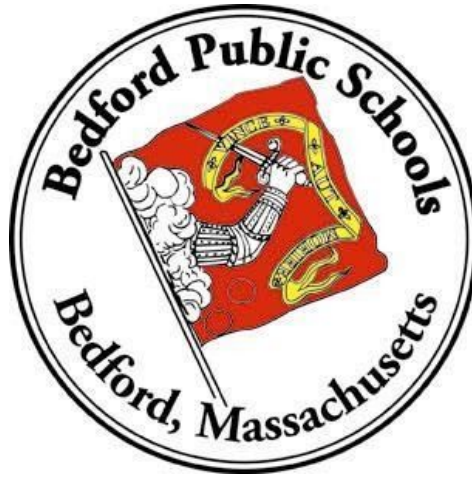
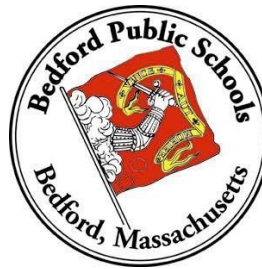


Bedford Public Schools



Bedford Public Schools
Draft Reopening Plan for Fall 2020
August 3, 2020
Updated August 14, 2020

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August 14, 2020

Dear Bedford School Community,

On June 25, 2020, Education Commissioner Jeffrey Riley put out the *Initial Fall School Reopening Guidance* to all public schools across the Commonwealth. This document directed each district to devise three models for next year: all remote learning, hybrid, and an all in-person. The following document is a draft that outlines the three plans. There are many details both large and small that will be required for planning purposes, the following information can help inform the school committee, the staff and families about the possibilities for school this year. As we have all experienced, events can change, so please understand our situation may change quickly, and we will need to remain flexible with any plan.

In our efforts to understand how both our staff and families were thinking and to gather information, we sent out two surveys, one was to the staff on June 19th, and the second survey went to families in early July. Our survey to staff was used to gauge their experiences during the past spring while teaching remotely, and to gather information about professional development that would be helpful in moving forward towards a plan for the 2020-21 school year. The family survey was utilized as a way to not only understand how families experienced remote learning in the spring, but to also understand their concerns about returning to school in the fall. Particularly, we were interested in how families would adjust to the three models that are being proposed by the department of education. In June we organized a district reopening task force with representatives from all areas of our community. Each school also created a building-based reopening task force to deal with issues specific to each school. The building based teams and the district wide teams have worked together to discuss several issues and to create plans related to: teaching and learning, school operations, technology, transportation, extended day activities and health and safety. While these teams were meeting, we held forums with families and faculty so that we could hear questions, concerns and ideas. During these forums we provided answers when we were able and also utilized the forums to bring questions, concerns and ideas back to the district and building based teams.

On Wednesday, August 5, 2020 the Bedford School Committee considered all of the options and decided to begin the 2020-2021 school year in a hybrid model. That model is described herein. The committee also asked that the school district create a remote learning option for Bedford students that was made up of a Bedford curriculum taught by Bedford teachers. This was a difficult decision balancing health and safety concerns with academic progress and social emotional supports for all students. The committee also asked that we look at a staggered re-entry of students to the school buildings.

Since that decision we have surveyed our families asking them to complete an “Enrollment and Transportation Survey” form. This was completed by over 80% of Bedford families. This student enrollment data will allow each school to begin allocating staff, scheduling, and specifying the plans for each school. Additionally, we have developed cooperative teams of teachers and administrators for each building to work on all of the myriad of details that need to be worked out before school can open. This document originally due on August 10, 2020 is being submitted to the Department of Elementary and Secondary Education on the new deadline of August 14, 2020. We will continue to work with our district-wide reopening task force, each building based reopening task force, our building based cooperative teams, and the Bedford Education Association in order to provide answers to the questions surrounding each model, the opening of school, and the decision-making needed to move between models as conditions change.

The participation of our community in the forums and on the surveys has been a very important part of our process and the planning. There is much that is uncertain at this time, but we believe that these plans are a solid framework from which we can provide the most meaningful educational experience in the safest environment for everyone in our school community.

Sincerely,

Philip Conrad, Superintendent of Schools

Tricia Clifford, Ed.D, Assistant Superintendent of Schools

Bedford Public Schools Draft Reopening Plan Fall 2020

This Draft Reopening Plan is divided into six sections:

- ***Guidance on Learning Programs*** describes in general terms the three possible models for teaching and learning: the all in-school model; the hybrid model; and the all remote model (meaning all students are remote). It also outlines the Learning Management System (LMS) which is an option for families to select if they want their child to go remote right from the beginning of the year, regardless of what the school committee chooses.
- ***Guidance on Health and Safety*** is a document that specifies what precautions need to be in place to reduce the risk of exposure and spread of COVID-19.
- ***Guidance on School Operations*** outlines how the schools will organize classrooms, processes within the schools navigating the day to day issues related to student movement throughout their school. This document also speaks to the facilities and the tasks that will be completed to insure a safe environment for all.
- ***Guidance on Transportation*** describes how students can be transported to school via bus, and provides specific information on how students should be entering the bus, where they should be sitting on the bus and procedures related to this, along with bus cleaning and maintenance.
- ***Guidance on Technology*** this is a document that speaks to internet access and home environment, devices for remote learning, online learning platforms, hardware/software, and professional development on remote instruction.
- ***Guidance on Extended Day*** outlines what we know at this point regarding athletics, and other activities that are beyond the classroom hours during the day.

Guidance on Learning Programs

During the reopening planning process it has been the goal of the Bedford Public Schools to have our students return to in-person learning as we begin the 2020-21 school year. This is consistent with goals established by the Massachusetts Department of Elementary and Secondary Education (DESE). Throughout the entire reopening planning process our focus has been on the following:

- **Health and Safety of students and faculty**
- **Academic Engagement: providing the best teaching and learning opportunities for *ALL***
- **Support students' social and emotional well-being**
- **Equity as a core of our work as a district**
- **Providing welcoming learning environments**
- **Enable connections between students and teachers**
- **Input from Stakeholders**
- **Input from local, state, and federal officials**

Along with having students and staff return to school in the fall, we need to consider that there are educators and students who have pre-existing health concerns or other circumstances which may preclude them from returning to school within an in-person learning model. Bedford Public Schools intends to provide opportunities for these students and staff as part of our planning process.

During our reopening planning process we examined multiple scenarios. Due to the complexity of the ongoing pandemic, there is no one factor that can be utilized to determine the best learning model for all students.

In determining what we felt was the best course of action, we spent considerable time, thought and research to focus on:

- Carefully examining the health and safety factors associated with each learning model and considering the most up to date and relevant public health data
- Teaching and learning implications associated with each learning model and our ability to provide social emotional supports to all students
- Opportunities and limitations of our physical building structures (e.g. number of classrooms, classroom sizes, etc.)
- Financial and Human Resources considerations

- To meet our goal of returning as many students to in-person instruction as possible.

The Bedford Public Schools will be providing families with two options for school for the fall. Parents and guardians can either enroll their children in the remote option, which at the request of the Bedford School Committee will be a Bedford curriculum for Bedford students taught by Bedford teachers. This system is still being created.

The Department of Elementary and Secondary Education has directed all public school districts to plan for three learning models for students attending school:

- 1) an in-person model where all students attend school everyday;
- 2) a hybrid model where students attend school and learn from home; and
- 3) an all remote model where all students learn remotely taught by Bedford Public School staff.

The School Committee, in consultation with the Superintendent, has determined that the learning model most appropriate for students at this time is a hybrid model with a remote model for all students who choose not to attend school. Additionally, the School Committee has authorized the Superintendent to monitor health indicators within the district, town and state, and make adjustments throughout the school year as necessary and appropriate. Consequently, the three models will need to be compatible with one another so that any transition in the future can be as smooth as possible.

Please find below a summary of considerations for each model. In studying, researching, and examining stakeholder feedback, the size and capacity of classrooms, and also considering the possibility of adding teaching staff to reduce class size, these are the specific Learning Models that are being considered by the District.

Table of Learning Models considered by the District

| | |
|------------------------|---|
| In-Person Model | <ul style="list-style-type: none"> ● 17-28 students per classroom ● 3' minimum distancing ● Most challenging environment to maintain health and safety measures |
|------------------------|---|

| | |
|-------------------------|--|
| | <ul style="list-style-type: none"> • Best for student learning and social-emotional support |
| Hybrid Model | <ul style="list-style-type: none"> • Students will spend part of their time in person, and part their time remotely • 8-14 students/cohort each day • 6' minimum distancing • Improved ability to maintain health and safety measures • Compromise between in-person and remote learning • When learning remotely, there will be times that students will be supported by support staff. |
| All Remote Model | <ul style="list-style-type: none"> • All classes taught remotely by in-person staff • To be used only if public health concerns preclude in-person learning • Least advantageous for learning and social-emotional support • This would include all students in the district |

The district intends to support students and families who elect a remote only option with a Bedford curriculum taught by Bedford teachers. This system is being established with the greatest care to emulate the quality of a hybrid or in-person curriculum

| | |
|--|---|
| Remote Learning (Bedford for Bedford) | K-12 Remote Option <ul style="list-style-type: none"> • Curriculum aligned to the curriculum of the Bedford Public Schools • Curriculum taught by Bedford Public School educators* • *Specialized courses or specific course levels may need to be brought into the system |
| Independent Homeschooling | Withdrawal as a Bedford Public School student and entering into a homeschool plan submitted to the district. Families are eligible to return. |

The sections that follow outline in more in-depth detail the three models created for the School Committee's review on August 5, 2020.

The Three Plans: In-Person Model, Hybrid Model, Full Remote Model

In-Person Model

With this model, we would open schools everyday to all students who wish to attend. It is the model that is most similar to what students, staff, and families are used to and it is our intent to provide as much as possible the full range of programming and learning opportunities as in a typical school year. All instruction would be live and in person, with students and staff wearing masks, physically distancing themselves from one another and closely following the in-school safety protocols outlined later in this document. Because there will be a need for more transitions, mask break and hand-washing there will be less time for teaching and learning than before. We will strategically compact some curriculum and learning experiences while still making sure that students progress through all the standards and practices outlined in the Massachusetts curriculum frameworks for all grades and subjects.

Educators will have to adjust some instructional practices to maintain physical distance and minimize the sharing of materials. Some classes may have to be reconfigured to ensure that students and staff are safe. Instructional practices that will happen more frequently include teaching outdoors, explicit instruction of important routines and procedures, use of online platforms and tools to facilitate safe collaboration and minimize paper, and a focus on student choice, agency, and individualized learning.

At the elementary level, students will spend the majority of their day with their cohort in a self-contained classroom with minimal physical contact with others outside the classroom. Students will travel together as a class to specialist teachers and to recess and dismissal. The overall elementary schedule will be very similar to the one we have used in the past, with a few adjustments, to utilize precautions.

The middle school would follow a cohort model, with some modifications. The team approach would remain. Special considerations would be made to try to maintain a cohort model as much as possible. There may be a few changes to accommodate before and after school transitions, masks breaks, and lunches by cohort, if needed.

A cohort model cannot be employed at the high school, and still maintain the wide range of course offerings outlined in the program of studies. Measures will be put in place to minimize social contact. Staggering passing and break times may be utilized.

This is a general overview of the in-person model. It is important to note that it would be doable, based on feasibility studies, to fit students in classrooms with a 3-foot social distance measure as prescribed by DESE, but not by the 6-foot measure reported by the CDC. While we all can understand that an in-person model would be the best approach for teaching and learning, and social emotional aspects, it provides the least amount of physical safety for students and staff.

Hybrid Model

Hybrid Model Draft Schedule

| | Monday | Tuesday | Wednesday** | Thursday | Friday |
|------------------------|--|--|--|--|--|
| <u>Cohort A</u> | In-person | Remote (Students engage in remote work with supports) | Combined, shortened remote teacher-directed instruction (Early release for K-12 educator collaboration) | In-Person | Remote (Students engage in remote work with supports) |
| <u>Cohort B</u> | Remote (Students engage in remote work with supports) | In-Person | | Remote (Students engage in remote work with supports) | In-Person |

Our current school year calendar includes the following holidays: Columbus Day, Monday, October 12, 2020, Election Day, Tuesday, November 6, 2020, Veteran's Day, Wednesday, November 11, 2020, and Thanksgiving break, Thursday, November 28 and Friday, November 29, 2020. Therefore, each cohort will have equal missed days and there is no need to make adjustments to the schedule. This allows a consistent schedule for all student cohorts throughout the fall.

A hybrid model allows for class sizes that allow a six-foot social distancing as recommended by the CDC between students in classrooms. Students coming to school will be divided into two (2) cohorts: **A** and **B**. Students in this model of learning will attend school in-person twice per week (days depending on cohort assigned). Cohort A, would attend Monday and Thursday, and be in remote learning on Tuesday and Friday with specific assignments being required and with support staff (i.e. TA's, EL teachers, EA's, Literacy Specialists, Special Needs teachers, and Instructional Coaches meeting with students individually, within small groups, or per class). Cohort B would attend Tuesday and Friday. Students will **all** be remote on Wednesdays, educators will meet with all of their students in a shortened and combined (both A and B cohorts) remote meeting. The majority of students will be assigned a cohort by alphabet (A-Li,

Lo-Z) in order to keep siblings in the same cohort K-12. Preschool information will be forthcoming.

Please note that there are other hybrid models that we considered, including a week on/week off approach and a morning/afternoon approach. There are strengths and weaknesses to each hybrid schedule. Some advantages to the schedule we selected is that the curriculum and instruction can happen in parallel with both groups more easily, students are never out of school for an extended period of time, and the days in school and out of school are predictable from week to week.

A hybrid model provides for more physical safety of staff and students because fewer students are in the building on any given day and class sizes are smaller. In a hybrid model, synchronous “live” teaching would be when students are in school and asynchronous, supported independent work would be the norm when students are at home. As stated previously, support staff could potentially be utilized to work with students that are in-person during their day, and also have scheduled times to go remotely to also work with individuals, or groups that are at home.

At the elementary level, we would emphasize the teaching of all subjects in school. At some times, it may be necessary for teachers to prioritize particular subject areas. At the secondary level, students would follow a specific schedule on the days they attend and work on subject areas when they are at home, including specific assignments, and also potentially have times during their remote days when they connect with a support staff member.

We are exploring how we can best reach in-school and remote learners simultaneously using live-stream video conferencing. It would be beneficial for students to live stream certain activities, such as morning meetings and whole-class instructions and discussions. At the high school level, live streaming would be very helpful for students who are preparing for exams. Implementing live streaming may be a challenge. There are many factors to consider, discuss and collaborate on, which we will continue to do.

We expect that if we go to a hybrid model, we would ask that some students attend school everyday. These students could include English language learners, students who receive significant special education services outside the general education setting and other students whose learning needs require daily face-to-face instruction.

Of the three models, the hybrid model occupies the middle of the safety versus learning dilemma. The hybrid model provides more physical safety than the all in-person model and less physical safety than the all-remote model; and it provides more for the learning needs of most

students than the all-remote model. It is also the most complex model as it combines aspects of both in-person and all-model teaching and learning.

All Remote Model

If we followed the remote model, we would close schools and teach all students remotely every day. It is important to point out that remote learning will look very different from the learning provided this past spring. Last spring the expectations from DESE lowered as districts across the Commonwealth all faced a new emerging challenge of how best to educate and support children from a distance during a crisis. DESE's spring guidance called for half days of instruction, no summative assessment and grading requirements, and minimal expectations to provide new curricula for students. The guidance for the fall calls for full days of school. This fall we will return to addressing learning standards and practices, which will also include accountability to assessing and grading student progress.

All teaching will happen using a combination of teacher-directed learning (zoom meetings-whole class, small group, individual and/or office hours) as well as independent learning (video, Seesaw, Nearpod, Google classroom, etc.). During remote learning, attendance will be taken, students will be taught new content knowledge and skills through a variety of digital methods and instructional practices, and will be assessed throughout the year. Students will receive feedback on their work augmented with the use of digital tools. This feedback may occur directly in small group or individual Zoom sessions, or through the use of selected digital tools. Teachers will report on student learning through a designated reporting method (Assessment Summary Documents or Report Cards). Art, Music, and PE and Health will either be teacher-directed, independent or both, each week in grades K-8.

Remote learning schedules would mirror in-school schedules as much as possible. Elementary students would have a morning meeting at the beginning of the school day, followed by learning blocks in reading, writing, math, science or social studies and a special. In each block there would be a blend of live whole-class instruction, and small group activities, and independent work. Each block would be slightly shorter than those in school to accommodate screen breaks. The overall school day would be slightly shorter as well so that teachers have some time to plan together. Middle and high school students would follow their in-school schedules when learning remotely. Secondary school classes will be a blend of live whole-class instruction, small group activities, and independent work. Some subjects would need more live interaction so that students could practice or apply with others what they are learning. Remote learning can be challenging. We will work diligently to connect students with one another so that they can more effectively care for one another and support each other's learning.

The remote model offers the best protection for physical safety, and lowers the risk of virus spread. It would be very challenging to provide the robust education that we would be able to provide with in-person teaching and potentially given a hybrid model.

A Bedford for Bedford Remote Learning Model: An option for families who would like to keep their children home

When we surveyed families in early July, 14.6% of families indicated that they would choose to have their child educated remotely, regardless of which plan the district selected. Many respondents are concerned about health risks of children or family members who may fall into high-risk categories.

The Department of Education sent out “*Remote Learning Guidance for Fall 2020*” on July 24, 2020: <http://www.doe.mass.edu/covid19/return-to-school/2020-0724remote-learning-guide.docx>. In this guidance document the department outlined five remote options for districts. The options ranged from a district running a remote program for students who opt to remain at home, to districts implementing a Learning Management System (LMS) which would be an outside provider for remote learning.

At the meeting of the Bedford School Committee on Wednesday, August 5, 2020 the committee asked us to create a remote plan that emulated option one of the remote learning guidelines. That is a remote option for Bedford students that features a Bedford curriculum taught by Bedford teachers. Our Bedford for Bedford model is currently being developed in cooperation with all of our stakeholders. As we develop this model it may be necessary for us to look outside of our teaching staff for specialized courses, or courses at specific levels.

Option 1: Operate a fully district-designed and district-run remote program.

Districts may build upon systems and experiences from the spring to operate a full-time remote program for students. Districts would need to provide all technology (including a learning management system and content platforms), technology support, instructional and operational staffing, curriculum, and related professional development. District teachers and staff would be responsible for delivering instruction aligned to state standards, providing feedback (including grades) to students, monitoring attendance and engagement, communicating with students and families, etc. This option, while requiring a significant investment of district resources and capacity, may provide strong alignment between students attending school remotely, in person, and in hybrid settings. If districts are considering building a remote/virtual program that can be sustained in future years and beyond COVID-19-related needs, they may consider applying to develop and operate a District Virtual School. The Department's [guidance for District Virtual Schools](#) provides helpful information and resources for districts seeking to implement this option for both the short- and long-term.

- **Alignment to district-wide plan:** Program should be designed to fully align to current academic programs and remote learning needs in a way that allows for seamless transitions between in-person, hybrid, and remote settings.
- **Staffing needs:** Requires full school-based staffing models to run all areas of the program, and staff members will need to be trained on all areas of effective remote/virtual instruction.
- **Cost:** Dependent on existing district infrastructure and details of local remote program, though generally there are “start-up” costs for areas like technology and training that, once fully operational, more closely compares to in-person costs per student.

| Likely Best For | Benefits | Challenges |
|---|---|--|
| <ul style="list-style-type: none"> · Districts with sufficient staffing available to deliver remote instruction for all grade levels and content areas needed · Districts with high-quality, adaptable curriculum and strong technology infrastructure · Districts that experienced fewer challenges adapting to remote learning in the spring | <ul style="list-style-type: none"> · Fully aligned to district academic program (learning priorities, curriculum, scope and sequence, etc.) · Lends itself to moving between in-person, hybrid, and remote more seamlessly · May be used in subsequent years regardless of the status of the virus | <ul style="list-style-type: none"> · Requires significant capacity in terms of planning, staffing, and implementing |

Option One as described in the July 24, 2020 Guidance from MA DESE

In the event public health information regarding the virus changes, the District may need to move along the continuum of learning modes. For example, if there is a significant increase in active

cases of Covid-19 in our community, region or state we may need to go into a remote learning mode. Similarly, if there were to be a prolonged period of time in which there are no reported cases in our region and/or risk is determined to be low or very low, we may choose to expand the number of students who can attend classes at a given time. Because there has not been guidance from the State with regard to how schools and districts may progress along this continuum, these are offered only as examples. Our guidance relative to this will be forthcoming after a review of State guidance once it has been received.

Teaching and Learning: Other Considerations

Lifecycle of the Learning Plan

This plan has a specific duration through the end of January, roughly equivalent to the first two quarters of the school year. This duration was elected based on anticipated environmental changes and generally accepted predictions about a potential late fall heightened need for quarantine and isolation with the advent of cold and flu season. More positively, there are indications that vaccine research may begin to prove successful by the end of the year. The district will again solicit parent, teacher and community feedback, anticipated in November, to assess the types of needed changes, or an extension of the plan beyond January 2021.

Parent/guardian Selection of the the In-Person or the Remote Learning Program

Since the approval of the hybrid and remote plan by the Bedford School Committee, parents/guardians have received an **enrollment and transportation survey** email with instructions for electing your chosen option for each student. The student enrollment options for Grades K-12 are the **options approved by the school committee (hybrid, or full remote)**. We anticipate that our district will begin the school year, regardless of model, on **September 16, 2020 following extra professional planning and preparation days as allowed by the state.**

We hope the information contained in this document will assist students and families in determining the most appropriate enrollment option given individual circumstances and the context. It is critical for planning purposes to return the enrollment and transportation survey email as quickly as possible.

We will carefully make plans based on the enrollment information families provide. For this reason, we will not be able to accommodate changes to enrollment decisions once the school year begins except in extraordinary circumstances. In the event that a family has an

extraordinary circumstance and requests a change in enrollment, the decision will be at the discretion of the Superintendent of Schools after seeking input from the school Principal.

Families registered for one of the two options. The registration window began right after the school committee voted and approved the hybrid and remote options and remained open for a short period of time in order to gather the information and start planning quickly. *PreK information will be sent separately to all Pre-K families.*

| K-12 Student Enrollment and Transportation Survey | | |
|---|---|--------------------------------------|
| Select enrollment for each student | This will be the hybrid model as approved by the school committee | <u>Bedford Remote Learning Model</u> |
| Answer for each student in family | 1 - My student needs to ride the bus to school to be able to get to school 2 - My student will come to school by car 3 - My student will come to school by car, or will walk/bike in good weather | <u>Not Applicable</u> |

Information Applicable to All Learning Modes & the Remote Learning Program

Social/Emotional Learning (SEL)

Trauma informed SEL and cultural competence will be critical to re-engaging students, supporting adults, rebuilding relationships, and academic engagement. Educators will collaborate and learn ways to intentionally cultivate a caring and equitable learning community -- one that employs specific practices, routines, and strategies that actively involves all students in their social, emotional, and academic growth. Our planning centers on:

- Taking time to build partnerships, deepen our understanding, and planning for prioritizing SEL for students and adults.
- Designing opportunities for adults to connect, heal, and cultivate their own SEL and cultural competencies and capacities.
- Continuing to create safe, supportive, and engaging learning environments that promote all students' social, emotional and cultural development and overall well being.
- Using data to deepen relationships and continuously improve support for students, families, and staff.

As a district, we will use existing structures and supports: the Child Study Team, Student Support Team, Child Protection Team models, and referral systems to identify students with increased SEL needs. We will employ school-based and community-based supports that students and families can access virtually.

Link: [Social Emotional Learning at Bedford Public Schools Website](#)

Priority for In-person Learning

Bedford agrees with MA DESE's identified priorities for in-person learning (in a cohort C attending all days in hybrid mode). These priorities address the higher levels of support needed by some students in order to access the curriculum and avoid falling behind. The student populations listed below likely will comprise too large a group to attend full in-person learning all days, the first two groups will comprise the highest priority for return to in-person learning. Bedford enrollment data suggests that we will be limited to priority number one for in-person instruction at the outset of the school year, and may be able to add additional students based on these priorities depending on metrics and class space. Families in the second priority are being provided with devices and internet connectivity to address immediate concerns. These priorities are:

1. Students with disabilities and English Language Learners, especially those with an intensive level of need
2. Students whose parents/guardians report do not have access to internet or a suitable learning environment at home, including homeless and foster care students
3. Students who are significantly behind academically
4. Students who were disengaged or struggled academically with the prior remote learning phase.
5. Students who are in PreK to Grade 5 for whom remote learning is the least developmentally appropriate

English Language Learning (ELL)

For the In Person Model

All English Learners will receive the required minutes of ESL instruction as indicated in the DESE Guidance Document.

ACCESS Levels 1.0-2.9: Up to two 45 minutes periods of direct ESL service or more for newcomers

ACCESS Levels 3:0-4:5: Up to one 45 minute period of direct ESL instruction per day.

Eight ESL Teachers and one EL Director will provide direct services to ELs in all four schools. ESL teachers will work with grade level cohorts at the Davis and Lane School. EL students at JGMS and BHS will have scheduled daily ESL classes. ESL teachers will work with multiple teachers and teach in different classrooms as well as provide direct instruction in small pull out groups.

For the Hybrid Model

All English Learners will receive the required minutes of ESL instruction as indicated in the DESE Guidance Document.

ACCESS Levels 1.0-2.9: Up to two 45 minutes periods of direct ESL service or more for newcomers

ACCESS Levels 3:0-4:5: Up to one 45 minute period of direct ESL instruction per day.

Students whose ACCESS scores are under a specified level and who had difficulty accessing and participating in the curriculum during the recent online learning may be placed in an in-person school cohort based on their needs and outlined by guidance from DESE that states EL students may receive more in-person schooling.

Students whose ACCESS scores are above 3.0 and who were successful in online learning will receive 45 minutes of direct online instruction on the days that they do not attend school in person by an ESL teacher.

For the All Remote Model

All English Learners will receive the required minutes of ESL instruction as indicated in the DESE Guidance Document.

ACCESS Levels 1.0-2.9: Up to two 45 minutes periods of direct ESL service or more for newcomers

ACCESS Levels 3:0-4:5: Up to one 45 minute period of direct ESL instruction per day.

All English Learners will receive the required number of required minutes during remote learning. Students will be taught remotely in small groups according to their ACCESS levels. Instruction will be provided by an ESL teacher per grade level at Davis and Lane. English learners at JGMS and BHS will be provided direct online ESL instruction in small groups.

Special Education Services

As we enter into the 2020-2021 school year, we remain committed to providing our students with disabilities a “free and appropriate public education” (FAPE) consistent with the need to protect the health and safety of all students.

Students will receive all of the services documented in their IEP’s through in-person instruction, remote instruction, or a combination of both. Regardless of the learning mode, the district will provide the staffing, support, services, and resources required to meet each child’s individual needs as outlined in his/her Individualized Education Program (IEP).

Delivery of Special Education Services in the All In-Person Model

There will be a strong emphasis on providing in-person special education instruction to the greatest extent possible for all students and a priority for our preschool students and those students with significant and complex needs. Students will receive all services as documented in their IEPs. Together, administrators are carefully reviewing schedules and working on flexible solutions for groupings and cohorts of students so that we can provide for all services documented in a student's IEP in the least restrictive environment while meeting the current health and safety requirements. We are thinking of creative ways in which we can provide students with their services in the classroom to be sure that we are not mixing cohorts of children while being mindful of social distancing and not overpopulating a classroom with too many adults at the same time. It is probable that some services will be delivered differently than we had anticipated, but the students will receive their services documented in their IEP. This will require careful planning and scheduling.

Delivery of Special Education Services in the Remote Model

Remote learning plans in the 2020-2021 school year will be more robust than the models of remote learning that were implemented in the Spring. We will be using an instruction and services model of delivery. There will be a consistent schedule of classes, interventions, services, and therapies including time spent interacting directly with teachers and related service providers on a regular basis. Teachers and therapists will plan for both teletherapy sessions and remote lessons as well as pre-recorded video lessons to follow at home. The plans will also include supplemental work during the school days that can be accomplished independently with guidance from and accountability to the teacher or therapist.

Delivery of Special Education Services in the Hybrid Model

When planning for a hybrid model, we will prioritize in-person learning for preschool-aged students and students with disabilities with significant complex needs. In this model, when students are in school, we will follow the model outlined in the in-person plan and when it's not the student's time to be in school, we will follow the plan outline in the remote learning plan. The administration will be working together to try to develop ways in which students can receive their services creatively in an effort to provide as many in-person services as possible during these times.

Collaboration with Families

Parental involvement will be crucial to the success of any of these options, therefore it's imperative that we work collaboratively with families when planning. Parents and caretakers have first-hand knowledge about what went well for their child and what didn't go well last Spring. Liaisons will reach out to parents as the school year begins to discuss how a student's IEP service will be delivered if different than described in the student's IEP. Written documentation will also be provided.

Special Education Meetings

We will continue to hold initial and re-evaluation meetings as well as annual IEP meetings. In an effort to reduce visitors to the buildings, virtual or telephonic IEP meetings will be offered and highly recommended. If a parent would prefer to meet in person, we will schedule the meeting. However, we will work with the parents to prioritize the team member that sits in the meeting in person while having others participate virtually from another area in the building. All participants will be required to wear a mask and sit 6 ft apart from one another.

Students on 504 Plans

All In-Person Learning

- Counselors and designated faculty members will be available to support students as indicated on their 504 Plans. HIPPA and FERPA complaint platforms will be utilized for counseling services.
- Counselors and designated faculty members will work with classroom teachers and students/families to ensure 504 accommodations are implemented consistently throughout the curriculum.

Hybrid Learning

- Counselors and designated faculty members will be available to support students as indicated on their 504 Plans via in person on the days they are in school, or via phone/remote platforms if they are at home.
- Counselors and designated faculty members will work with classroom teachers and students/families to ensure accommodations are implemented in both in-person classrooms and on remote platforms.

Remote Learning

- Counselors and designated faculty members will be available to support students as indicated on their 504 Plans via phone/remote platforms. HIPPA and FERPA complaint platforms will be utilized for counseling services.
- Counselors and designated faculty members will work with classroom teachers and students/families to ensure accommodations are implemented across all remote platforms.

504 Meetings

- In order to maintain appropriate safety requirements, all team meetings will be held remotely. This will minimize bringing visitors into school buildings and requiring staff to travel between schools. When school resumes, Annual Review meetings that were delayed will be held to review the students' 504 Plans.
- If this presents a hardship, the district will conduct meetings in a hybrid fashion where some members are present and others are remote during the in-person and hybrid models. All meetings will be held remotely if the district has moved to a remote learning model.
- Appropriate In-person re-evaluations prior to determining continued eligibility will continue during the hybrid and remote situations as long as health and safety requirements allow.

Technology

The District continues to work on enhancing teaching and learning through the use of technology. Careful consideration has gone into planning and preparing for in-person, hybrid and remote learning models. Educators will utilize on-line learning platforms, including Seesaw at the Davis School and Google Classroom in grades 3-12, as well as video communication tools, such as Google Meet and Zoom, to support communication and collaboration. Educators will integrate additional district-approved digital tools to promote student engagement, classroom

community and creativity. These tools will support both teacher directed and independent learning while fostering academic, social and emotional skills.

John Glenn Middle School will become a 1:1 learning environment with the start of the 2020-2021 school year. All students in grades 6-12 will be assigned a personal device to be used at home and in school. Middle school students will use Chromebooks while high school students will continue to utilize iPads. Students at the elementary schools will have access to Chromebooks and/or iPads in their physical classrooms.

The District is committed to continue working with families to ensure that all students have access to Internet connectivity and devices to support remote learning. If you have any questions or concerns, please contact the Technology Department at tech_support@bedfordps.org.

Guidance on Health and Safety

In accordance with the Massachusetts Department of Elementary and Secondary Education (DESE) guidance, the Bedford Public Schools will work toward a goal of protecting and fostering the health and safety of all students and staff. This includes working toward establishing trust and decreasing anxiety during the re-entry process.

Bedford Public Schools will implement a combination of **mitigation practices** in order to substantially lower the risk of transmission of COVID-19. **This will include focusing on the 3 most critical components of risk reduction.**

There is a high degree of confidence by medical experts that consistently taking these 3 critical practices is highly effective. *All guidelines in this section are based on an analysis of existing district resources, current health data, and safety precautions provided by DESE and the Center for Disease Control (CDC)¹ and are subject to updates.*

Top 3 Mitigation Measures to be Incorporated into Daily School Routines

1. Face coverings/masks

Students and staff will receive **education regarding the importance of masks or face coverings** as among one of the the primary strategies to reduce the risk of transmission

¹ Centers for Disease Control & Prevention (CDC) <https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools.html>

and to protect the school community against COVID-19 infection.

- Face coverings/masks will be worn by all staff and students when feasible.
- Students are expected to come to school wearing a face covering provided by the family, a backup supply of disposable masks will be on hand in the classroom when needed.
- Exceptions for wearing face masks may include situations that may inhibit an individual from wearing a face mask safely. These may include but are not limited to a medical condition, disability impact, or other health and safety reasons.
 - Face shields will be encouraged as a substitute when students are unable to wear masks due to the above consideration.
- Under circumstances when a student is not capable of wearing a mask, every effort to maintain a 6' distance will be made and staff will wear a face mask and face shield

2. **Handwashing/Hand Sanitizing**

Handwashing and hand sanitizing will become a routine part of the school day. Students will receive education and frequent reminders of when and how to effectively wash hands. All students and staff must engage in frequent handwashing, including, but not limited to:

- upon entry into school/classroom
- after bathroom use
- after coughing or sneezing
- before removing and after replacing face covering
- before dismissal
- As a supplement hand washing, hand sanitizer with at least 60 percent alcohol content can be used with adult supervision.
- Hand sanitizer will be available at stations at each entrance to the building and at
- each classroom.

3. **Physical distancing**

In addition to masks and hand hygiene, the importance of physical distancing will be implemented as a key practice that will help mitigate transmission of Covid-19.

- When feasible, staff and students will remain a distance of 6 feet at all times.
- 3 feet will be the minimum distance between people
- Mask breaks will require more than 6 feet between students and staff
- Signage to promote social distancing will be in each classroom and in the hallways.
- Classrooms will be set up with desks arranged at a minimum of 3 feet apart for

- full in-person mode
- Classrooms will be set up with desks arranged at a minimum of 6 feet apart for in-person hybrid mode
- In order to increase available space and maximize physical distance, alternative spaces (library, cafeteria, gyms, auditoriums) will be repurposed as needed.

Additional Health and Safety Practices

1. Screening staff and students

For Staff

- Staff will be provided with a checklist and will be required to self screen daily before coming to work.

For Students

- Parents will be provided with a daily checklist to screen their child each day prior to school.
- The school will require that parents complete a signed agreement before the student enters the school building on the first day indicating that they will screen their child daily prior to sending to school.
- This signed agreement will include a parent/guardian guarantee that students who have any symptoms of illness will be kept home and medical guidance will be sought.

2. Additional Personal Protective Equipment (PPE)

Personal Protective Equipment (PPE) will be provided to all staff appropriate to their job function, and employees are free to use their own personal PPE to ensure they have the most comfort and security. Every staff member regardless of their job function will be able to use the recommended PPE in the way that makes each individual most comfortable. **The district has been purchasing PPE since June and plans to have on hand a full 12 week supply of PPE in accordance with state guidelines based on employee job description.** We have also received a large donation of PPE through Rotary International and the Rotary Club of Bedford. The district is exceeding the recommended state standards for type of PPE for each job description. For example, all staff will have access to face shields should they wish even though this PPE is required only for specialized program staff or those who work with students who cannot social distance due to age or developmental issues.

- Staff who will need to support students in close proximity where distance is not possible, will be provided additional PPE such as face shields and smocks (e.g., preschool children, students in specialized programs)
- Staff who care for children requiring hands-on assistance for routine care activities, including toileting, diapering, feeding, washing, or dressing, and other direct contact activities will be provided with additional PPE which includes face shields, masks, gloves, gowns, and/or washable layer of clothing.
- Face shields will be provided for staff to wear in addition to masks when providing support/counsel/instruction to students with disabilities who are not able to maintain a physical distance of 3 feet or greater.

The following estimates have been prepared as a basis for ordering an initial 12 week supply of PPE for all faculty and staff of Bedford Public Schools, as well as back up masks for students. In every case, more than the estimated total is to be purchased to ensure access.

| PPE SUPPLIES - Initial 12 week supply | Recommended for: | Students | Teachers | Operations Staff | Admin Staff | Total |
|--|--|-----------------|-----------------|-----------------------------|--------------------|--------------|
| <i>Headcounts (Student and Staff)</i> | | <i>2,800</i> | <i>491</i> | <i>44</i> | <i>48</i> | <i>3,383</i> |
| Disposable Backup Masks - ADULT | All | 5,040 | 884 | 79 | 86 | 6,089 |
| Short use CLEAR Masks - ADULT | All | | 884 | | | 5,303 |
| Reusable CLEAR Masks - ADULT | All | | 884 | 79 | 86 | 1,574 |
| Disposable Backup Masks - CHILD | All | 5,040 | | | | 5,040 |
| Cloth Reusable Masks | All | 2,800 | 491 | 44 | 48 | 3,383 |
| Disposable Gloves | Staff | 0 | 589 | 158 | 58 | 48,312 |
| Disposable gowns | Recommended if possible COVID-19 is present | 0 | 100 | 100 | 0 | 200 |
| Face Shields | Working with medically involved students / expanded to all staff | 0 | 491 | 44 | | 2,140 |
| Washable Smocks | Special Education Program Staff | 0 | 170 | 44 | 0 | 428 |

3. Cleaning and Disinfecting

- In order to prevent spread, every effort will be made to limit students from sharing school supplies and equipment (e.g., goggles in science labs).
- Using CDC guidelines, the facilities department will follow protocols for sanitizing and disinfecting school spaces, including high touch spaces throughout the day.

4. Student Groups/Cohorts

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

- Schools will work to reduce interactions between groups/cohorts of students and maintain cohorts. This will be more feasible at elementary than junior high and high school.
- Schools will establish protocols to minimize congestion during arrival/dismissal times and during transitions between classes
- There are no required maximums on cohort or group sizes, provided schools adhere to the physical distancing requirements.
- Each school will work to establish consistent cohorts/classes with required distancing to maximize the use of these extra larger spaces like cafeterias, libraries, gyms, and auditoriums. See individual school plans for more details.

5. COVID 19 Related Isolation Spaces

In order to minimize transmission of COVID-19, schools will ensure that there is an isolated space available for students or staff displaying COVID-19 symptoms

- Each school will have a designated isolation space located adjacent to or within the health office. Visits to the nurse's office will be triaged and sick visits will be separated from non-sick visits. Students coming to the nurse for medications, procedures and other ailments or injury will be separated from those coming in with any signs or concerns of illness.
- Each school will aim to have 2 nurses on site, in order to care for students in the well area and isolation area.
- If a student shows symptoms of illness they will be immediately isolated until their parents/designated emergency contacts pick them up.
- If a staff member is symptomatic they will immediately be isolated until they can drive home or arrange for a ride home.
- Each school will have revised guidelines and procedures around how to send a student or staff to the nurse's office.

COVID-19 Scenarios and Return to School Guidelines

In order to ensure that we have the most complete and comprehensive plans for specific scenarios, the Bedford Public Schools nursing staff worked with the Bedford Board of Health to create the “Covid-19 Scenarios and Return to School Guidelines”.

COVID-19 Scenarios and Return to School Guidelines

(these guidelines are subject to change based on any updated CDC/MDPH protocols that may be released)

| Situation | Response | Requirement to Return to School | Notifications |
|---|---|--|--|
| Child/Staff member displays symptom(s) of COVID-19 | Child/Staff member remains out of school and consults with their PCP | Note from Health Care Provider is required indicating the individual does not have COVID-19 | None |
| Child/Staff member test POSITIVE for COVID-19, but is asymptomatic | Isolation of Positive individual Investigate when symptoms began and when the person was in school Identify close contacts over the 2 days before the positive test Consult with Bedford BOH | 10 days have passed since their positive test Has not developed any symptoms Clearance from the Bedford Board of Health or from the city/town that the individual resides | School Community as directed by the Bedford Board of Health (protect individuals privacy) Bedford Board of Health |
| Child/Staff member test positive for COVID-19, or is diagnosed by Health Care Provider as having COVID-19 | Isolation of Positive individual Investigate when symptoms began and when the person was in school Identify close contacts over the 2 days before the positive test Consult with Bedford BOH | Fever free (below 100 degrees) without the use of fever reducing medication AND improvement in respiratory symptoms (cough, Shortness of breath) AND At least ten days have passed since the symptoms first appeared Clearance from the Bedford Board of Health or from the city/town that the individual resides | School Community as directed by the Bedford Board of Health (protect individuals privacy) Bedford Board of Health |
| Child/Staff member identified as close contact/exposed to COVID-19, chose not to get tested | Quarantine of individual Monitor symptoms (including temperature) at home Consult with the Bedford Board of Health | Excluded from Bedford Public Schools for 14 days from the date of the last exposure with the infectious person Clearance from the Bedford Board of Health or from the city/town that the individual resides | School Community as directed by the Bedford Board of Health (protect individuals' privacy) Bedford Board of |

| | | | |
|---|--|--|---|
| | | | Health |
| Child/Staff member identified as a close contact/exposed to COVID-19 remains asymptomatic and tests negative for COVID-19 | Quarantine of individual Monitor symptoms (including temperature) at home Consult with the Bedford Board of Health | Excluded from Bedford Public Schools for 14 days from the date of the last exposure with the infectious person Clearance from the Bedford Board of Health or from the city/town that the individual resides | School Community as directed by the Bedford Board of Health (protect individuals' privacy) Bedford Board of Health |

Symptoms of COVID -19 Infection

Fever or chills
 Cough
 Shortness of breath or difficulty breathing
 Fatigue
 Muscle or body aches
 Headache
 New loss of taste or smell
 Sore throat
 Congestion or runny nose
 GI Symptoms: Nausea, vomiting, diarrhea and/or abdominal pain

Quarantine

Quarantine is used to keep someone who might have been *exposed* to COVID-19 away from others. Quarantine helps prevent spread of disease that can occur before a person knows they are sick or if they are infected with the virus without feeling symptoms. People in quarantine should stay home, separate themselves from others, monitor their health, and follow directions from their state or local health department.

Isolation

Isolation is used to separate people infected with the virus (those who are *sick* with COVID-19 and those with no symptoms) from people who are not infected. People who are in isolation should stay home until it's safe for them to be around others. In the home, anyone sick or infected should separate themselves from others by staying in a specific "sick room" or area and using a separate bathroom (if available).

[COVID-19 Quarantine vs Isolation Poster from CDC](#)

A “**Close Contact**” is defined by the CDC as anyone who was within 6 feet of an infected person for at least 15 minutes starting from 48 hours before the person began feeling sick until the time the patient was isolated. You are still considered a close contact even if you were wearing a cloth face covering while you were around someone with COVID-19.

Guidance on School Operations

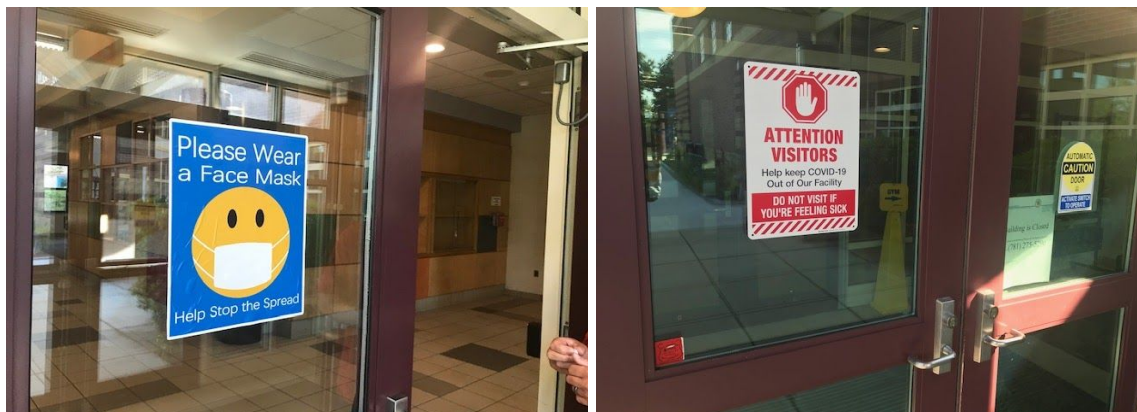
School Operations

School operations in September will be significantly altered from the past. Both staff and students will have multiple opportunities to be oriented to new routines. Staff will have additional planning and preparation days prior to the start of school. For students, the district is preparing video orientation materials as well as small group sessions in school buildings to orient students to new health and safety protocols. Students, faculty and staff are involved in the planning for community awareness and education activities.

Operationalizing Health and Safety Protocols

Masks

The district will permit a wide variety of masks for students, and will supply back up masks in case masks are lost or forgotten. The wearing of masks and face coverings is required of all students in grades K-12 and staff. Signs to require wearing the mask will be posted throughout all school buildings.



Hand washing

Many classrooms in the district have a sink and water which students will be able to access for hand washing. All classrooms districtwide will be retrofitted for wall-mounted automatic hand sanitizers. All bathrooms will have signs reminding the students/staff to wash their hands. Hand-soap dispensers as well as paper towels will be provided. Wet wipes will be available by all classroom sinks.

Physical Distancing and Classroom Set Up

Test classroom set-ups were performed in each school in early July in order to test 3' social distancing for a full in-person school mode. Classrooms in each school were successfully arranged with dedicated seating to accommodate 24-28 students. The district availed itself of an online classroom layout tool to optimize space use which suggested diagonal seating arrangements, and abutting desks with walls where typically classroom materials might be stored. During this process, it was also noted that more than one arrangement would likely be possible and teachers would have a degree of choice in the ultimate classroom design.

During this process it was also noted that preserving a 6' separation desired for teachers would in some cases restrict teacher movement within the classroom environment.

Some examples with details and photographs are included below:

All school buildings will utilize floor markings as well as other appropriate signage for social distancing requirements.





Davis School - Common areas will be divided with visible yellow line/tape to maintain physical distance while passing each other

Social Distancing and Classroom Set-up

Classrooms in each school were set up in order to test the feasibility of 3' and 6' social distancing. Brief description and photos are shared below.

DAVIS SCHOOL:



Plexiglas dividers used for a full in-person model class for teaching and learning while maintaining a minimum of 3' distancing.



Set up for a hybrid model where more than 6' social distancing is maintained.



Teacher' desk and touchless wall-mounted hand sanitizer in classroom

Lane School

The majority of Lane classrooms use individual chairs and desks, so plexiglass dividers are not needed except in some smaller specialized classrooms. Lane also is planning to fully utilize it's largest classrooms for core instructional spaces in order to maximize efficient space use. Classrooms are set up with 24 students desks for the 3' rule. It can also be set up for 14 students while maintaining at least 6'. Some classrooms at Lane allow for 11-12 students at a 6' distance.

JGMS

A total of 24 students could be placed in these classrooms using a minimum of 3' distance. For the 6' minimum, a total of 14 student desks can be set up.



BHS

At Bedford High School, the test fit approach was to set up the smallest classrooms in the building. A total of 23 desks were successfully placed at a 3' distance. Other classrooms which are bigger in size would have space for additional desks. For the 6' rule, 14 desks can be set up



Cleaning & Sanitization Procedures

Daily Cleaning Procedures include the following for each type of space within the school

Classrooms / Small Group Instruction / Faculty Offices (Daily):

- Empty waste baskets and replace liners, wash out during summer schedule
- Dry mop floors

- Vacuum carpets
- Spot Clean Stains
- Check and replace lights
- Clean sink areas
- Refill paper towel/soap dispensers
- Clean glass biweekly
- Dust all ledges and window sills weekly
- Close and lock windows
- Turn off lights and lock doors

Bathrooms/Locker Rooms (Daily):

- Empty waste baskets and replace liners, wash out weekly
- Refill towel, tissue, feminine products, and soap dispensers
- Clean interior and exterior of sinks, urinals, and toilets
- Clean mirrors
- Clean any wall/partition surfaces to remove any foreign matter
- Remove graffiti
- Check and replace lights
- Sweep and wet mop floors

Gym/Café/Library (Daily):

- Cleaning will be performed based on use of space when that is determined.

Lunch Locations (Daily):

- There will be additional lunch locations throughout the building to reduce group sizes. Additional waste receptacles have been purchased to facilitate quick and efficient clean up after eating
- Surfaces will be wiped and disinfected following lunch.

Sanitization techniques

These techniques have been refined during the course of the initial closure as we determined the best and most efficient manner of removing any potential virus contaminants from buildings and surfaces. Sterilization and sanitizing will be performed in addition to the regular cleaning duties listed above. The sterilization routine is efficient and can be performed within normal custodial shift operations as follows:

- Daily sterilization using atomizers and recommended sanitizing solution of high traffic areas through the building will be performed during the school day between the hours of 10:00 a.m. and 1:00 p.m

- All areas will be sterilized using atomizers and recommended sanitizing solutions prior to the end of the second shift prior to closing of the building.

Bedford has acquired hand-held spraying machines as well pack-back atomizers for all custodial staff in all school buildings. In addition to the daily routine schedule described above, these units can be quickly deployed if necessary. The back pack is ideal and efficient for larger areas.

These sanitizers use a solution which has been confirmed by a Certified Industrial Hygienist (CIH) to be safe for use with students and adults of all ages. The Hygienist has been retained by the district for continued consulting services to ensure the safety of any newly introduced cleaning agent, and to provide general guidance.



HVAC Operation

The operation and maintenance of all HVAC equipment have been established based on the recent guidelines from the Department of Elementary and Secondary Education (DESE), the Center for Disease Control (CDC), and the American Society of Heating and Air-Conditioning Engineers (ASHRAE), as well the Facilities Department. Best practices which include regular and consistent routine maintenance including the replacement of filters three (3) times a year during the summer, during winter vacation and in March.

Bedford's school buildings have three main types of HVAC equipment for heating and ventilation of the classrooms, including:

- Unit-Ventilators for introducing fresh air and for heating

- Roof Top Units for heating and ventilating
- Energy Recovery Ventilators for introducing fresh air for heating and cooling

All classrooms have to have a required minimum amount of fresh air flow known as CFM (Cubic Feet per Minute). The amount of CFM varies based on the type of room use/application, as defined by state building code regulations.

Unit-Ventilators

This is the most common type of classroom heating and ventilation. Fresh air is brought into the classroom through these units. The unit air damper can be adjusted for maximum fresh air intake without compromising the equipment or freezing during the very cold days of the winter.



Roof Top Units (RTUs)

These RTUs are used mainly to heat and ventilate, and in some cases cool, the interior classrooms and school spaces. Filters in these units are also replaced three times a year. Bedford's Facilities Department is currently investigating if HEPA filters or MERV 8 to 13 would be an alternative to the standard filters normally used. Both the physical size of the HEPA/MERV filters as well a reduction in air flow are being researched to ensure the proper ventilation is maintained consistent with the Building Codes and airflow recommendations in this time of COVID-19.



Energy Recovery Ventilators (ERVs)

Bedford is a designated Green Community by the State Department of Energy. As such in our most recent additions and renovations, all projects have utilized more energy efficient equipment such as the ERVs where the outside fresh air is brought and most of it is reheated or conditioned in cyclical fashion. An ERV typically serves a cluster of two or more classrooms. Like the RTUs, more advanced filters also will be investigated to optimize operation and ventilation.

HVAC Modified Operation

Facilities Dept has the capability to remotely control the HVAC operation via the Energy Management System (EMS). Facilities staff will monitor and adjust the air damper controls to maximize the amount of fresh air brought into the schools on a **daily** basis. In addition the following are other strategies for maximizing ventilation and indoor air quality in general:

- Some classrooms have operable windows which will be utilized for additional fresh air intake, whenever possible.
- Ultra-Violet (UV) lights are being investigated for use inside the heating and ventilation equipment.
- Bi-Polarization strips are also being investigated for use inside the heating and ventilation equipment.
- Classrooms which are heated and ventilated ERVs **do not share ducts** or other ventilation/air exhaust ducts. This limits cross-contamination among classrooms.
- Classroom Uni-vents **act as independent and separate units from each other**. No air will move from one classroom to another via the heating and ventilation system.
- All HVAC and mechanical equipment are maintained and serviced in accordance w/ASHRAE Standard 62.1, International Mechanical Code, as well the State Building Code.

Food Service and Lunch

In full in-person mode and hybrid mode, lunch will be eaten in small classroom cohorts. Teachers will continue to have their 30 minute uninterrupted lunch time, but will not be able to congregate and will have limited access to faculty break areas due to their reduced allowed capacity.

Student lunches will be available with several cold options offered daily. Meals will be prepared and packaged daily by the School Lunch Program staff in each school kitchen. All meals served will be complete nutritious meals compliant with school nutrition program guidelines. The menu focus will be sandwiches and salads for the first half of the school year. Insulated carriers are being purchased to transport food to the designated locations within each school to facilitate distribution to classrooms and other approved eating locations.

Food transport carts will be approved FNS (Food Nutrition Service) certified containers for food safety. Food service staff will adhere to all safety standards while at work including wearing face coverings and maintaining social distancing wherever applicable. Staff transporting food within schools will wear face coverings and gloves.

Meals will also be available daily for students in a hybrid mode. These meals will need to be preordered. Arrangements will be made for the pick up of meals by the parent/guardian, to be coordinated with the Principal of each school. Pick up could occur during school arrival or dismissal schedule.

Menu examples for Bedford School Lunch in the upcoming year will include:

Two **sandwich** selections from the menu below be available each day for Davis and Lane Schools and three selections daily for John Glenn Middle and Bedford High School:

- Roast Beef Wrap
- Buffalo Chicken Wrap
- Chicken Caesar Wrap
- Turkey Bacon and Cheese on a Roll
- Peanut Butter and Jelly Sandwich
- *All sandwich selections are a complete meal with the addition of fruit and milk.*

One selection from the **salad** menu will be available daily for Davis and Lane; two salad selections will be available for John Glenn Middle and Bedford High School.

- Garden Salad with Turkey
- Chicken Teriyaki
- Chicken Caesar
- Chef Salad
- *All salad selections are a complete meal with the addition of fruit and milk*
- *Pita bread or dinner roll will be included with all salad meals*

Accommodations can be made at each individual school for dietary restrictions and allergies, please contact your school Kitchen Manager to discuss any restriction.

An online food ordering system will be available to Bedford students, parents and school lunch staff. This food ordering system would need to include the following information: A menu with offered meal selections (to be changed weekly), student name, date of service, classroom meal is to be consumed, and any diet restrictions. The School Lunch Program is required to provide access to meals during any remote learning time, therefore the ordering system would need to accommodate more than one meal day to offer a meal while remote learning. The preferred method of pick up would be at the end of the school day by the student. A next day pick up by a parent may serve as an additional pick up day. In order to meet the needs of students a cutoff point for ordering should be established, this is necessary to accommodate kitchen staff food production and delivery constraints.

Meals can be preordered and/or we will prepare enough of each meal to accommodate students who select a meal at the time of purchase. The focus of the food service will be to prepare enough of each meal to satisfy demand.

The School Lunch staff will be responsible for ordering food, preparing meals, setting up delivery carts, serving food at each school according to their approved process, cleaning and sanitizing the kitchen before and after use. All kitchens must be restricted to Food Service staff only so as not to create food or physical safety issues.

We will need to work with the IT Department to devise a system for students to pre-order food via the internet, with access for School Lunch Program staff to retrieve meal requests. This will improve the forecasting of meals to limit any missed meal.

Should the district enter a full remote mode at any time, meal preparation and access will continue for all students in need. The state has requested a waiver to continue operations as we have during the summer food pantry where complete nutritious meals were available without verification of income or typical free/reduced lunch eligibility testing.

Water and Filtered Water Filling Stations

Bottled water will be available at all school locations to ensure access when water fountain use is restricted. Students are encouraged to continue to bring a full water bottle daily. Water Filling Stations in schools may continue to be safely accessed by older students who can effectively practice touchless operation.

Assemblies/All-School Meetings

Assemblies and large school gatherings will be suspended but creative ways for the school community to remain connected are a significant focus for each school administration. Each administrative team places a high priority of developing and sustaining positive school culture, and small group meetings will be supported and encouraged.

Meetings Between Families and School Personnel

All meetings between families and school personnel, to the extent practicable, will occur virtually. Upon request, in person meetings can be considered and approved by a school principal if this would be the most helpful and positive option, and both teachers, staff and parents/guardians are comfortable with a social distanced in-person meeting..

School Visitors

School access will be limited to Bedford Public School faculty and staff and enrolled students. This includes school buildings and grounds. Exceptions to this may need to be considered by the building principal should unforeseen circumstances arise that require a school visitor.

Before and After School Building Access

School access outside of the daily scheduled openings will be determined by September 16, 2020.

Guidance on Transportation

Guaranteed Transportation and Access to School

Bedford Public Schools is committed to continued guaranteed transportation to school to ensure access for all K-12 students in Bedford, Boston and Hanscom Air Force Base. Based on the recent survey results of families, more than 37% of families indicated that they were unlikely to ride the bus during the pandemic, and that bus transportation was not a necessity. The district supports each parent/guardian choice to pursue non-group transportation during the pandemic and is making plans to stagger drop off for cars and buses.

The survey also indicated that school **transportation is a necessity for 10% of families**, and is the only way they can get to school. **For another 25% of families, the school bus is relied upon** to get their student to school.

With lower ridership anticipated, the district anticipates that we will be able to accommodate all families that require transportation in order to get to school. Routes and fleet size may need adjustments once numbers are finalized, but the district is confident that we will be able to continue guaranteed access to school transportation. The district is moving forward with plans to de-densify school buses and vans and to implement all recommended safety protocols, according to DESE guidelines.

Required Bus Registration System

There will be a **required registration system** for bus riders. No students will be able to ride the bus without registration. Each registered rider will have an assigned seat and row and will remain in the same cohort each day from home and school. Only one student per seat is allowed with the exception of family members who may share seats. Riders will receive an assignment for Bus and Seat number, and it is not likely that changes will be able to be accommodated. Bus

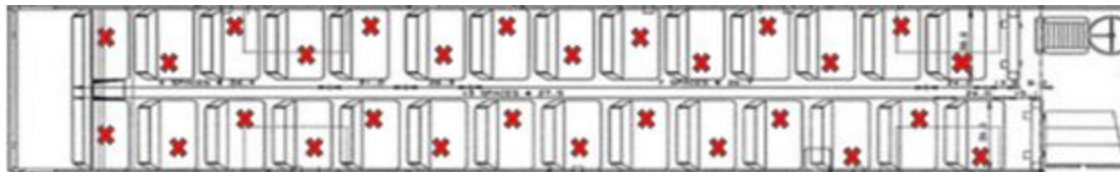
cohorts will need to be limited to registered riders in order to comply with safety protocols. Late registrations will be accepted for newly enrolling students, but can only be considered on a case by case basis for current students, if space allows under reduced capacity limits.

Top 3 Mitigation Strategies on Buses and Vans

Just as during the in-person school day, these critical mitigation strategies will be required on buses and vans for all student K-12 and adult drivers and bus monitors: **#1 Face Coverings / Masks, #2 Handwashing, #3 Social Distancing.** With close passing space in aisles, and to maintain physical distancing, loading will be done from the rear to the front to limit passing. However, ventilation on school buses and vans will be kept high by opening windows.

De-densifying buses and vans

In order to de-densify and reduce capacity on buses, all bus capacities will be reduced. Bedford Charter Company has provided information on its fleet and current and reduced capacity of the buses. The recommendation is to limit each set to one student and to stagger students (window/aisle) to maximize distance, as illustrated in the following diagram:



For each bus currently in Bedford's fleet, the following chart shows the current capacity and revised capacity. The seat immediately behind the driver will be kept empty for the drivers protection and may further reduce capacity by one student, depending upon the layout of the individual bus:

| BUS # | RATED CAPACITY # PASSENGER | 1 per seat | REVISED CAPACITY |
|--------------|---|-------------------|-----------------------------|
| Bus 1 | 77 | 13 | 26 |
| Bus 2 | 77 | 13 | 26 |
| Bus 3 | 71 | 12 | 24 |
| Bus 4 | 71 | 12 | 24 |
| Bus 5 | 71 | 12 | 24 |
| Bus 6 | 77 | 13 | 26 |
| Bus 7 | 77 | 13 | 26 |
| Bus 8 | 77 | 13 | 26 |
| Bus 9 | 71 | 12 | 24 |
| Bus 10 | 77 | 13 | 26 |
| Bus 11 | 77 | 13 | 26 |
| Bus 12 | 65 | 11 | 22 |
| Bus 13 | 71 | 12 | 24 |
| Bus 14 | 65 | 11 | 22 |
| Bus 15 | 65 | 11 | 22 |
| Bus 16 | 65 | 11 | 22 |
| Bus 31 | 71 | 12 | 24 |
| Bus 32 | 71 | 12 | 24 |
| Bus 33 | 77 | 13 | 26 |

Cleaning and Sanitizing Buses and Vans

Bedford Charter, CASE Transportation, LABBB Transportation and other specialized van vendors in use in the district will be required to comply with recommended clearing procedures outlined by DESE, and consistent with the districts' own best practices. All transportation providers are required to share their compliant plan with the district and these plans will be available to parents/guardians.

Bedford Charter has purchased spray sanitizers / atomizers similar to what is in use in the district, and has shared their full plan on safety protocols. Key components of Bedford Charter's plan includes:

- Train drivers in safety protocols
- Disinfecting all surfaces in vehicles at least once daily
- Disinfecting high contact surfaces between trips
- Notify school personnel of any exposure that becomes apparent
- Enforce the current Commonwealth of Massachusetts and CDC recommended return-to-work guidelines for employees who have been absent due to illness or exposure.

Monitors on Buses and Vans

The district will evaluate numbers and determine the need for additional monitors on buses to ensure students are safe and comfortable. The reduced numbers of students riding each bus is expected to help reduce typical social behaviors that sometimes cause noise and extra movement of students when buses are full to capacity.

School Bell Time Adjustments

The district anticipates some adjustments in order to ensure that parent drop off and bus unloading can be conducted without congestion and crowding at schools.

School Bus Route Adjustments

Adjustments to routes is expected and will be communicated when information is available.

Guidance on Technology

Internet Access and Home Learning Environments

The District is committed to continue working with families to ensure that all students have access to Internet connectivity and devices to support remote learning. Loaned devices and internet hot spots are available for families in need. If you have any questions or concerns, please contact the Technology Department at tech_support@bedfordps.org.

Devices for Remote Learning

John Glenn Middle School will become a 1:1 learning environment with the start of the 2020-2021 school year. All students in grades 6-12 will be assigned a personal Chromebook to be used at home and in school. High school students will continue to utilize iPads in the 1:1 learning environment already established at BHS. Students at the elementary schools will have access to Chromebooks and/or iPads in their physical classrooms.

K-5 elementary teachers will plan to introduce and increase comfort level with these devices to facilitate a full remote mode should that be necessary. Curriculum for K-5 students in a remote or hybrid mode will not, however, rely only on online or virtual learning. Hands on projects and activities will be an integral part of any remote or hybrid mode of instruction. A ratio of devices available to K-5 students is approximately 1:3 in school. The availability of iPads at Kindergarten level will be increased to help our youngest students become familiar with the district's learning platforms in preparation for a full or partially remote phase.

Online Learning Platforms

Educators will continue to utilize on-line learning platforms, including Seesaw at the Davis School and Google Classroom in grades 3-12, as well as video communication tools, such as Google Meet and Zoom, to support communication and collaboration. Educators will integrate additional district-approved digital tools to promote student engagement, classroom community and creativity. These tools will support both teacher directed and independent learning while fostering academic, social and emotional skills.

Professional Development on Remote Instruction

Last spring the Instructional Coaches in the district held several professional development classes for teachers throughout the district, and they were highly attended. These classes were also recorded, and there is a library now available of all of the professional development relative to remote learning. Classes have also continued throughout the district this summer. Teachers also participated in professional development through summer work, and through offerings for professional development through the Skillful Teacher, and the Harvard Graduate School of Education. Teachers will continue to participate in professional development focusing on instructional practices for remote learning, along with learning about new applications for interactive platforms and innovative techniques. Due to the many teachers who are participating in professional development, we look to utilize our faculty and staff who have learned a great deal and can offer what they've learned to their colleagues this school year.

Guidance on Extended Day

Interscholastic Athletics

The Massachusetts Interscholastic Athletic Association (MIAA) has assembled a Covid Task Force that reports to the Board of Directors of the association. The final decision regarding High School Interscholastic Athletics participation resides with the Governor. Once the guidelines from the Governor's Office are released, the MIAA Board of Directors will meet 3 days following and provide specifics for the fall Athletic Season. Details from the COVID-19 Task Force can be found here:

http://www.miaa.net/contentm/easy_pages/view.php?sid=38&page_id=317

As of now, we know that the Fall Athletic Season will begin on September 14th with games starting on September 24th at the earliest. Schedules will be adapted due to the limited season resulting in fewer games/contests being played.

We realize that everyone is looking for answers. Please know that we are all eager to get back to playing and competing. Keith Mangan, BPS Athletic Director, is communicating with our coaching staff and meeting regularly with Athletic Directors in the League and across the state. We are planning for numerous scenarios in the event that we are given the green light to begin the season.

Clubs and Activities

When feasible, after school activities will be held virtually. Clubs and activities will not meet in person until it is deemed safe to do so by the Board of Health and/or the Department of Secondary and Elementary Education.

Guidance Documents from the Massachusetts Department of Elementary and Secondary Education

[Guidance on Fall 2020 Special Education Services - June 7, 2020](#)

[Initial Fall Reopening Guidelines - June 25, 2020](#)

[On the Desktop - Transportation & Facilities Guidance - July 22, 2020](#)

[Fall Reopening K-12 Transportation Guidance - July 22, 2020](#)

[Fall Reopening Facilities and Operations Guidance - July 22, 2020](#)

[On The Desktop - Guidance for Courses Requiring Additional Safety Considerations and Remote Learning - July 24, 2020](#)

[Guidance for Courses Requiring Additional Safety Considerations for the Fall - July 24, 2020](#)

[Fall Remote Learning Guidance - July 24, 2020](#)