expectations may vary by level and content area, there are some common expectations. Specifically:

- A teacher may assign work that could equal up to 20 minutes of work per night. At the start of the year, teachers may work their way up to that amount of time in an effort to help students acclimate to this routine.
- Teachers will make adjustments as needed in order for all students to successfully engage with the task and may make adjustments to the assignment, activity, or may provide different guidance on work that should be prioritized and completed.
- Assignments may be graded and assessed as part of a measure of each student's performance in the class.
- Teachers will communicate to families which assignments will be graded.



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### Grades

Student work will be graded and students will be issued report cards similar to what was done prior to the COVID-19 shut-down of last spring.

### Student Placement and Remote Teachers

Wachusett's Online Education Program will include all core academic classes, related art classes, and support classes. Students will be placed in classes at the discretion of the building principal using the same criteria as if "in-person" learning were in place.

### Daily Student Schedule

Note: In the sample schedules below, building principals may adjust timing and/or related arts schedules as needed. The daily start, lunch, and end of day times will remain consistent across the district.

#### Sample Schedule 1:

Monday	Tuesday	Wednesday (Half-Day)	Thursday	Friday
8:50-9:15 AM Morning Meeting	8:50-9:15 AM Morning Meeting	8:50-9:15 AM Morning Meeting	8:50-9:15 AM Morning Meeting	8:50-9:15 AM Morning Meeting
9:20-10:50 AM ELA	9:20-10:50 AM Math	9:20-10:00 AM Music	9:20-10:50 AM ELA	9:20-10:50 AM Math
10:55-11:35 AM Science	10:55-11:35 AM Social Studies	10:05-10:45 AM Art	10:55-11:35 AM Science	10:55-11:35 AM Independent Learning
11:35-12:05 Lunch Break	11:35-12:05 Lunch Break	10:50-11:30 AM PE	11:35-12:05 Lunch Break	11:35-12:05 Lunch Break
12:10-3:00 PM Online help and support	12:10-3:00 PM Online help and support	12:10-3:00 PM Staff Meetings, PD and Planning	12:10-3:00 PM Online help and support	12:10-3:00 PM Online help and support

#### Sample Schedule 2:

Monday	Tuesday	Wednesday (Half-Day)	Thursday	Friday
8:50-9:15 AM Morning Meeting	8:50-9:15 AM Morning Meeting	8:50-9:15 AM Morning Meeting	8:50-9:15 AM Morning Meeting	8:50-9:15 AM Morning Meeting
9:20-10:50 AM	9:20-10:50 AM	9:20-10:00 AM	9:20-10:50 AM	9:20-10:50 AM



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Math	ELA	Science	ELA	Math
10:55-11:35 AM Art	10:55-11:35 AM Music	10:05-10:45 AM History	10:55-11:35 AM PE	10:55-11:35 AM ELA
11:35-12:05 Lunch Break	11:35-12:05 Lunch Break	10:50-11:30 AM RTI/Independent Learning	11:35-12:05 Lunch Break	11:35-12:05 Lunch Break
12:10-3:00 PM Online help and support	12:10-3:00 PM Online help and support	12:10-3:00 PM Staff Meetings, PD and Planning	12:10-3:00 PM Online help and support	12:10-3:00 PM Online help and support

### **Expectations for Online Classes**

Remote class meetings via Google Meet will be a part of every student's school experience this year. Students are expected to have their video cameras on during class sessions unless medical evidence is submitted detailing the reason why the student is unable to participate. We appreciate that some students may have reservations at times about sharing a window into their home. We encourage families to identify a few options for spaces that provide an appropriate or comfortably neutral/non-revealing backdrop.

### **Family Engagement**

We recognize that success in an online environment will require a closer partnership with families and reliance on parent/guardian support and oversight at home. To that end, it will be important for our educators to design ways to provide families with access to the information and instructions (including expectations, timelines, and due dates) that will enable them to work with their children if they need that additional adult guidance. Our plan is to provide parents consistent information about their child's independent work by:

- Provide information and training to families about how to access and use various online tools
- Creating an "assignment" calendar in Google Calendar (part of Google Classroom and Seesaw)

### **Support Services-Special Education**

WRSD is committed to continuing the provision of Free and Appropriate Public Education (FAPE) consistent with the need to protect the health and safety of all students and staff. Following DESE guidance regarding special education as we reopen for the fall, we expect:

- Students must receive all services documented in their IEPs.
- As always, parent's engagement and collaboration are essential in making decisions.
- Special education services will look different in the fall. The mode or the model of instruction may be different, but in WRSD Special Education we remain committed to seeing all of our students and families thrive, grow, and succeed. We have the professional staff to teach our students and support our families.



### Actions/Information

The special education teams are identifying the supports and services needed for the fully remote model. Parents will be contacted once the teachers and service providers have returned to school to discuss how services will be provided. Specifically:

- **Form:** A new form is being developed by DESE that will document this parent engagement and the way services are being rendered.
  - This includes consultation with parents and other professionals (**A grid services**).
  - This includes inclusion services that may be supported by a Paraprofessional, a Related Service Provider or a Special Education Teacher attending the remote session and providing direct instruction, discrete support, or with additional resources as needed and determined by the students IEP accommodations or goals and objectives (**B grid services**).
  - Lastly, this also includes direct services and instruction provided by a Special Educator, a Paraprofessional, or a Related Service Provider (**C grid services**) that will be scheduled around the student's individual academic schedule.
  - Again all of this will be documented on a new state form (still in development) that will be referred to as the **Parent Engagement/Student Services Notification**.
- **Testing:** We have resumed testing for some students who were being tested when the closure happened in March. Testing by all providers will increase and will continue in-person in the fall as soon as we are able.
- **Timelines:** Timelines for all aspects of Special Education will begin on the first day of remote school, Monday, September 16th, 2020.
- **IEP Meetings:** Meetings will be held. Parents and school administrators or Team Chairs will discuss the best plan. Team meetings can be held remotely, in-person (if safe to do so), or delayed.
- **Plans:** IEP's do **not** need to be amended for the remote or hybrid time period. WRSD will continue to write IEPs to meet the student's needs and access as if we were in a typical school year.
- **Other Needs:** If your student requires any special equipment to access remote learning please notify your Administrator or Principal immediately.

### In-Person Special Education Sessions and Services

As detailed in part 4 below (Transition to the Hybrid Plan), transitioning from a remote to an in-person session will take place over the course of three phases. Details related to this are listed below.

- Although the district is beginning the year with all students participating in a remote learning program, the district is committed to providing in-person sessions to our neediest students as soon as possible.
  - Our goal is to have identified students attend academic sessions beginning on October 5th, 2020.
- As we move through each "Transition to Hybrid Phase" we will continually increase and expand in-school time for direct special education sessions.
  - Following DESE guidance we will prioritize in-person instruction for preschool students and students with significant and complex needs.
- DESE identifies the following students as having complex and significant needs:



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- Students already identified as “high needs” through the IEP process on the IEP form entitled “Primary Disability/Level of Need-PL3.”
- *Such students must meet at least two of these criteria:*
  - The primary setting for service delivery is outside of the general education classroom.
  - The service providers are special education teachers and related service providers.
  - The special education program services constitute **more** than 75% of the student’s school day
  - Students who cannot engage in remote learning due to their disability-related needs
  - Students who primarily use aided and augmentative communication
- At any point, when it is determined necessary for health and safety, progression from one phase to the next may be interrupted.
- The number of students participating in in-person sessions and the duration of these sessions will increase through phase one and phase two until we are providing the fullest extent of the IEP.
- Should full closure occur during the school year while in hybrid or in-person learning modes, the District will make every effort to maintain as many in-person sessions as is safely possible.

### **Support Services-English Language Education (ELE)**

Multilingual students who qualify for services will receive support to increase their English language proficiency and to develop social and academic language skills. An English language educator will provide individual or small group services remotely. Additionally, English language educators will continue to collaborate regularly with classroom teachers to review upcoming curriculum themes and content objectives in order to support general educators in providing multilingual learners with structured language development.

Students who qualify for English Language support will have services built into their class schedule in the online education program. For some students, this class will be in addition to their other classes. For others, ELE services may take the place of certain classes. Our ELE staff will work with multilingual students and their families to clarify the schedule and services that they will receive, and any support they might be able to access from home.

### **Student Extra Help**

While the online education program is in effect, teachers will still be available to meet with students to provide extra help as they do in any other given school year. Typically this will occur during the afternoons of most days, however, extra help sessions may be initiated and scheduled by the teacher or the student/family.

### **District Provided Meals**

Food Services will continue to offer individually packaged, to-go style meals to students that need food and to those qualifying to purchase reduced priced or regular priced meals.



A schedule will be established for meal pick up at distribution locations within each town and a process to safely limit person to person interactions while picking up food. More details will follow on the exact locations of distribution sites, days and times.

### **WRSD Online Education Program - Middle Schools**

This plan will begin on September 16th, the first day of school this year as defined by the Department of Elementary and Secondary Education (DESE). Also per guidance from DESE, student attendance will be taken daily as students are required to attend school. We will not be doing pass/fail to assess student progress and will instead be using the same grading system that was in place prior to the COVID-19 closure in the spring. All students will now follow a daily schedule and live instruction will be provided by teachers to students via the district-supported online learning platform, Google Classroom. Although we will be starting the year with all students being remote, we will continue work on bringing students back into our schools, and schedules may well change once we are able to do this.

#### **Overview**

The Wachusett Regional School District's Online Education Program was designed to provide students with collaborative, engaging learning opportunities while supporting all students' learning needs. We acknowledge that students are still developing certain study skills and executive functioning strategies at this age, and this is especially true for students while learning in an online environment. As a result, we have worked to develop a program that helps to support students both academically as well as cognitively as they learn how to learn online.

Feedback from parents, teachers, and students was used in developing this program. Some of the changes we hope will improve the online experience are live, teacher-led instruction based on daily schedules, clearer communication of expectations for learning, including student learning goals, clear directions for assignments and due dates, assessment of student progress, an expanded time for teachers to support students and provide individual feedback, and a way to access the day's lesson after the live, in-person delivery.

Although the details of many of these aspects are addressed below, a few are worthy of mentioning here. To better support students and families, we are asking our staff to provide students with a means to revisit the day's lesson through a video of that lesson or related links or apps that will help the student to access the lesson asynchronously or outside of the scheduled class time.

In addition, we have allocated time during the afternoon for direct support of students as they work on their assignments, review notes, collaborate with others, explore independent learning, ask questions, and need support with their learning. The lone exception to this is Wednesday afternoon when teachers will be working with each other, reviewing student progress, and receiving training.





### **Components of an Online Lesson**

To help support students and families with online education, an online lesson will typically include some of the following components:

- The learning target (what students are expected to learn)
- An overview of the lesson/assignment/investigation
- Direct instruction. Sometimes this may include a teacher made or found video for students to watch. Where possible, teachers will archive the lesson by recording it so it can be accessed by students outside of the live lesson.
- Written assignment instructions including an estimate of how long various parts of the task should take and which parts need to be submitted and what parts will be assessed/graded.
- Links to directly support the lesson, for further practice, to support the application of learned skills, or to assess student learning.
- Teacher or peer feedback, student and/or family communication
- Opportunities for collaboration
- Student reflection
- Reminders of due dates for student submission of their work in Google Classroom or other online platforms.

### **Online Education Goals by Content Area**

The following is a description of the goals of the Online Education Program at the middle school level and examples of some learning activities.

Subject	Goals	Examples of Learning Activities
Mathematics	<p>The goals are for students to:</p> <ul style="list-style-type: none"><li>• Make sense of problems and persevere in solving them</li><li>• Reason abstractly and quantitatively</li><li>• Critique the reasoning of others and construct viable arguments</li><li>• Model with mathematics to check whether results make sense</li><li>• Use appropriate technological tools strategically to communicate ideas and to provide a dynamic approach to mathematical concepts.</li><li>• Attend to precision and structure when communicating mathematically.</li></ul>	<ul style="list-style-type: none"><li>• Introduce new topics through teacher-created videos or other online videos supplemented with teacher-designed notes and excerpts from the textbook;</li><li>• Practice skills and concepts through book work, teacher-designed/scaffolded worksheets, online practice, student-created products (ie. write and solve your own word problem/quiz/review worksheet)</li><li>• Provide feedback and measure progress through submitted work; pictures of work; Google forms and docs.</li></ul>



	<ul style="list-style-type: none"><li>• Develop social and emotional skills</li></ul>	
<b>English</b>	<p>The goals are for students to:</p> <ul style="list-style-type: none"><li>• Read high-quality, rigorous texts every day</li><li>• Receive text-based assignments aligned to standards that require literary or other analysis, including frequent discussion and writing</li><li>• Self select, read, and reflect upon appropriately challenging independent reading materials</li><li>• Receive explicit instruction in writing techniques and processes and provide a wide range of writing tasks, emphasizing writing for a real purpose and audience</li><li>• Provide meaningful, specific and timely feedback to all students</li><li>• Be taught grade-level language standards, including the study of vocabulary and word study, and be provided with opportunities for the application of those skills in reading and writing</li><li>• Develop social and emotional skills</li></ul>	<ul style="list-style-type: none"><li>• Draft and write</li><li>• Active reading/note-taking or annotating</li><li>• Collaborate on a paired or small group project by using different technology tools</li><li>• Peer review session with a partner</li><li>• View a film clip, listen to a podcast, view a teacher-directed presentation to introduce a new unit</li></ul>
<b>Social Studies</b>	<p>The goals are for students to:</p> <ul style="list-style-type: none"><li>• learn about about the legacy of a democratic government</li><li>• Identify the cause and effect of a variety of historical events</li><li>• Connect historical events to today's world; develop an understand of how historical events impact our lives today</li><li>• Demonstrate civic knowledge, skills, and dispositions</li></ul>	<ul style="list-style-type: none"><li>• Read and annotate documents</li><li>• Analyze current events</li><li>• Watch a video clip</li><li>• Watch a screencastify of a teacher</li><li>• Create a screencastify</li><li>• Read selections from a textbook</li></ul>



	<ul style="list-style-type: none"><li>• Reason, make logical arguments based on evidence and think for themselves</li><li>• Improve their reading comprehension by increasing their content knowledge</li><li>• Begin developing research skills</li><li>• Develop social and emotional skills</li></ul>	<ul style="list-style-type: none"><li>• Connect with other students on a collaborative assignment</li><li>• Select an article, read it, and share it with others</li><li>• Write a journal entry</li><li>• Conduct online research</li></ul>
<b>Science</b>	<p>The goals are for students to:</p> <ul style="list-style-type: none"><li>• Apply their knowledge and skills to analyze and explain the world around them</li><li>• Engaging in an argument from evidence</li><li>• Collaborate with others and share their ideas</li><li>• Ask thoughtful questions</li><li>• Develop and use models</li><li>• Plan and carry out investigations</li><li>• Analyze and interpret data</li><li>• Use mathematics and computational thinking</li><li>• Construct explanations and designing solutions</li></ul>	<ul style="list-style-type: none"><li>• Preview content</li><li>• Practice problems</li><li>• Conduct data analysis</li><li>• Check for understanding</li><li>• Conduct lab observations</li><li>• Engage in peer collaboration</li><li>• Read and research assignments</li><li>• Interpret or summarize collected and provided data</li></ul>
<b>World Language</b>	<p>The goals of the WL Dept. are to practice and work to strengthen interpretive, interpersonal and presentational skills in various ways utilizing online tools to support learning</p>	<ul style="list-style-type: none"><li>• Engage in discussions with peers</li><li>• Work on projects</li><li>• Work to reinforce interpretive skills using tools such as Edpuzzle.</li></ul>
<b>Performing Arts</b>	<p>Goals of the Music Department are to engage in the <i>Artistic Process</i> which includes creating, performing, responding, and connecting.</p>	<ul style="list-style-type: none"><li>• Potentially perform material for virtual distribution to our community</li><li>• Record and submit individual performance examples</li></ul>



		<ul style="list-style-type: none"><li>• Watch a video clip or teacher-created content</li><li>• Analyze, evaluate, and interpret artistic work through music listening, research, discussion, and writing</li><li>• Collaborate with peers</li><li>• Practice music theory skills through fillable PDF worksheets, Google forms and docs, and online platforms</li></ul>
<b>Visual Arts</b>	<p>To engage in the Studio Habits of Mind:</p> <ul style="list-style-type: none"><li>• Develop Craft</li><li>• Engage and Persist</li><li>• Envision</li><li>• Express</li><li>• Observe</li><li>• Reflect</li><li>• Stretch and Explore</li><li>• Understand the Creative Economy</li></ul>	<ul style="list-style-type: none"><li>• Post artwork in online galleries</li><li>• Write and post artist statements</li><li>• Exchange feedback with peers in online posts</li><li>• Engage in live Google Meet critique sessions</li><li>• Conduct and share research on contemporary and past artists and art-making methods</li></ul>
<b>Physical Education</b>	<p>The goals are for students to:</p> <ul style="list-style-type: none"><li>• Develop an understanding and appreciation of/for teamwork</li><li>• Demonstrates competency in a variety of motor skills and movement patterns</li><li>• Apply knowledge of concepts, principles, strategies, and tactics related to movement and performance.</li><li>• Demonstrates the knowledge and skills to achieve a health-enhancing level of physical activity and fitness.</li><li>• Exhibits responsible personal and social behavior that respects self and others.</li><li>• Recognizes the value of physical activity for health, enjoyment, and challenge.</li></ul>	<ul style="list-style-type: none"><li>• Participate in teacher lead activities.</li><li>• Participate several times a week in individual or peer lifetime activities.</li><li>• Apply the terminology associated with exercise and participation in selected individual-performance activities</li><li>• Analyze, evaluate and critique skill performances.</li><li>• Analyze the health and safety benefits of a self-selected physical activity.</li><li>• Choose an appropriate level of challenge to experience success and desire to participate in a self-selected physical activity.</li></ul>



### **Attendance**

Daily student attendance is required for classes as part of WRSD's Online Education Program or OEP. Students will be asked to log into Google Classroom each day so that attendance can be taken and so that they can participate in daily lessons. Directions on how to do this will be shared with parents by each school and classroom teacher. If a student is sick or not able to attend school on any day, the school needs to be notified. Directions on how to do this will be provided by each school and posted on each school's main webpage. If a student is not able to participate in a teacher's live lesson that day, the teacher should be notified and the student will be able to access either a recorded video of that day's lesson or links to online videos and content or both.

### **Assignments**

Students may be assigned activities and tasks on a daily basis. Teachers will share expectations with students for meeting with success in their class. Assignments will vary according to the content area, the unit of study, and where a class might be within a unit. Assignments may involve viewing a video and answering questions, completing a task, reading a text, or submitting a piece of writing. The tasks may be assigned to help students practice new skills or to review certain content areas, or to preview information for an upcoming lesson. Although expectations may vary by level and content area, there are some common expectations. Specifically:

- In addition to any work done during class time, a teacher may assign up to 30 minutes of independent work that would occur between the time the class next meets. At the start of the year, teachers may work their way up to that amount of time in an effort to help students acclimate to this routine.
- Teachers will make adjustments as needed in order for all students to successfully engage with the task and may make adjustments to the assignment, activity, or may provide different guidance on work that should be prioritized and completed.
- Assignments may be graded and assessed as part of a measure of each student's performance in the class.

### **Grades**

Student work will be graded and students will be issued quarterly grades similar to what was done prior to the COVID-19 shut-down of last spring.

### **Student Placement and Remote Teachers**

Wachusett's Online Education Program will include all core academic classes, related art classes, and support classes. Students will be placed in classes at the discretion of the building principal using the same criteria as if "in-person" learning were in place.

### **Sample Daily Student Schedule**

Note: In the sample schedule below, building principals may adjust timing and/or related arts schedules, as well as the number of periods per week as needed. The daily start, lunch, and end of day times will remain consistent across the district.



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Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:45-9:00	Homeroom	Homeroom	Homeroom	Homeroom	Homeroom
9:00-9:55	1	4	7	3	6
10:00-10:55	2	5	1	4	7
11:00-11:55	3	6	2	5	Independent/ SEL/Guidance
11:55-12:25	Lunch	Lunch		Lunch	Lunch
12:30-3:00	Online help and support	Online help and support	Staff PD and Planning	Online help and support	Online help and support

### **Expectations for Online Classes**

Remote class meetings via Google Meet will be a part of every student's school experience this year. Students are expected to have their video cameras on during class sessions unless medical evidence is submitted detailing the reason why the student is unable to participate. We appreciate that some students may have reservations at times about sharing a window into their home. We encourage families to identify a few options for spaces that provide an appropriate or comfortably neutral/non-revealing backdrop.

Students are expected to attend online classes and participate just as with regular school classes. We will also be providing students and families an online meeting guide that outlines specific expectations around student participation, as well as best practices to maximize these meeting sessions.

### **Family Engagement**

We recognize that success in an online environment will require a closer partnership with families and reliance on parent/guardian support and oversight at home. To that end, it will be important for our educators to design ways to provide families with access to the information and instructions (including expectations, timelines, and due dates) that will enable them to work with their children if they need that additional adult guidance. Our plan is to provide parents consistent information about their child's independent work by one or a combination of the following:

- Provide information and training to families about how to access and use various online tools
- Create an "assignment" calendar in Google Calendar (part of Google Classroom)

### **Support Services-Special Education**

WRSD is committed to continuing the provision of Free and Appropriate Public Education (FAPE) consistent with the need to protect the health and safety of all students and staff. Following DESE guidance regarding special education as we reopen for the fall, we expect:

- Students must receive all services documented in their IEPs.
- As always, parent's engagement and collaboration are essential in making decisions.



## *School Reopening Plan 2020-2021*

- Special education services will look different in the fall. The mode or the model of instruction may be different, but in WRSD Special Education we remain committed to seeing all of our students and families thrive, grow, and succeed. We have the professional staff to teach our students and support our families.

### **Actions/Information**

The special education teams are identifying the supports and services needed for the fully remote model. Parents will be contacted once the teachers and service providers have returned to school to discuss how services will be provided. Specifically:

- **Form:** A new form is being developed by DESE that will document this parent engagement and the way services are being rendered.
  - This includes consultation with parents and other professionals (**A grid services**).
  - This includes inclusion services that may be supported by a Paraprofessional, a Related Service Provider or a Special Education Teacher attending the remote session and providing direct instruction, discrete support, or with additional resources as needed and determined by the student's IEP accommodations or goals and objectives (**B grid services**).
  - Lastly, this also includes direct services and instruction provided by a Special Educator, a Paraprofessional, or a Related Service Provider (**C grid services**) that will be scheduled around the student's individual academic schedule.
  - Again all of this will be documented on a new state form (still in development) that will be referred to as the **Parent Engagement/Student Services Notification**.
- **Testing:** We have resumed testing for some students who were being tested when the closure happened in March. Testing by all providers will increase and will continue in-person in the fall as soon as we are able.
- **Timelines:** Timelines for all aspects of Special Education will begin on the first day of remote school, Monday, September 16th, 2020.
- **IEP Meetings:** Meetings will be held. Parents and school administrators or Team Chairs will discuss the best plan. Team meetings can be held remotely, in-person (if safe to do so), or delayed.
- **Plans:** IEP's do **not** need to be amended for the remote or hybrid time period. WRSD will continue to write IEPs to meet the student's needs and access as if we were in a typical school year.
- **Other Needs:** If your student requires any special equipment to access remote learning please notify your Administrator or Principal immediately.

### **In-Person Special Education Sessions and Services**

As detailed in part 4 below (Transition to the Hybrid Plan), transitioning from a remote to an in-person session will take place over the course of three phases. Details related to this are listed below.

- Although the district is beginning the year with all students participating in a remote learning program, the district is committed to providing in-person sessions to our neediest students as soon as possible.
  - Our goal is to have identified students attend academic sessions beginning on October 5th, 2020.



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- As we move through each “Transition to Hybrid Phase” we will continually increase and expand in-school time for direct special education sessions.
  - Following DESE guidance we will prioritize in-person instruction for preschool students and students with significant and complex needs.
- DESE identifies the following students as having complex and significant needs:
  - Students already identified as “high needs” through the IEP process on the IEP form entitled “Primary Disability/Level of Need-PL3.”
  - *Such students must meet at least two of these criteria:*
    - The primary setting for service delivery is outside of the general education classroom.
    - The service providers are special education teachers and related service providers.
    - The special education program services constitute **more** than 75% of the student’s school day
    - Students who cannot engage in remote learning due to their disability-related needs
    - Students who primarily use aided and augmentative communication
- At any point, when it is determined necessary for health and safety, progression from one phase to the next may be interrupted.
- The number of students participating in in-person sessions and the duration of these sessions will increase through phase one and phase two until we are providing the fullest extent of the IEP.
- Should full closure occur during the school year while in hybrid or in-person learning modes, the District will make every effort to maintain as many in-person sessions as is safely possible.

### **Support Services-English Language Education (ELE)**

Multilingual students who qualify for services will receive support to increase their English language proficiency and to develop social and academic language skills. An English language educator will provide individual or small group services remotely. Additionally, English language educators will continue to collaborate regularly with classroom teachers to review upcoming curriculum themes and content objectives in order to support general educators in providing multilingual learners with structured language development.

Students who qualify for English Language support will have services built into their class schedule in the online education program. For some students, this class will be in addition to their other classes. For others, ELE services may take the place of certain classes. Our ELE staff will work with multilingual students and their families to clarify the schedule and services that they will receive, and any support they might be able to access from home.

### **Student Extra Help**

While the online education program is in effect, teachers will still be available to meet with students to provide extra help as they do in any other given school year. Typically this will occur during the afternoons of most school days, however, extra help sessions may be initiated and scheduled by the teacher or the student/family.





### **District Provided Meals**

Food Services will continue to offer individually packaged, to-go style meals to students that need food and to those qualifying to purchase reduced priced or regular priced meals.

A schedule will be established for meal pick up at distribution locations within each town and a process to safely limit person to person interactions while picking up food. More details will follow on the exact locations of distribution sites, days and times.

## **WRSD Online Education Program - WRHS**

As a result of the recent decision by the Wachusett School Committee to go with a full remote model to start the school year, the District has developed this Online Education Program. This plan will begin on September 16th, the first day of school this year as defined by the Department of Elementary and Secondary Education (DESE). Also per guidance from DESE, student attendance will be taken daily as students are required to attend school. We will not be doing pass/fail to assess student progress and will instead be using the same grading system that was in place prior to the COVID-19 closure in the spring. All students will now follow a daily schedule and live instruction will be provided by teachers to students via the district-supported online learning platform, Google Classroom. Although we will be starting the year with all students being remote, we will continue work on bringing students back into our schools, and schedules may well change once we are able to do this.

### **Overview**

The Wachusett Regional School District's Online Education Program was designed to provide students with collaborative, engaging learning opportunities while supporting all students' learning needs. We acknowledge that students are still developing certain study skills and executive functioning strategies, and this is especially true for students while learning in an online environment. As a result, we have worked to develop a program that helps to support students both academically as well as cognitively as they learn how to learn online.

Feedback from parents, teachers, and students was used in developing this program. Some of the changes we hope will improve the online experience are live, teacher-led instruction based on daily schedules, clearer communication of expectations for learning, including student learning goals, clear directions for assignments and due dates, assessment of student progress, an expanded time for teachers to support students and provide individual feedback, and a way to access the day's lesson after the live, in-person delivery.

Although the details of many of these aspects are addressed below, a few are worthy of mentioning here. To better support students and families, we are asking our staff to provide students with a means to revisit the day's lesson through a video of that lesson or related links or apps that will help the student to access the lesson asynchronously or outside of the scheduled class time.



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In addition, we have allocated time during the afternoon for direct support of students as they work on their assignments, review notes, collaborate with others, explore independent learning, ask questions, and need support with their learning. The lone exception to this is Wednesday afternoon, when teacher's will be working with each other, reviewing student progress, and receiving training.

### **Components of an Online Lesson**

To help support students and families with online education, an online lesson will typically include some of the following components:

- The learning target (what students are expected to learn)
- An overview of the lesson/assignment/investigation
- Direct instruction. Sometimes this may include a teacher made or found video for students to watch. Where possible, teachers will archive the lesson by recording it so it can be accessed by students outside of the live lesson.
- Written assignment instructions including an estimate of how long various parts of the task should take and which parts need to be submitted and what parts will be assessed/graded.
- Links to directly support the lesson, for further practice, to support the application of learned skills, or to assess student learning.
- Teacher or peer feedback, student and/or family communication
- Opportunities for collaboration
- Student reflection
- Reminders of due dates for student submission of their work in Google Classroom or other online platforms.

### **Online Education Goals by Content Area**

The following is a description of the goals of the Online Education Program at the high school and examples of some learning activities.

Subject	Goal(s)	Examples of Learning Activities
Mathematics	The goals are for students to: <ul style="list-style-type: none"><li>• Make sense of grade-level mathematical concepts</li><li>• Perform grade-level mathematical procedures fluently</li><li>• Use mathematical concepts is solving appropriate, grade-level problems</li></ul>	<ul style="list-style-type: none"><li>• Introduce new topics through teacher-created videos or other online videos supplemented with teacher-designed notes and excerpts from the textbook;</li><li>• Practice skills and concepts through book work, teacher-designed/scaffolded worksheets, online practice, student-created products (ie. write and solve your own word problem/quiz/review worksheet)</li><li>• Provide feedback and measure progress through submitted work;</li></ul>



		pictures of work; Google forms and docs.
<b>English</b>	<p>The goals are for students to:</p> <ul style="list-style-type: none"><li>• Read high-quality, rigorous texts every day</li><li>• Receive text-based assignments aligned to standards that require literary or other analysis, including frequent discussion and writing</li><li>• Choose independent reading materials</li><li>• Receive explicit instruction in writing techniques and processes and provide a wide range of writing tasks, emphasizing writing for a real purpose and audience</li><li>• Be taught grade-level language standards, including the study of vocabulary and word study, and be provided with opportunities for the application of those skills in reading and writing</li></ul>	<ul style="list-style-type: none"><li>• Draft and write</li><li>• Active reading/note-taking or annotating</li><li>• Collaborate on a paired or small group project by using different technology tools</li><li>• Peer review session with a partner</li><li>• View a film clip, listen to a podcast, view a teacher-directed presentation to introduce a new unit</li></ul>
<b>Social Studies</b>	<p>The goals are for students to:</p> <ul style="list-style-type: none"><li>• Learn about about the legacy of a democratic government</li><li>• Think historically</li><li>• Use knowledge from many fields of study</li><li>• Reason, make logical arguments, and think for themselves</li><li>• Improve their reading comprehension by increasing their content knowledge</li><li>• Develop social and emotional skills</li></ul>	<ul style="list-style-type: none"><li>• Read and annotate documents</li><li>• Analyze current events</li><li>• Watch a video clip</li><li>• Watch a teacher created content</li><li>• Create presentations of content</li><li>• Read selections from primary and secondary sources</li><li>• Connect with other students on a collaborative assignment</li><li>• Select an article, read it, and share it with others</li><li>• Demonstrate historical thinking in various writing assignments</li><li>• Conduct online research</li></ul>



		<ul style="list-style-type: none"><li>• Demonstrate analysis of history in various types of writing assignments</li></ul>
<b>Science</b>	<p>The goals are for students to:</p> <ul style="list-style-type: none"><li>• Apply their knowledge and skills to analyze and explain the world around them</li><li>• Ask questions</li><li>• Developing and use models</li><li>• Plan and carry out investigations</li><li>• Analyze and interpret data</li><li>• Use mathematics and computational thinking</li><li>• Construct explanations and designing solutions</li><li>• Engaging in an argument from evidence</li><li>• Collaborate with others and share their ideas</li></ul>	<ul style="list-style-type: none"><li>• Preview content</li><li>• Practice problems</li><li>• Conduct data analysis</li><li>• Check for understanding</li><li>• Conduct lab observations</li><li>• Engage in peer collaboration</li><li>• Read and research assignments</li></ul>
<b>World Language</b>	<p>The goals of the WL Department are to:</p> <ul style="list-style-type: none"><li>• Practice and work to strengthen interpretive, interpersonal and presentational skills through the language skills of speaking, writing, reading and listening using a variety of online tools</li><li>• Build vocabulary in the target language</li><li>• Identify and recall level-appropriate aspects</li></ul>	<ul style="list-style-type: none"><li>• Engage in discussions with peers</li><li>• Review vocabulary using online tools such as Quizlet</li><li>• Practice language skills using workbooks, worksheets or online platforms such as Google forms.</li><li>• Discuss readings in the target language.</li><li>• Analyze authentic texts.</li><li>• Submit speaking samples based on the topic being discussed.</li><li>• Draft and write.</li><li>• Listen to excerpts in the target language and answer questions.</li><li>• Watch teacher-created content.</li></ul>



	of cultures of Spanish speaking countries	
<b>Performing Arts</b>	Goals of the Music Department are to engage in the <i>Artistic Process</i> which includes creating, performing, responding, and connecting.	<ul style="list-style-type: none"><li>• Potentially perform material for virtual distribution to our community</li><li>• Record and submit individual performance examples</li><li>• Watch a video clip or teacher-created content</li><li>• Analyze, evaluate, and interpret artistic work through music listening, research, discussion, and writing</li><li>• Collaborate with peers</li><li>• Practice music theory skills through fillable PDF worksheets, google forms and docs, and online platforms</li><li>• To engage in self-reflection</li><li>• Compose using Flat.io or Noteflight</li><li>• Participate in online music-making using tools such as Soundtrap, SmartMusic, Noteflight Learn, SoundCheck, Flipgrid, and Sight Reading Factory</li></ul>
<b>Visual Arts</b>	To engage in the Studio Habits of Mind: <ul style="list-style-type: none"><li>• Develop Craft</li><li>• Engage and Persist</li><li>• Envision</li><li>• Express</li><li>• Observe</li><li>• Reflect</li><li>• Stretch and Explore</li><li>• Understand the Creative Economy</li></ul>	<ul style="list-style-type: none"><li>• Post artwork in online galleries</li><li>• Gain understanding of how to best photograph personal artwork</li><li>• Edit a photograph for posting</li><li>• Write and post artist statements</li><li>• Exchange feedback with peers in online posts</li><li>• Formulate more than one idea (Ideation)</li><li>• Create thoughtful solutions to artistic challenges</li><li>• Engage in live Google Meet critique sessions</li><li>• Conduct and share research on contemporary and past artists and art-making methods</li></ul>



<b>Physical Education</b>	<p>The goals are for students to:</p> <ul style="list-style-type: none"><li>• Demonstrates competency in a variety of motor skills and movement patterns</li><li>• Apply knowledge of concepts, principles, strategies, and tactics related to movement and performance.</li><li>• Demonstrates the knowledge and skills to achieve a health-enhancing level of physical activity and fitness.</li><li>• Exhibits responsible personal and social behavior that respects self and others.</li><li>• Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction</li></ul>	<ul style="list-style-type: none"><li>• Participate in teacher lead activities.</li><li>• Participate several times a week in individual or peer lifetime activities.</li><li>• Apply the terminology associated with exercise and participation in selected individual-performance activities</li><li>• Analyze, evaluate and critique skill performances.</li><li>• Record and submit individual and/or peer skills, drills and performances.</li><li>• Creates and implements a behavior-modification plan (workout plan) that enhances a healthy, active lifestyle</li><li>• Design and implement weekly strength and conditioning workouts and journals.</li><li>• Analyze the health and safety benefits of a self-selected physical activity.</li><li>• Choose an appropriate level of challenge to experience success and desire to participate in a self-selected physical activity.</li></ul>
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### **Attendance**

Student attendance is required for classes as part of WRSD's Online Education Program or OEP. Each online class carries credits at the high school level, and to earn credits a student must earn a passing grade for the course. This means that assignments must be completed and submitted, and that students complete online assessments as well. All course details will be supplied by the teacher of each online course.

Students will be asked to log into Google Classroom each day so that attendance can be taken and so that they can participate in their daily lessons. Directions on how to do this will be shared with students and parents alike. If a student is sick or not able to attend school on any day, the school needs to be notified. Directions on how to do this will be provided by each school and posted on each school's main webpage. If a student is not able to participate in a teacher's live lesson that day, the teacher should be notified and the student will be able to access either a recorded video of that day's lesson or links to online videos and content or both.

### **Assignments**

Students may be assigned activities and tasks on a daily basis. Teachers will share expectations with students for meeting with success in their class. Assignments will vary according to content area, unit of study, and where a class might be within a unit. Assignments may involve viewing a video and answering questions, completing a task, reading a text, or submitting a piece of writing. The tasks may



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be assigned to help students practice new skills or to review certain content areas, or to preview information for an upcoming lesson. Although expectations may vary by level and content area, there are some common expectations. Specifically:

- A teacher may assign work that could equal up to 40 minutes of work between the time the class next meets. At the start of the year, teachers may work their way up to that amount of time in an effort to help students acclimate to this routine.
- Teachers will make adjustments as needed in order for all students to successfully engage with the task and may make adjustments to the assignment, activity, or may provide different guidance on work that should be prioritized and completed.
- Assignments may be graded and assessed as part of a measure of each student's performance in the class.

### Grades

Student work will be graded and students will be issued quarterly grades similar to what was done prior to the COVID-19 shut-down of last spring.

### Student Placement and Remote Teachers

Wachusett's Online Education Program will include all core academic and support classes. Students will be placed in classes based on their course requests currently listed on the PowerSchool parent portal. Based on enrollment estimates, we anticipate the OEP will offer all course levels: H/AP, CPA, and CP. As with traditional schooling, the final determination of course offerings will be made based on registration numbers.

### Sample Daily Student Schedule

Note: The sample schedule below may need to be adjusted based on student needs. The daily start, lunch, and end of day times however, will be followed.

Time	Monday	Tuesday	Wednesday (Half Day)	Thursday	Friday
8:20-9:10	A Block	E Block	C Block	G Block	D Block
9:15-10:05	B Block	F Block	D Block	A Block	E Block
10:10-10:55	C Block	G Block	E Block	B Block	F Block
11:00-11:50	D Block	A Block	F Block	C Block	G Block
Afternoon	Activity Period 11:55-12:10	Lunch 11:55-12:25	Activity Period 11:55-12:10	Lunch 11:55-12:25	Activity Period 11:55-12:15 (15 minutes)
	Lunch 12:15-12:45	B Block 12:30-1:20	Lunch 12:15-12:45	Indep. work / Counseling Presentations	Lunch 12:20-12:50



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				12:30-1:20pm	
	Online help and support 12:50-3:00	Online help and support 1:25-3:00	Staff PD and Planning 12:50-3:00	Online help and support 1:25-3:00	Online help and support 12:55-3:00

### **Expectations for Online Classes**

Remote class meetings via Google Meet will be a part of every student's school experience this year. Please note that in addition to the WRHS/WRSD programs and policies handbook, the following information will serve as guidelines and expectations for all students.

As part of the daily attendance requirements, all students are expected to participate in all scheduled live classroom sessions. Attendance will be logged daily in Powerschool by the teacher of each class.

Live classroom sessions are mandatory for all students, except for an absence. Please be aware of the time your teachers are holding their live class sessions and communicate with your teacher if you will be absent. Refer to the Student Handbook's attendance policy regarding absences.

Students are expected to have their video cameras on during class sessions unless medical evidence is submitted detailing the reason why the student is unable to participate. We appreciate that some students may have reservations at times about sharing a window into their home. We encourage families to identify a few options for spaces that provide an appropriate or comfortably neutral/non-revealing backdrop.

We will be providing students and families with an online meeting guide that outlines specific expectations around student participation, as well as best practices to maximize these meeting sessions.

### **Family Engagement**

We recognize that success in an online environment will require closer partnership with families and a reliance on parent/guardian support and oversight at home. To that end, it will be important for our educators to design ways to provide families with access to the information and instructions (including expectations, timelines and due dates) that will enable them to work with their children if they need that additional adult guidance. Our plan is to provide parents consistent information about their child's independent work by one or a combination of the following:

- Provide information and training to families about how to access and use various online tools
- Create an "assignment" calendar in Google Calendar (part of Google Classroom)
- Creating a separate asynchronous calendar that can be accessed by families

### **Support Services-Special Education**

WRSD is committed to continuing the provision of Free and Appropriate Public Education (FAPE) consistent with the need to protect the health and safety of all students and staff. Following DESE guidance regarding special education as we reopen for the fall, we expect:





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- Students must receive all services documented in their IEPs.
- As always, parent's engagement and collaboration are essential in making decisions.
- Special education services will look different in the fall. The mode or the model of instruction may be different, but in WRSD Special Education we remain committed to seeing all of our students and families thrive, grow, and succeed. We have the professional staff to teach our students and support our families.

### **Actions/Information**

The special education teams are identifying the supports and services needed for the fully remote model. Parents will be contacted once the teachers and service providers have returned to school to discuss how services will be provided. Specifically:

- **Form:** A new form is being developed by DESE that will document this parent engagement and the way services are being rendered.
  - This includes consultation with parents and other professionals (**A grid services**).
  - This includes inclusion services that may be supported by a Paraprofessional, a Related Service Provider or a Special Education Teacher attending the remote session and providing direct instruction, discrete support, or with additional resources as needed and determined by the student's IEP accommodations or goals and objectives (**B grid services**).
  - Lastly, this also includes direct services and instruction provided by a Special Educator, a Paraprofessional, or a Related Service Provider (**C grid services**) that will be scheduled around the student's individual academic schedule.
  - Again all of this will be documented on a new state form (still in development) that will be referred to as the **Parent Engagement/Student Services Notification**.
- **Testing:** We have resumed testing for some students who were being tested when the closure happened in March. Testing by all providers will increase and will continue in-person in the fall as soon as we are able.
- **Timelines:** Timelines for all aspects of Special Education will begin on the first day of remote school, Monday, September 16th, 2020.
- **IEP Meetings:** Meetings will be held. Parents and school administrators or Team Chairs will discuss the best plan. Team meetings can be held remotely, in-person (if safe to do so), or delayed.
- **Plans:** IEP's do **not** need to be amended for the remote or hybrid time period. WRSD will continue to write IEPs to meet the student's needs and access as if we were in a typical school year.
- **Other Needs:** If your student requires any special equipment to access remote learning please notify your Administrator or Principal immediately.

### **In-Person Special Education Sessions and Services**

As detailed in part 4 below (Transition to the Hybrid Plan), transitioning from a remote to an in-person session will take place over the course of three phases. Details related to this are listed below.

- Although the district is beginning the year with all students participating in a remote learning program, the district is committed to providing in-person sessions to our neediest students as soon as possible.



## *School Reopening Plan 2020-2021*

- Our goal is to have identified students attend academic sessions beginning on October 5th, 2020.
- As we move through each “Transition to Hybrid Phase” we will continually increase and expand in-school time for direct special education sessions.
  - Following DESE guidance we will prioritize in-person instruction for preschool students and students with significant and complex needs.
- DESE identifies the following students as having complex and significant needs:
  - Students already identified as “high needs” through the IEP process on the IEP form entitled “Primary Disability/Level of Need-PL3.”
  - *Such students must meet at least two of these criteria:*
    - The primary setting for service delivery is outside of the general education classroom.
    - The service providers are special education teachers and related service providers.
    - The special education program services constitute **more** than 75% of the student’s school day
    - Students who cannot engage in remote learning due to their disability-related needs
    - Students who primarily use aided and augmentative communication
- At any point, when it is determined necessary for health and safety, progression from one phase to the next may be interrupted.
- The number of students participating in in-person sessions and the duration of these sessions will increase through phase one and phase two until we are providing the fullest extent of the IEP.
- Should full closure occur during the school year while in hybrid or in-person learning modes, the District will make every effort to maintain as many in-person sessions as is safely possible.

### **Support Services - English Language Education (ELE)**

Multilingual students who qualify for services will receive support to increase their English language proficiency and to develop social and academic language skills. An English language educator will provide individual or small group services remotely. Additionally, English language educators will continue to collaborate regularly with classroom teachers to review upcoming curriculum themes and content objectives in order to support general educators in providing multilingual learners with structured language development.

Students who qualify for English Language support will have services built into their class schedule in the online education program. For some students, this class will be in addition to their other classes. For others, ELE services may take the place of certain classes. Our ELE staff will work with multilingual students and their families to clarify the schedule and services that they will receive, and any support they might be able to access from home.

### **Support Services - Academic Support Resource (ASR)**

Students who receive general education academic supports such as the ASR, will continue to have those services delivered remotely. Teachers associated with these services will work directly with students both as part of their schedules as well as during afternoon online help and support times.



### **Student Extra Help**

While the online education program is in effect, teachers will still be available to meet with students to provide extra help as they do in any other given school year. Typically this will occur during the afternoons of most days, however, extra help sessions may be initiated and scheduled by the teacher or the student/family.

### **After School Clubs and Activities**

We are currently in the process of developing a list of after school student clubs and activities that will be offered remotely.

### **District Provided Meals**

Food Services will continue to offer individually packaged, to-go style meals to students that need food and to those qualifying to purchase reduced priced or regular priced meals.

A schedule will be established for meal pick up at distribution locations within each town and a process to safely limit person to person interactions while picking up food. More details will follow on the exact locations of distribution sites, days and times.

## **4. Transition to Hybrid Plan**

<b>Phased Transition to Hybrid Plan</b>		
<b>Phase 1 No sooner than October 5th</b>	<b>Phase 2 No sooner than October 26th</b>	<b>Phase 3 No sooner than November 17th</b>
In-person sessions begin for some preschool students and students with significant and complex needs as defined by their Individualized Education Plan and PL3.	Phase 1 students continue to increase duration and frequency of sessions to at least 50% of time identified on their IEP.  Begin in-person sessions for the rest of preschool and students with moderate needs as defined by their Individualized Education Plan and PL3, and other high needs students as defined by DESE.	Phase 1 and Phase 2 students continue to increase duration and frequency of in-person sessions until full IEP is met.  Students in grades K, 1, 6 (5 in Sterling), 9, and 12 will be introduced to hybrid instruction as a precursor to implementing hybrid learning district-wide.

Progress towards in-person sessions

Our collective goal is to see children in-person for academic sessions by October 5th, 2020.  
Given the DESE guidelines, we need to continue our health and safety work and ensure that:



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- All spaces for teaching and learning meet the guidelines for social distancing of 3-6 feet
- Ensure that all staff have been trained on the proper use of PPE
- Air exchange systems are fully functional and in some situations that additional air purifiers have been added
- Additional hand washing stations added throughout buildings
- Display appropriate signage
- Create bus/van routes with our vendors that comply with safety guidelines
- Develop an ongoing monitoring system to ensure we have cleaning, sanitizing, and PPE supplies at all times
- Negotiate agreements with our bargaining units

### **Classrooms**

All classrooms will follow guidelines established by DESE and the CDC for social distancing and safety protocols around spacing.

- Classroom desks will be between 3ft and 6ft apart
- Personal Protective Equipment will be made available to students and staff
- Handwashing stations will, at a minimum, be made available in classrooms without sinks

### **Screening Students and Staff**

- The district will ensure that all staff are familiar with the state provided checklist of symptoms by reviewing it with staff prior to the reopening of any school
- Per state guidelines, families will be asked to screen students prior to sending them to school
- Per state guidelines, all staff will self-screen before reporting to school

### **Personal Protective Equipment (PPE)**

- All staff will be provided with PPE appropriate to their job function
- Additional safety precautions are required for school nurses and/or any staff supporting students with disabilities in close proximity where social distancing is not possible. District will provide these staff with additional equipment needed to perform their jobs, such as face shields, gloves, gowns, and hazardous waste disposal bags
- The district shall provide schools with masks that could be worn by students if the student forgets their personal mask

### **Sanitizing and Disinfecting**

- In order to prevent the spread of COVID-19 and viruses in general, staff are asked to limit the sharing of student supplies
- The District will follow protocols for sanitizing and disinfecting school spaces, including high touch surfaces throughout the day, using CDC guidelines

### **Parent Choice**

Parents will have the opportunity to select ongoing remote learning or participate in hybrid learning.



## 5. Hybrid Learning Plan

The hybrid learning model will follow the same protocols and procedures for safety found in the In-person model of learning. In the event of a student or staff member testing positive for COVID-19 during hybrid learning, administrators will use state guidelines to determine whether or not hybrid learning can continue for the affected classes, grades, and schools.

Students who participate in the hybrid model will be assigned to one of two cohorts. Each cohort would attend 2 days of in-person school each week. Some students requiring more support would be provided additional in-person learning. The hybrid model will incorporate both in-person and online learning.

Hybrid Learning Model by Grade Levels		
Elementary (K-5)	Middle (6-8)	High (9-12)
<ul style="list-style-type: none"><li>• 8 -14 students/ cohort in person each day</li><li>• 3' minimum distancing</li><li>• Compromise between in-person and remote learning</li><li>• When learning remotely, students work independently and with support</li></ul>	<ul style="list-style-type: none"><li>• 11 - 15 students/ cohort in person each day</li><li>• 3' minimum distancing</li><li>• Compromise between in-person and remote learning</li><li>• When learning remotely, students work independently and with support</li></ul>	<ul style="list-style-type: none"><li>• 11 - 15 students/ cohort in person each day</li><li>• 3' minimum distancing</li><li>• Compromise between in-person and remote learning</li><li>• When learning remotely, students work independently and with support</li></ul>

### Classrooms

All classrooms will follow guidelines established by DESE and the CDC for social distancing and safety protocols around spacing.

- Classroom desks will be between 3ft and 6ft apart
- Personal Protective Equipment will be made available to students and staff
- Handwashing stations will, at a minimum, be made available in classrooms without sinks

### Screening Students and Staff

- The district will ensure that all staff are familiar with the state provided checklist of symptoms by reviewing it with staff prior to the reopening of any school
- Per state guidelines, families will be asked to screen students prior to sending them to school
- Per state guidelines, all staff will self-screen before reporting to school

### Personal Protective Equipment (PPE)

- All staff will be provided with PPE appropriate to their job function
- Additional safety precautions are required for school nurses and/or any staff supporting students with disabilities in close proximity where social distancing is not possible. District will



## *School Reopening Plan 2020-2021*

provide these staff with additional equipment needed to perform their jobs, such as face shields, gloves, gowns, and hazardous waste disposal bags

- The district shall provide schools with masks that could be worn by students if the student forgets their personal mask

### **Sanitizing and Disinfecting**

- In order to prevent the spread of COVID-19 and viruses in general, staff are asked to limit the sharing of student supplies
- The District will follow protocols for sanitizing and disinfecting school spaces, including high touch surfaces throughout the day, using CDC guidelines

### **Student Cohorts**

To minimize the number of students who would potentially be exposed in the event of a COVID-19 event, elementary schools are asked to keep students in the same group throughout the day. Middle and high schools are encouraged to minimize the mixing student groups to the extent feasible.

- To the extent possible, schools will work to reduce interactions between cohorts
- Schools will establish protocols to minimize congestion during transitions between classes.
- There are no limits to the maximum size of a class or group, provided that the minimum social distancing limit of 3 ft. can be met.
- In larger spaces like cafeterias, libraries, gyms, and auditoriums, each school will work to establish the maximum capacity of these spaces based use and the resultant social distancing of seating.

### **Support Services-Special Education**

WRSD is committed to continuing the provision of Free and Appropriate Public Education (FAPE) consistent with the need to protect the health and safety of all students and staff. Following DESE guidance regarding special education as we reopen for the for the fall, we expect:

- Students must receive all services documented in their IEPs.
- As always, parent's engagement and collaboration are essential in making decisions.
- Special education services will look different in the fall. The mode or the model of instruction may be different, but in WRSD Special Education we remain committed to seeing all of our students and families thrive, grow, and succeed We have the professional staff to teach our students and support our families.

### **Medical Waiting Room Spaces**

Each school will have a designated medical waiting room to provide a space to quarantine any student exhibiting COVID-19 symptoms.

- If a student shows symptoms, they will be immediately isolated in the medical waiting room until their parents/designated emergency contact picks them up.
- If a staff member is symptomatic, they will be immediately isolated until they can drive home or are picked up.



### **Scheduled Mask Breaks**

DESE has recommended that students attending in-person school sessions have at least two mask breaks per day, such as at mealtimes and at recess, with additional mask breaks scheduled for students in preschool through second grades.

- If additional mask breaks are scheduled, they will most likely occur outdoors to ensure a minimum of six feet between students.
- Handwashing facilities or hand sanitizer will be available upon entering and leaving areas where mask breaks will occur.
- When indoors, students will set masks on a napkin or paper towel (inside face-up) when they take a mask break, such as at lunch.
- Staff and families will be instructed on how to properly put on and take off masks.

### **Lunch**

In general, students will eat in the cafeteria or other designated areas in all of our schools.

- Food Services will offer individually packaged, to-go style lunches (no buffet-style service).
- Families will sign up using our online payment system to support a no-contact monetary exchange.
- We will establish a meal service ordering, schedule, and distribution process to limit interactions between classrooms and contamination of food items or meal distribution areas.
- For students with special dietary needs, families are encouraged to provide bagged lunch when feasible. If that isn't possible, meals for students with documented special dietary needs will be clearly marked and distributed so there is no risk for cross-contamination to ensure student safety and privacy.

### **Recess**

- Students will use hand sanitizer upon leaving the building for recess and re-entering after recess.
- Staff will designate outdoor spaces to separate classroom-based cohorts.
- If students are outdoors and maintain a distance of at least six feet, they may take a mask break.
- Staff members will monitor playgrounds to ensure students are adhering to protocols for physical distancing and masking.

### **Bathrooms**

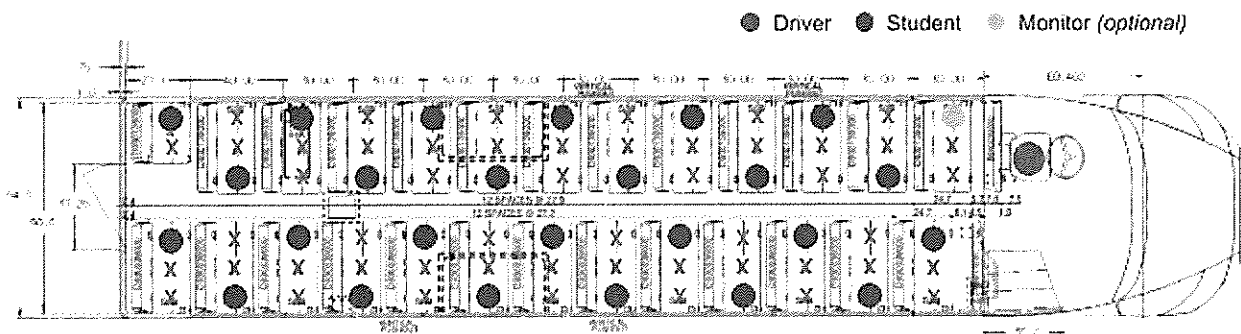
- Bathroom doors and windows (where available) will remain open, provided they do not pose a safety or privacy risk.
- Because student bathrooms have multiple stalls, building leaders will determine the maximum number of students who can be in each bathroom at once (depending on the number of stalls, urinals, and sinks).
- Trash cans and paper towel dispensers will be located by the bathroom door where feasible.
- The Health Office bathroom will only be available for individuals in the Medical Waiting Room.



## Transportation

WRSD transports almost 6,700 students daily when in normal session. DESE guidance regarding social distancing results in a reduction to the number of students that can ride on a typical school bus. In many cases, this results in a 65% reduction or more to bus capacities. The following diagram and table are from DESE and show students will be spaced out inside the bus as well as the new bus capacities.

### DESE Bus Seating Model



### DESE Bus Occupancy Limits for Existing WRSD Fleet

# of Buses	Full Capacity	1/3 Capacity*
45	77	21
4	83	23
*Including 4 seats reserved for later use		

### Sample Hybrid Schedule

	Monday	Tuesday	Wednesday*	Thursday	Friday
Cohort A	In-Person	In-Person	Combined, shortened remote teacher-directed instruction (Early release for K-12 educator collaboration)	Remote (Students work on assignments)	Remote (Students work on assignments)
Cohort B	Remote (Students work on assignments)	Remote (Students work on assignments)		In-Person	In-Person

\* **Holiday weeks:** In the event, there is a Monday holiday, the Wednesday will become an in-person





day.

### **Summary:**

Although the Hybrid model does not make sense for WRSD at this point in time, our intention is to move toward a full hybrid model this year. Our target date to do this is January 4th, 2021. In order to meet our goal of being in a full hybrid model we need to finalize transportation, finalize building readiness, and utilize any health metrics provided by DESE.

## **6. In-Person Plan**

This model of in-person instruction is based upon student and staff safety protocols, while also offering our students the opportunity to participate in real-time learning in the classroom. In the event of a student or staff member testing positive for COVID-19 during in-person learning, administrators will use state guidelines to determine whether or not in-person instruction can continue for the affected classes, grades, and schools.

The in-person plan to educate students is the most challenging to support at this time. Both busing and spacing issues associated with the safety of students and staff are important items that we will continue to address. The safety of students and staff remains the most important factor in determining how we transition from one model of learning to the next. Per DESE, there will be forthcoming guidance concerning metrics on when to transition from one model to another. The in-person plan of learning is the “new” in-person learning for students and for staff in the era of COVID-19. The new model of in-person instruction is based upon student and staff safety protocols, while also offering our students the opportunity to participate in real-time learning in the classroom. The following information pertains to the model that will be used for in-person learning when it becomes available.

### **Classrooms**

All classrooms will follow guidelines established by DESE and the CDC for social distancing and safety protocols around spacing.

- Classroom desks will be between 3ft and 6ft apart
- Personal Protective Equipment will be made available to students and staff as needed
- Handwashing stations will be available in any classrooms without a sink

### **Screening Students and Staff**

- The district will ensure that all staff are familiar with the state provided checklist of symptoms by reviewing it with staff prior to the reopening of any school
- Per state guidelines, families will be asked to screen students prior to sending them to school
- Per state guidelines, all staff will self-screen before reporting to school

### **Personal Protective Equipment (PPE)**

- All staff will be provided with PPE appropriate to their job function



## *School Reopening Plan 2020-2021*

- Additional safety precautions are required for school nurses and/or any staff supporting students with disabilities in close proximity where social distancing is not possible. District will provide these staff with additional equipment needed to perform their jobs, such as face shields, gloves, gowns, and hazardous waste disposal bags
- The district shall provide schools with masks that could be worn by students if the student forgets their personal mask

### **Sanitizing and Disinfecting**

- In order to prevent the spread of COVID-19 and viruses in general, staff are asked to limit the sharing of student supplies
- The District will follow protocols for sanitizing and disinfecting school spaces, including high touch surfaces throughout the day, using CDC guidelines

### **Student Groups**

To minimize the number of students who would potentially be exposed in the event of a COVID-19 outbreak, schools will work to reduce interactions between groups.

- This will be more feasible at elementary than middle schools and the high school.
- Schools will establish protocols to minimize congestion during transitions between classes.

### **Medical Waiting Room Spaces**

Each school will have a designated medical waiting room to provide a space to quarantine any student exhibiting COVID-19 symptoms.

- If a student shows symptoms, they will be immediately isolated in the medical waiting room until their parents/designated emergency contact picks them up.
- If a staff member is symptomatic, they will be immediately isolated until they can drive home or are picked up.

### **Scheduled Mask Breaks**

DESE has recommended that students attending in-person school sessions have at least two mask breaks per day, such as at mealtimes and at recess, with additional mask breaks scheduled for students in preschool through second grades.

- If additional mask breaks are scheduled, they will most likely occur outdoors to ensure a minimum of six feet between students.
- Handwashing facilities or hand sanitizer will be available upon entering and leaving areas where mask breaks will occur.
- When indoors, students will set masks on a napkin or paper towel (inside face-up) when they take a mask break, such as at lunch.
- Staff and families will be instructed on how to properly put on and take off masks.

### **Lunch**

In general, students will eat in the cafeteria or other designated areas in all of our schools.



## *School Reopening Plan 2020-2021*

- Food Services will offer individually packaged, to-go style lunches (no buffet-style service).
- Families will sign up using our online payment system to support a no-contact monetary exchange.
- We will establish a meal service ordering, schedule, and distribution process to limit interactions between classrooms and contamination of food items or meal distribution areas.
- For students with special dietary needs, families are encouraged to provide bagged lunch when feasible. If that isn't possible, meals for students with documented special dietary needs will be clearly marked and distributed so there is no risk for cross-contamination to ensure student safety and privacy.

### **Recess**

- Students will use hand sanitizer upon leaving the building for recess and re-entering after recess.
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- If students are outdoors and maintain a distance of at least six feet, they may take a mask break.
- Staff members will monitor playgrounds to ensure students are adhering to protocols for physical distancing and masking.

### **Bathrooms**

- Bathroom doors and windows (where available) will remain open, provided they do not pose a safety or privacy risk.
- Because student bathrooms have multiple stalls, building leaders will determine the maximum number of students who can be in each bathroom at once (depending on the number of stalls, urinals, and sinks).
- Trash cans and paper towel dispensers will be located by the bathroom door where feasible.
- The Health Office bathroom will only be available for individuals in the Medical Waiting Room.

## **7. Student Supports and Professional Learning**

School will start for staff on September 1st, and for students will begin on September 16th. Staff will be provided with training during this time. In addition, as the district begins the year in the Remote Model, every Wednesday afternoon is potentially available to provide additional training for staff.

## **8. Technology Resources**

The district has purchased or is the process of acquiring additional technology resources to support online learning. Some of these investments and plans are detailed below.

### **Hardware**

- **1:1 Program Expansion:** The district's 1:1 Chromebook program will be expanded to include grades 6-8. These devices have been ordered but may not be available prior to the first day of school.



## *School Reopening Plan 2020-2021*

- **Chromebook Loan Program:** District technology staff is preparing Chromebooks to make available for families to borrow prior to the start of school. Based on device needs reflected in a recent district survey, existing Chromebooks will be sufficient to service requests even if the new 1:1 devices are not immediately available.
- **Mobile Hotspots:** The district will work with families who do not have internet access at home to provide mobile hotspots for student use during the school year.

### **Software**

- **G Suite Enterprise for Education:** Google's Enterprise subscription level provides a number of enhancements to its products including:
  - Google Meet Features:
    - Attendance tracking
    - Breakout rooms
    - Q&A and polling
    - Enhanced moderator controls
      - Mute all attendees
      - Locked chat
      - Locked presentation mode
    - Up to 250 participants (expiring 9/30 for non-enterprise customers)
    - Recording capability (expiring 9/30 for non-enterprise customers)
    - Dial-in access (expiring 9/30 for non-enterprise customers)
    - \*Hand-raising, custom backgrounds, and tile view for up to 49 attendees will be added for all customers
  - Originality Reports for Classroom (Plagiarism checker)
- **Screencastify Unlimited:** Screencastify allows teachers to easily record lessons using activity from their screens and/or webcams. The recordings are automatically saved to Google Drive and can be linked to assignments in Google Classroom. The unlimited subscription level gives teachers the ability to record videos of any length and provides additional editing tools.
- **Seesaw:** Students and teachers in grades PreK-2 will use Seesaw for classroom management. Seesaw provides a simplified interface for younger learners, tailored to the types of learning activities appropriate for their age.
- **Lexia:** Lexia reading program will be available for all students in lower elementary grades. The program provides students with individualized lessons and provides teachers with the ability to monitor student progress and set goals.
- **Sora Library:** Sora provides a collection of online audiobooks and ebooks and is available to all teachers and students.
- **EduLastic:** Interactive formative assessment tool for students and teachers in grades 1-8.



## *School Reopening Plan 2020-2021*

- **STAR Math:** Online assessment and goal setting program for math, algebra, geometry and statistics available for grades 1-8.
- **Actively Learn:** Online ELA, Science, and Social Studies curriculum available for grades 8-12.

### **Support**

- **Staff:** Training and support resources are being developed to help teachers and staff prepare to meet the challenges of providing instruction under these challenging circumstances.
- **Families:** A new website is being created to provide families with a place to find support materials and online resources, including a form for families to request help.

## **9. Health and Safety Requirements**

The District has reviewed the following health and safety guidelines and requirements as part of developing this plan. These health and safety requirements were issued by DESE, among others and can be downloaded from the following links:

- [Initial Fall School Reopening Guidance](#)
- [Fall Reopening Facilities and Operations Guidance](#)
- [Comprehensive Special Education Guidance](#)<sup>41</sup>
- [Guidance for Courses Requiring Additional Safety Considerations for Fall 2020](#)
- [Protocols for responding to COVID-19 scenarios in school, on the bus, or in community settings](#)
- [Career/Vocational Technical Education Reopening Guidelines](#)
- [Fall Reopening Transportation Guidance](#)



Rebecca Petersen <rebecca\_petersen@wrsd.net>

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## Statement for First Public Comment for 08/10 SC Meeting

1 message

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**Maureen Young** <myoung04@gmail.com>

Mon, Aug 10, 2020 at 7:30 PM

To: questions@wrsd.net, Rebecca Petersen <rebecca\_petersen@wrsd.net>

Hi Megan,

Just didn't hear this during public comment so sending again.

Thanks

----- Forwarded message -----

From: **Maureen Young** <myoung04@gmail.com>

Date: Mon, Aug 10, 2020, 5:29 PM

Subject: Statement for First Public Comment for 08/10 SC Meeting

To: <questions@wrsd.net>, <megan\_weeks@wrsd.net>

Hi Megan!

You are doing a great job as chair, here is a statement I have prepared for you to read during tonight's first public comment.

Thanks!

Maureen

Maureen Young

434 Shrewsbury St. Holden

As a former Chair of the Wachusett SEPAC, it is always my goal to build a community and positive working relationship between members of WRSD administration, staff, and parents to ensure we were all working to provide our districts most vulnerable students with what they needed for their education. Some of you may remember me when I spoke at School Committee meetings in an effort to keep you all informed when there were concerns or

interesting news. I took pride in being a team player with Administration to better the experience for kids with special needs in this district.

I am commenting today because I am deeply disappointed in the "plan" put forth by the Administration for the 2020-2021 school year last week. It does not appear they have given any thought or plan to how to get these students the education and support they deserve.

This is a call for Administrators to figure out how to get students like my son, whether on an IEP, 504, or high need back with the staff and supports they so desperately need quickly and safely. It can be done, and it has been done.

As a parent of a son with special needs I have now lived through what might possibly be the most challenging and difficult time our family has ever experienced. If you are not aware my son was placed out of district several years ago because the district could not provide an appropriate education and keep him safe. The gains he made when he left were huge because he was finally being taught with the right learning style and in the right environment. When schools closed everywhere this year and education went to remote learning, my son was not able to access this type of learning like many others in his demographic. Remote learning at home with a teacher on a screen was very different from the 1-to-1 structured setting he is used to. Many times he would hit or throw the iPad we used, become aggressive to myself, and destructive to the area around us. He regressed and we saw behaviors we hadn't seen in years. The lack of in person instruction, structure, and change of his education model, turned into months of us protecting him from injuring himself and others in our house, disruption of his sleep, eating, and the development of extreme anxiety over school. I

know this cannot be just my family and I feel for others that have had to go through similar situations.

I take the virus very seriously, I understand it, I know it's ramifications and have many colleagues in fields that help me get a grasp on the animal it is. I prefer remote learning as it is the best way to stay safe from the virus, however for students like my son, it does not work and only made him regress and created an unsafe environment at home which we were quarantined to. Progress we worked on for years was unraveling before my eyes. For my son, this regression and where he is now scare me way more if it were to continue this way than contracting the virus.

His school, which teaches kids with autism of varying degrees, was able to return to school on July 7th for all students that were able to attend. Today after only being back for a month there is a dramatic change in his demeanor and his anxiety has lessened some. We are by no means back to where we were on March 13th when everything shut down but they are working him hard and they have created a safe environment for him and his teachers. Many things are different in his school, but even for these students that are very sensitive to change, they are adapting very well. Art, OT, PT, Gym and some observations are being conducted over Zoom to the classroom. The students are learning to wear masks. My son, who a month ago I thought would never wear a mask, came out to the car today in his mask.

Do I worry everyday that he goes about his exposure to the virus? - yes.

Do I worry that I made the right decision to send him back? - yes.

Do I see that the need for him to be in the structured environment with his teachers is greater than my concerns for the virus? Absolutely!!



I urge you as School Committee members to push for a detailed plan to be made for students in district wide programs and others with high needs so they have the option to get back in a building with their teachers and staff so they can get the much needed support and education they deserve if individual families feel safe doing so. These parents don't need more surveys, or question and answer nights, or meetings where plans are proposed and nothing is done, they need decisions made, they need safe classrooms created, and they need it in place for September 16th. If families feel unsafe with this option and parents want to stay remote then these plans can be handled individually. I cannot stress enough that these options need to be available and they need to be available September 16th. The longer they are delayed the longer these vulnerable students are devoid from the support they need.

This planning will take time. It will take probably all of the extra days provided by DESE. I don't think there is any parent out there right now that if they were told, "We need to take until Sept 15th to plan how this is going to look for your child so we can take care of their needs and safety, but come Sept 16th, if you feel safe enough, your child can return to some form of in person learning.", not one of those parents would object to giving you the time you need.

The ESY program this year was downright shameful considering the access to empty schools that could see every student in a different room if necessary. That shamefulness should not continue into the 2020-2021 school year.

Thank you for your time.



Rebecca Petersen <rebecca\_petersen@wrsd.net>

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## Fwd: Connectivity

1 message

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**Megan Weeks** <megan\_weeks@wrsd.net>

Tue, Aug 11, 2020 at 8:25 AM

To: Rebecca Petersen <rebecca\_petersen@wrsd.net>

Megan K Weeks, M.Ed  
Chair WRSD School Committee  
Assistant Principal, Murdock High School

----- Forwarded message -----

From: <andrew.sloca@charter.net>  
Date: Mon, Aug 10, 2020 at 7:31 PM  
Subject: Connectivity  
To: <questions@wrsd.net>

Hello,

Last year, there were several issues with bandwidth available for zoom calls with teachers and students. This could be caused by poor internet or outdated computers/laptops/chrome books. This affected the teachers as well as some students. How are we going to address the issue so that everyone has the appropriate equipment and internet capabilities for online schooling? Will teachers' internet providers be paid for? Will they have high-quality microphones/cameras so they can be seen and heard easily? Will students who need help with loaned equipment/internet service get it? Will any of it be reimbursed?

Kind Regards,

Andrew Sloca

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Rebecca Petersen <rebecca\_petersen@wrsd.net>

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## Fwd: Bus survey results

1 message

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**Megan Weeks** <megan\_weeks@wrsd.net>

Tue, Aug 11, 2020 at 8:25 AM

To: Rebecca Petersen <rebecca\_petersen@wrsd.net>

Megan K Weeks, M.Ed  
Chair WRSD School Committee  
Assistant Principal, Murdock High School

----- Forwarded message -----

From: **Laura Darrow** <lauraebayron@gmail.com>

Date: Mon, Aug 10, 2020 at 7:35 PM

Subject: Bus survey results

To: <Questions@wrsd.net>

Hi,

Thanks for your work.

In the recent bus survey, you did not indicate "if too many kids opt to take the bus, then we will not be able to support these needs and the school will be remote only".

Without this stipulation, parents were not able to give an educated answer. My guess, based on conversations with parents, is that they would have answered differently had they known the consequence of choosing the bus. I am confident that families would have certainly made the sacrifice of having their kids transported to school by family / friend in return for their children being taught in person (through a hybrid model).

I recommend sending the survey with a detailed description of what it means to chose each option.

Keith



Rebecca Petersen <rebecca\_petersen@wrsd.net>

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## Fwd: Enrichment update & isolation ?

1 message

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**Megan Weeks** <megan\_weeks@wrsd.net>  
To: Rebecca Petersen <rebecca\_petersen@wrsd.net>

Tue, Aug 11, 2020 at 8:25 AM

Megan K Weeks, M.Ed  
Chair WRSD School Committee  
Assistant Principal, Murdock High School

----- Forwarded message -----

From: <patricia.sinclair12@gmail.com>  
Date: Mon, Aug 10, 2020 at 7:38 PM  
Subject: Enrichment update & isolation ?  
To: <questions@wrsd.net>

Can you give us an update on enrichment:

Is it required?  
Will it be graded?  
Can parents do their own enrichment in place of?

It feels like it should be optional when we are in remote.

For when we are hybrid? Can you explain what will happen If there is a covid positive case can you explain what the process will be and what information parents can expect to receive?

Patty & LeeAnn Sinclair  
Sent from my iPhone

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Rebecca Petersen <rebecca\_petersen@wrsd.net>

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## Fwd: Grading for remote learning

1 message

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**Megan Weeks** <megan\_weeks@wrsd.net>

Tue, Aug 11, 2020 at 8:24 AM

To: Rebecca Petersen <rebecca\_petersen@wrsd.net>

Megan K Weeks, M.Ed  
Chair WRSD School Committee  
Assistant Principal, Murdock High School

----- Forwarded message -----

From: **Sue Stowe** <suejones11@yahoo.com>

Date: Mon, Aug 10, 2020 at 7:42 PM

Subject: Grading for remote learning

To: <questions@wrsd.net>

Good evening,

My question is about the grading during remote learning. How is the grading going to be done? Will it be the same as during in person learning when students have support systems to help them. I am worried about my children (one being new to middle school and the other entering 8th grade). There might be areas that they struggle in and in the past teachers have been very supportive, how will they know a students true abilities remotely?

Secondly, can a student who does not already have an IEP or 504 plan still be tested for possible learning difficulties or possible disabilities?

Thank you  
Susan Stowe

Sent from my iPhone

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Rebecca Petersen <rebecca\_petersen@wrsd.net>

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## Fwd: Special School Committee question

1 message

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**Megan Weeks** <megan\_weeks@wrsd.net>

Tue, Aug 11, 2020 at 8:24 AM

To: Rebecca Petersen <rebecca\_petersen@wrsd.net>

Megan K Weeks, M.Ed  
Chair WRSD School Committee  
Assistant Principal, Murdock High School

----- Forwarded message -----

From: **Christine Penzone** <cmpenzone@gmail.com>

Date: Mon, Aug 10, 2020 at 7:43 PM

Subject: Special School Committee question

To: <questions@wrsd.net>

Thank you for all that you have been doing. There has been a lot of talk about elementary and secondary education. What is the plan for the preschool program at the ECC? These kids struggle even more than elementary students and often need more one-on-one care. Are there any thoughts about bringing them into the building for at least some of their planned time? The MA Department of Early Childhood and care has set up slightly different protocols than DESE. Will this affect the planning at all?  
Thank you.

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Rebecca Petersen <rebecca\_petersen@wrsd.net>

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## Fwd: Public Comment/Questions

1 message

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**Megan Weeks** <megan\_weeks@wrsd.net>  
To: Rebecca Petersen <rebecca\_petersen@wrsd.net>

Tue, Aug 11, 2020 at 8:24 AM

Megan K Weeks, M.Ed  
Chair WRSD School Committee  
Assistant Principal, Murdock High School

----- Forwarded message -----

From: **Kristin Turner** <kristinsturner@hotmail.com>  
Date: Mon, Aug 10, 2020 at 7:45 PM  
Subject: Public Comment/Questions  
To: questions@wrsd.net <questions@wrsd.net>

Where/when can we find the full report on the website? It is currently (7:45) not available and hard to read in youtube.

Where/when can we submit a request for technology to start the year for our children?

What metrics will be used to move between the different models for school opening?

Thank you,  
Kristin Turner  
Shrewsbury St; Holden

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Rebecca Petersen <rebecca\_petersen@wrsd.net>

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## Fwd: School committee questions.

1 message

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**Megan Weeks** <megan\_weeks@wrsd.net>

Tue, Aug 11, 2020 at 8:26 AM

To: Rebecca Petersen <rebecca\_petersen@wrsd.net>

Megan K Weeks, M.Ed  
Chair WRSD School Committee  
Assistant Principal, Murdock High School

----- Forwarded message -----

From: **Nancy gunnard** <ngunnard@charter.net>

Date: Mon, Aug 10, 2020 at 7:18 PM

Subject: School committee questions.

To: <questions@wrsd.net>

Here are my questions for the school committee meeting tonight:

The proposed plan indicates three classes per day, and each class is 55 minutes. The synchronous learning is for only a half day and ends around 12:00 noon.

1. Why are there only three classes per day?
2. Why does synchronous scheduled for only a half day?
3. I am under the impression from watching the prior meetings that classes would not necessarily have to last the entire period. Is that correct? If so, why?

Thank you

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Rebecca Petersen <rebecca\_petersen@wrsd.net>

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## Fwd: School committee question

1 message

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**Megan Weeks** <megan\_weeks@wrsd.net>  
To: Rebecca Petersen <rebecca\_petersen@wrsd.net>

Tue, Aug 11, 2020 at 8:24 AM

Megan K Weeks, M.Ed  
Chair WRSD School Committee  
Assistant Principal, Murdock High School

----- Forwarded message -----

From: **Nancy gunnard** <ngunnard@charter.net>  
Date: Mon, Aug 10, 2020 at 7:48 PM  
Subject: School committee question  
To: <questions@wrsd.net>

Dr. McCall - I disagree with your comment that the synchronous portion of the day should be limited to the morning. My daughter attends Bancroft and is at school from 8:00-2:30 and does not spend 6 hours in front of a computer. She has 4 x 1.5 hour blocks. The first 45 minute block is synchronous, the second 45 minutes is asynchronous for each class. They have a regular schedule, with real learning/instruction. And they are engaged all day. Under the WRSD proposed model, I imagine most students and teachers will log off at noon. I think our kids deserve a full day of instruction that accommodates breaks from screen time.  
Nancy Gunnard.

Sent from my iPhone

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Rebecca Petersen <rebecca\_petersen@wrsd.net>

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## Fwd: Comment for tonight's meeting

1 message

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**Megan Weeks** <megan\_weeks@wrsd.net>

Tue, Aug 11, 2020 at 8:24 AM

To: Rebecca Petersen <rebecca\_petersen@wrsd.net>

Megan K Weeks, M.Ed  
Chair WRSD School Committee  
Assistant Principal, Murdock High School

----- Forwarded message -----

From: **Andrew Palumbo** <palumbo.andrew@gmail.com>

Date: Mon, Aug 10, 2020 at 7:53 PM

Subject: Comment for tonight's meeting

To: <questions@wrsd.net>

Good evening,

I want to thank the committee and the WRSD administration for their dedication to the safety and education of the students in our district.

I can't begin to imagine how many long hours have been spent planning and adjusting course only to see DESE or state guidelines come out that require a quick pivot.

I have a preschooler and a first-grader in the district and attended my first school committee meeting in Fall 2019; I was a bit surprised at the sparse attendance by members of the community but three hours later... I understood why that might be: it's a huge time commitment to even attend a meeting let alone the many subcommittee meetings. Add on top of that the actual planning and deliberation by the administration and school committee over the past several months to start the 2020-21 school year and I imagine it's been exhausting.

I just want to thank the committee and the administration for the thoughtfulness and care with which they have approached what are almost impossible decisions. It's going to be impossible to please all of us in the district, but I do think it's clear that every member of the administration and the committee cares deeply about our students and how this pandemic is impacting them.

Thank you to all - including community members - who have spoken out on behalf of our most vulnerable student populations.

I'll close by asking that, as the Superintendent suggested, future meetings continue to be posted online for greater access and engagement from community members even after this pandemic is behind us.

Thank you for your time and your work on behalf of the district.

Andy Palumbo (Paxton, MA)

Andrew B. Palumbo  
palumbo.andrew@gmail.com

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Sent from my iPhone

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Rebecca Petersen <rebecca\_petersen@wrsd.net>

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## Fwd: Public comment

1 message

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**Megan Weeks** <megan\_weeks@wrsd.net>

Tue, Aug 11, 2020 at 8:23 AM

To: Rebecca Petersen <rebecca\_petersen@wrsd.net>

Megan K Weeks, M.Ed  
Chair WRSD School Committee  
Assistant Principal, Murdock High School

----- Forwarded message -----

From: **Kristina Naiman** <krissy.naiman@gmail.com>

Date: Mon, Aug 10, 2020 at 7:57 PM

Subject: Public comment

To: <questions@wrsd.net>

Dear Administration and School Committee Members,

As a third grade teacher and parent of two first graders, I'm disheartened to see a sample schedule for a remote model where administration feels it developmentally appropriate for an elementary schooler to sit for a 90 minute zoom Math or ELA lesson, or work on one subject for 90 minutes in a row.

I am also saddened to see a proposed schedule where ELA and Math are only taught twice weekly for our children who are learning to read or fine-tune their basic comprehension skills and develop a solid math foundation.

I'm hopeful that these are just samples, and will be modified significantly to better suit the developmental needs of our young learners.

Sincerely,  
Kristina Naiman

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Rebecca Petersen <rebecca\_petersen@wrsd.net>

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## Fwd: Volunteer

1 message

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**Megan Weeks** <megan\_weeks@wrsd.net>

Tue, Aug 11, 2020 at 8:23 AM

To: Rebecca Petersen <rebecca\_petersen@wrsd.net>

Megan K Weeks, M.Ed  
Chair WRSD School Committee  
Assistant Principal, Murdock High School

----- Forwarded message -----

From: **Michelle Grewal** <misspowers@gmail.com>

Date: Mon, Aug 10, 2020 at 7:59 PM

Subject: Volunteer

To: <questions@wrsd.net>

Hello!

My question: Given the number of volunteers from our school systems, are there plans to utilize volunteers, even remotely? I am certain that you would have many folks be available to help in any way to support our administration. I would encourage each building to identify where additional in person or digital support would be beneficial; even parents who would help with tutoring, prep, etc.

Thank you,  
Michelle

**Michelle Y. Grewal**  
**978-551-4921**

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Rebecca Petersen <rebecca\_petersen@wrsd.net>

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## Fwd: Statement from Special Education Parent Council for Council Meeting

1 message

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**Megan Weeks** <megan\_weeks@wrsd.net>

Tue, Aug 11, 2020 at 8:26 AM

To: Rebecca Petersen <rebecca\_petersen@wrsd.net>

Megan K Weeks, M.Ed  
Chair WRSD School Committee  
Assistant Principal, Murdock High School

----- Forwarded message -----

From: **Michelle Grewal** <misspowers@gmail.com>

Date: Mon, Aug 10, 2020 at 6:35 PM

Subject: Statement from Special Education Parent Council for Council Meeting

To: <questions@wrsd.net>

Cc: Christine Smith <Christine\_Smith@wrsd.net>, Maleah Gustafson  
<maleah\_gustafson@wrsd.net>, WRSD SEPAC <wrsdsepac@gmail.com>,  
<rachel@rivetinc.org>

Hello,

We would like to submit the statement for public record for the School Committee meeting for this evening.

Kindly,  
Michelle Grewal

\*\*\*

The Special Education Parent Advisory Council is committed to supporting the families of our district. We understand the extended support needed for these families at this time. Many families are going without specialized services and only have access to them via in-person sessions. We appreciate the support and statements made by our School Committee members during the last meeting with regards to a call for more specific timelines and information.

In all matters, we ask that the WRSD administration continue to provide transparent timelines for when more information will be available and to consider all creative solutions to ensure services can be

provided as soon as possible. We are committed to partnering with WRSD administration, parents and our Union partners to keep communication flowing. To this effect, the SEPAC is hosting a special meeting this Thursday evening via Zoom at 6:30 pm and have invited Special Ed Director Christine Smith and representatives from the Teachers and Aide unions to attend and offer a statement. We invite you to attend and thank you for your continued support.

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Rebecca Petersen <rebecca\_petersen@wrsd.net>

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## Fwd: Question

1 message

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**Megan Weeks** <megan\_weeks@wrsd.net>

Tue, Aug 11, 2020 at 8:22 AM

To: Rebecca Petersen <rebecca\_petersen@wrsd.net>

Megan K Weeks, M.Ed  
Chair WRSD School Committee  
Assistant Principal, Murdock High School

----- Forwarded message -----

From: **Michelle Grewal** <misspowers@gmail.com>

Date: Mon, Aug 10, 2020 at 8:40 PM

Subject: Question

To: <questions@wrsd.net>

How is the administration collaborating with unions? How can we have transparent communication to understand ongoing collaboration and negotiations to satisfy concerns?

**Michelle Y. Grewal**  
**978-551-4921**

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Rebecca Petersen <rebecca\_petersen@wrsd.net>

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**Fwd:**

1 message

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**Megan Weeks** <megan\_weeks@wrsd.net>

Tue, Aug 11, 2020 at 8:23 AM

To: Rebecca Petersen <rebecca\_petersen@wrsd.net>

Megan K Weeks, M.Ed  
Chair WRSD School Committee  
Assistant Principal, Murdock High School

----- Forwarded message -----

From: **Lindsi Hartley** <stamphappyhartley@gmail.com>

Date: Mon, Aug 10, 2020 at 8:09 PM

Subject:

To: <questions@wrsd.net>

Will the teachers be accountable to fully committing their teaching time to our students vs the spring where they were basically absent w/the excuse that need had to care for their families?

Also, with younger students that do not understand how to use computers/technology and parents are both working (unable to assist children) and/or trying to help numerous children: how will the teachers "teach" their students to use the computers/technology to complete assignments? H

Sent from my iPhone

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## Fwd: Questions

1 message

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**Megan Weeks** <megan\_weeks@wrsd.net>  
To: Rebecca Petersen <rebecca\_petersen@wrsd.net>

Tue, Aug 11, 2020 at 8:23 AM

Megan K Weeks, M.Ed  
Chair WRSD School Committee  
Assistant Principal, Murdock High School

----- Forwarded message -----

From: **sean.wessell@gmail.com** <sean.wessell@gmail.com>  
Date: Mon, Aug 10, 2020 at 8:10 PM  
Subject: Questions  
To: <questions@wrsd.net>

Will there be single sign on across online portals or will children need separate logins for each online platform?

If both parents work during the day what flexibility is permitted for attendance for example if both parents need to work during the day and assist children with work after hours. If they view the pre-recorded videos will attendance be counted?

Sent from my iPhone

Sean Wessell

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Rebecca Petersen <rebecca\_petersen@wrsd.net>

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## Fwd: Kindergarten

1 message

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**Megan Weeks** <megan\_weeks@wrsd.net>

Tue, Aug 11, 2020 at 8:23 AM

To: Rebecca Petersen <rebecca\_petersen@wrsd.net>

Megan K Weeks, M.Ed  
Chair WRSD School Committee  
Assistant Principal, Murdock High School

----- Forwarded message -----

From: **Keri** <kmiknaitis@yahoo.com>

Date: Mon, Aug 10, 2020 at 8:18 PM

Subject: Kindergarten

To: <questions@wrsd.net>

You said school will start remotely in September and that absences will count against students. What about Kindergarten students who have parents that have to work outside the home during the school day and will not be able to attend online from 9am - 3pm?

Will affordable centers be available where children can attend wrsd online kindergarten during the school day while their parents are at work?

Or will remote Kindergarten be available for children to attend once parents are home from work and/or weekends rather than just weekdays 9am - 3pm?

Children have been back to in person daycare/preschool since June 29th with no issue. Sad that wrsd can't figure out the same for Kindergarten this Fall. An in person classroom is vital for children learning to read.

Parents have to work to pay bills, they can't quit their jobs to be home schooling.

Thank you.

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Rebecca Petersen <rebecca\_petersen@wrsd.net>

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## Fwd: Please read before voting

1 message

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**Megan Weeks** <megan\_weeks@wrsd.net>

Tue, Aug 11, 2020 at 8:27 AM

To: Rebecca Petersen <rebecca\_petersen@wrsd.net>

Megan K Weeks, M.Ed  
Chair WRSD School Committee  
Assistant Principal, Murdock High School

----- Forwarded message -----

From: **Anna Wiadrowski** <aawiadrowski@gmail.com>

Date: Mon, Aug 10, 2020 at 2:10 PM

Subject: Please read before voting

To: <questions@wrsd.net>

Good Afternoon,

I understand that the final decision in regards to remote/hybrid start of the school year will be voted at today's meeting.

Please, keep us, working parents in mind. I am a mom of 5th grader with ADHD. I am trying to keep him away of electronics as much as I can. Remote learning doesn't help. Also English is my second language, I am not capable to support his language to grow and cannot help him with assignments. Also, both my husband and I are working parents, so I can not imagine what would we do if school will not reopen, leave 10 year old at home by himself?

YMCA will provide support for working parents but it is \$250 per week which we can not afford. And if Y can have kids inside their building why schools cannot?

Please try to utilize hybrid schedule and at least see how it works. My younger child is in preschool since it has been reopen, about 2 months now and no one got sick.

Again, please take my e-mail in consideration before your vote. There are hundreds if not more parents in the similar to mine situation.

Thank you

Anna Wiadrowski  
aawiadrowski@gmail.com



Rebecca Petersen <rebecca\_petersen@wrsd.net>

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## Fwd: Comment Aug 10 2020

1 message

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**Megan Weeks** <megan\_weeks@wrsd.net>

Tue, Aug 11, 2020 at 8:22 AM

To: Rebecca Petersen <rebecca\_petersen@wrsd.net>

Megan K Weeks, M.Ed  
Chair WRSD School Committee  
Assistant Principal, Murdock High School

----- Forwarded message -----

From: **joewestminster@aol.com** <joewestminster@aol.com>

Date: Mon, Aug 10, 2020 at 8:27 PM

Subject: Comment Aug 10 2020

To: questions@wrsd.net <questions@wrsd.net>

Good evening all,

The concern of how the afternoon period would be organized could be resolved by having the students repeat their schedule from earlier in the day. This would give the students a set time to meet with a teacher, for a teacher to require a student or small group to return for help, and it would resolve the problem of putting a student in the position of trying to decide which teacher they need to see.

Prior to the closure of schools in March, the broadband at the some of the schools was not capable of handling many connections at once. What has WRSD done to ramp up broadband at schools such as Chocksett and Thomas Prince?

In a hybrid model how are you going to give teachers enough time to plan for, conduct, and assess both remote and in-class learning simultaneously. I am worried that juggling two different models will result in less quality for the students.

Thank you & Stay Safe.

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Rebecca Petersen <rebecca\_petersen@wrsd.net>

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## Fwd: remote learning

1 message

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**Megan Weeks** <megan\_weeks@wrsd.net>

Tue, Aug 11, 2020 at 8:22 AM

To: Rebecca Petersen <rebecca\_petersen@wrsd.net>

Megan K Weeks, M.Ed  
Chair WRSD School Committee  
Assistant Principal, Murdock High School

----- Forwarded message -----

From: **Hannah Palmi** <hannahpalmi25@wrsdk12.net>

Date: Mon, Aug 10, 2020 at 8:57 PM

Subject: remote learning

To: questions@wrsd.net <questions@wrsd.net>

Dear School Committee Members,

I am a student at Chocksett Middle School. I want to thank all of you for your work to start the school year, however I do have a big concern. I'm going into 8th grade this year and I'm concerned about the learning process this year. I and many other students learn by hands on activities, but I don't think very much of this will be happening during remote learning. I know that I am an older student compared to the elementary school students, but this is just simply how I and many others learn.

My math teacher in the spring was good about giving us assignments that we could print out and do hands on, or using materials that we have around our homes. I found her class a lot easier than my other teachers' classes because of this. I feel that teachers this coming school year should assign a lot of hands on learning activities, as my math teacher did in the spring, so that we can replicate in person learning and help us students excel as much as possible. I feel as though this should be required of teachers as much as possible.

Sitting in front of a computer all day and doing no hands on learning can be very stressful and difficult for students. I agree that for safety reasons we need to be remote for the start of the school year, especially because I have a high risk family member, but

I think that there needs to be guidelines for teachers on what our learning looks like.  
Thank you for reading this and I hope that this will be taken into consideration.

-Hannah Palmi

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Rebecca Petersen <rebecca\_petersen@wrsd.net>

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## Fwd: High school schedule concern

1 message

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**Megan Weeks** <megan\_weeks@wrsd.net>

Tue, Aug 11, 2020 at 8:21 AM

To: Rebecca Petersen <rebecca\_petersen@wrsd.net>

Megan K Weeks, M.Ed  
Chair WRSD School Committee  
Assistant Principal, Murdock High School

----- Forwarded message -----

From: **Emma Zimon** <emmazimon21@wrsdk12.net>

Date: Mon, Aug 10, 2020 at 9:05 PM

Subject: High school schedule concern

To: <questions@wrsd.net>

Good evening,

My name is Emma Zimon and I am a rising senior at Wachusett. Having the opportunity to witness the development of the return to school plan, I have concerns about the high school schedule shared tonight. Based on that schedule, high school students are expected to start learning at 8:20, have 4-5 classes a day, 40 minutes of homework per class, activity periods on Monday and Wednesday, and Friday's and guidance meetings on Thursday's, extending our online day even longer, and lastly expected to be alert until 3 pm with only a 30 minute lunch break. For middle school students, they are only expected to start online learning at 8:45, have to 2-3 classes everyday, no activity periods, 30 minutes of homework per class and also to be alert until 3 pm. I do understand that these are two different levels, but I believe that this difference is far too drastic. I also find that the expectations are unattainable from a student who is also trying to focus on her social and emotional health's point of view. As students, we are expected to have back to back 50 minutes sessions, with minimal transition time. In person, there are a variety of teaching methods that remote cannot meet, with office hours or not. We as students need time to process lessons, and apply learning, and the sample schedule presented tonight, does not allow for that. The committee's suggestion of adding more academic blocks for high school days will limit our learning process and application time, and that's what makes us college and career ready. The afternoon period that appears unstructured, will be used to complete application of learning, the



expected 40 minutes of homework per class or for seniors, college applications and volunteer opportunities in our community. For example, I am working towards my gold award for Girl Scouts.

I appreciate your time, and would like to thank you for your consideration. If any committee member would like additional clarification on my statement, I would be happy to answer any questions. Thank you again.

Respectfully,  
Emma Zimon  
emmazimon21@wrsdk12.net

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Rebecca Petersen <rebecca\_petersen@wrsd.net>

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## Fwd: School Reopening August 10, 2020

1 message

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**Megan Weeks** <megan\_weeks@wrsd.net>

Tue, Aug 11, 2020 at 8:21 AM

To: Rebecca Petersen <rebecca\_petersen@wrsd.net>

Megan K Weeks, M.Ed  
Chair WRSD School Committee  
Assistant Principal, Murdock High School

----- Forwarded message -----

From: **Robin Boucher** <rboucher30@hotmail.com>

Date: Mon, Aug 10, 2020 at 9:21 PM

Subject: RE: School Reopening August 10, 2020

To: darryll\_mccall@wrsd.net <darryll\_mccall@wrsd.net>, Robin Trottier  
<rboucher@nsboro.k12.ma.us>, matthew\_lavoie@wrsd.net <matthew\_lavoie@wrsd.net>,  
sherrie\_haber@wrsd.net <sherrie\_haber@wrsd.net>, megan\_weeks@wrsd.net  
<megan\_weeks@wrsd.net>

Good evening,

Thank you all for looking over this plan very closely and asking a lot of questions tonight about it before you decide what will happen this fall.

I was wondering if the District will look at other school districts in the state that have made formal plans like Dracut [https://core-docs.s3.amazonaws.com/documents/asset/uploaded\\_file/844246/Reopening\\_Plan\\_Working\\_Draft\\_8.6.20.pdf](https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/844246/Reopening_Plan_Working_Draft_8.6.20.pdf) and Northboro Southboro Regional [https://www.nsbورو.k12.ma.us/cms/lib/MA02216193/Centricity/ModuleInstance/438/NSBORO%20District%20Reopening%20Plans%2008\\_07\\_20.pdf](https://www.nsbورو.k12.ma.us/cms/lib/MA02216193/Centricity/ModuleInstance/438/NSBORO%20District%20Reopening%20Plans%2008_07_20.pdf) about their remote learning plans?

**Questions for tonight:**

**Why can't students follow a traditional schedule for Middle School and High School and have their classes for perhaps 5 or 10 minutes less than they typically do?**

Has the faculty received/do they have a plan to be trained more on the Google Suites capabilities?

Why is the potential date for hybrid so late into the school year?

The screenshot shows a Google Docs document titled "08\_05\_20 District Reopening Plan.pdf". The document is open to a section titled "discretion." and contains a table for "Full Remote Learning". The table has four columns for grade levels: PK-K, 1-5, 6-8, and 9-12. The rows include "School Hours for Students", "Total Structured Learning Time", "Teacher-directed (whole group and smaller break out groups)", "Support Services", and "Accountability".

	PK-K	1-5	6-8	9-12
<b>School Hours for Students*</b>	8:30 - 2:30	8:30 - 2:30	8:30 - 2:30	8:30 - 2:30
<b>Total Structured Learning Time</b>	Each school will provide students with a structured schedule that is based on the in-person schedule. Students will participate in structured learning activities that meet the time requirements provided by DESE, which are equivalent to the in-person requirements. All classes and subjects will meet according to that schedule and address the full set of state learning standards. Structured learning time will include whole group instruction, small group meetings, project work, accessing videos, and independent activities based on resources provided by educators.			
<b>Teacher-directed (whole group and smaller break out groups)</b>	Multiple times daily	Multiple times daily	Daily per class	Daily per class
<b>Support Services</b>	Students will receive all of the services documented in their Individualized Education Programs (IEPs) through in-person instruction, remote instruction or a combination of the two. The District will make every effort to provide as much in-person instruction as is safely possible.			
<b>Accountability</b>	Attendance will be taken on a daily basis. Students' work will be assessed and graded throughout the period of remote learning in ways that are consistent with in-person learning. Educators will use standard grading and reporting procedures and protocols at all levels.			

Can the current working plan be shared on the Wachusett District Website for all to view more closely?

Google Meets can be used for break out rooms and students can be seen by the teacher because the teacher can join each google meet at the same time. (the question related to bullying)

Teachers should start all lessons live and then have students work in real time with the google meet still on, but students can turn off their camera while working and then they can come back to engage in their lesson.

There is much more that can be organized for teaching and learning.

Thank you for considering my questions.

Best,

Robin Boucher

Sent from Mail for Windows 10

**From:** Robin Boucher  
**Sent:** Wednesday, August 5, 2020 8:41 PM  
**To:** darryll\_mccall@wrsd.net; Robin Trottier  
**Subject:** School Reopening

Good evening Mr. McCall,

I was listening to the School Committee Meeting tonight and I was wondering why all of the schools would not follow a schedule at each grade level. For Elementary school level – set up learning blocks for specific content areas and then have the Middle and High School follow a regular schedule for students, just a virtual day. With more passing time between class to allow for movement breaks for students and built in bathroom breaks.

This seems to be the most closely related to modeling a true school day.

Thank you.

Robin Boucher (mother of an incoming Kindergarten student) and middle school teacher in Massachusetts

Sent from Mail for Windows 10



Rebecca Petersen <rebecca\_petersen@wrsd.net>

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## Fwd: Follow up comment

1 message

---

**Megan Weeks** <megan\_weeks@wrsd.net>

Tue, Aug 11, 2020 at 8:21 AM

To: Rebecca Petersen <rebecca\_petersen@wrsd.net>

Megan K Weeks, M.Ed  
Chair WRSD School Committee  
Assistant Principal, Murdock High School

----- Forwarded message -----

From: **Nicole Yahoo** <nlparker@yahoo.com>

Date: Mon, Aug 10, 2020 at 9:23 PM

Subject: Follow up comment

To: <questions@wrsd.net>

This 'plan' is much better and more detailed than what was presented prior. The administration should be sending out emails to parents and teachers to let us know about their progress and this would help us as parents know something is being done.

Thank you for everything.

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Rebecca Petersen <rebecca\_petersen@wrsd.net>

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## Fwd: Questions

1 message

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**Megan Weeks** <megan\_weeks@wrsd.net>

Tue, Aug 11, 2020 at 8:23 AM

To: Rebecca Petersen <rebecca\_petersen@wrsd.net>

Megan K Weeks, M.Ed  
Chair WRSD School Committee  
Assistant Principal, Murdock High School

----- Forwarded message -----

From: **Nicole Yahoo** <nimparker@yahoo.com>

Date: Mon, Aug 10, 2020 at 7:56 PM

Subject: Questions

To: <questions@wrsd.net>

I would like to thank the teachers who did spend endless hours working for their students in the spring. I would also like to thank the School Committee Members for their time and efforts to allow for all students of WRSD to experience their best learning while here in the district.

I feel the district's administration have not been as open and honest with the public as they could have been. It seems like parents and teachers are in the dark and that is not what should be happening for the children in our district.

How do you expect teachers and students to know how each other work with out having meet each other? Will they be able to meet with one another in small groups of their new peers in person before starting?

Has the district considered allowing elementary school age students to go into all school for the mornings and the older students report for afternoons? All schools could be used so class size numbers would be smaller.

How will the special education teachers be evaluating the students who are supposed to have their three year reevaluations done in the first quarter?

When will students be given their schedules, so working parents can plan for how long to have the students be actively on the computers?

What students will be learning in person and how and when will they be notified? Will all student on IEPs receive their services due to them?

Will the middle school online help and support be optional for the students? This was a problem for this age group and it should be the teachers making small groups and making them mandatory.

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Rebecca Petersen <rebecca\_petersen@wrsd.net>

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## Fwd: Working parents

1 message

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**Megan Weeks** <megan\_weeks@wrsd.net>

Tue, Aug 11, 2020 at 8:26 AM

To: Rebecca Petersen <rebecca\_petersen@wrsd.net>

Megan K Weeks, M.Ed  
Chair WRSD School Committee  
Assistant Principal, Murdock High School

----- Forwarded message -----

From: **Caryn Sullivan** <carynleighsullivan@gmail.com>

Date: Mon, Aug 10, 2020 at 7:06 PM

Subject: Working parents

To: <questions@wrsd.net>

Hello,

Will there be flexibility to allow for learning in the evening for elementary school?

My husband and I both need to work, we will have to arrange child care but do not want those people to have to teach.

Please have some consideration for the opportunity to do assignments/zoom/etc in the evenings for working parents.

Many working parents are willing to meet and help work on the plans to move to hybrid learning. I am one who would volunteer, I put this on each survey, my offer still stands, I know this is daunting.

Thank you,  
Caryn Sullivan

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Rebecca Petersen <rebecca\_petersen@wrsd.net>

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## Fwd: Question for Monday's SC Meeting

1 message

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**Megan Weeks** <megan\_weeks@wrsd.net>

Tue, Aug 11, 2020 at 8:29 AM

To: Rebecca Petersen <rebecca\_petersen@wrsd.net>

Megan K Weeks, M.Ed  
Chair WRSD School Committee  
Assistant Principal, Murdock High School

----- Forwarded message -----

From: **Jennifer Scalise-Mullett** <jscalisemullett@gmail.com>

Date: Sat, Aug 8, 2020 at 8:05 AM

Subject: Question for Monday's SC Meeting

To: questions@wrsd.net <questions@wrsd.net>

First - I appreciated seeing a sample schedule. I am hoping that the additional detail provided will include ensuring that the mornings will include live learning and the afternoons will be for the assignments to apply the live learning concepts. I am curious if specials will be part of the model as well? Or would that be part of the afternoon sessions?

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Rebecca Petersen <rebecca\_petersen@wrsd.net>

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**Fwd:**

1 message

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**Megan Weeks** <megan\_weeks@wrsd.net>

Tue, Aug 11, 2020 at 8:26 AM

To: Rebecca Petersen <rebecca\_petersen@wrsd.net>

Megan K Weeks, M.Ed  
Chair WRSD School Committee  
Assistant Principal, Murdock High School

----- Forwarded message -----

From: **Sophie Unfricht** <sophieunfricht26@wrsdk12.net>

Date: Mon, Aug 10, 2020 at 6:42 PM

Subject:

To: questions@wrsd.net <questions@wrsd.net>

hi my name is sophie unfricht and i am a 7th grade student at CTMS. i was writing because i have a suggestion for next year. Since we are remote for the fall, I was wondering if it would be considered to keep the same classes and teachers together for next year? i believe that it would make the year go much smoother as all of the classes would know each other and the teachers would know the students.

Thank you,  
sophie unfricht

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Rebecca Petersen <rebecca\_petersen@wrsd.net>

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## Fwd: Kindergarten and technology

1 message

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**Megan Weeks** <megan\_weeks@wrsd.net>

Tue, Aug 11, 2020 at 8:22 AM

To: Rebecca Petersen <rebecca\_petersen@wrsd.net>

Megan K Weeks, M.Ed  
Chair WRSD School Committee  
Assistant Principal, Murdock High School

----- Forwarded message -----

From: **Finnerty, Jennifer** <jfinnerty@worcesterschools.net>

Date: Mon, Aug 10, 2020 at 8:26 PM

Subject: Kindergarten and technology

To: questions@wrsd.net <questions@wrsd.net>

Good evening,

I'm not sure if I missed it or not, will incoming Kindergarten students receive chrome books or some other form of technology such as an ipad to complete their work on?

Thank you,  
Jennifer Finnerty

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