

# Bedford Public Schools



## **Bedford Public Schools Reopening Plan for Fall 2020**

**Updated August 28, 2020**



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August 28, 2020

Dear Bedford School Community,

Earlier this summer we shared with families information regarding options for school reopening, based on the June 25th, 2020, *Initial Fall School Reopening Guidance*, sent out to all districts in the Commonwealth, by Education Commissioner Jeffrey Riley. This document directed each district to devise three models for the fall: all remote learning, hybrid, and an all in-person, along with also selecting or developing a fourth option for any family who wanted their student to stay home full time, regardless of the school committees selection of plan.

On Wednesday, August 5, 2020 the Bedford School Committee considered all of the options, as presented by the school administration and decided to begin the 2020-2021 school year in a **hybrid model**. That model is described herein, along with details pertaining to other models, should we need to pivot to those quickly due to the pandemic. The committee also asked that the school district *create* a remote learning option for Bedford students that contained Bedford curriculum taught by Bedford teachers. The committee also asked that we look at a staggered re-entry of students to the school buildings.

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.

After the August 5th School Committee meeting where the hybrid model was selected, we mobilized a Reopening District Committee. This committee capitalized on all of the previous work of both the district and building based teams, and directly responded to the requests of the school committee, which were to develop more details regarding the hybrid model, the remote model for students who did not select hybrid, and to also make sure that if we all needed to go remote quickly, we had plans for this. Lastly, to think about a staggered reentry. The Reopening District Committee was composed of 30 faculty members throughout the district, containing one co-chair from each of the four schools, led by Assistant Superintendent, Dr. Tricia Clifford. Along with working on the details to the previously mentioned requests of the school committee, this group also created a 10-Day Plan for teacher preparedness from August 31st to September 15th.

Since that decision on August 5th, 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 allowed each school to allocate staff, work on scheduling, and specify the plans for each school.

The participation of our community in the forums and on the surveys has been a very important part of our process and the planning. 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 Reopening Plan Fall 2020

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This Reopening Plan is divided into six sections:

- ***Guidance on Learning Programs*** describes models for teaching and learning: the hybrid model; the all remote model; the in-school model; and the Bedford for Bedford Model-which is all remote for those families that elected to have their students all remote. (Pages 5-47)
- ***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. (Pages 48-60)
- ***Guidance on School Operations*** outlines how the schools 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 have been completed to insure a safe environment for all. (Pages 61-72)
- ***Guidance on Transportation*** describes how students will 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. (Pages 73-76)
- ***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. (Pages 77-78)
- ***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. (Pages 79)

**Please see a listing of New August 28, 2020 updates on the next page.**

## New August 28, 2020 Updates

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The Draft Reopening Plan includes **many important new updates**. These updates can be found in each of the following sections, on the pages listed below:

### **Teaching and Learning**

Bedford Integrated Preschool/Davis	Go to Page 10
Davis School Hybrid Plans	Go to Page 10
Lane School Hybrid Plans	Go to Page 14
John Glenn Middle School Plans	See Page 18
Bedford High School Plans	See Page 18

### **Health and Safety**

<i>Updates Available</i>	Go to Page 48
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### **School Operations**

Mechanical Engineering Report	Go to Page 67
Facilities Action Plan 8/20/2020	Go to Page 67
Safety Data Sheet - Disinfectant	Go to Page 67
Safety Data Sheet - Hand Sanitizer	Go to Page 68

### **Transportation**

*Some updates available, details still pending*

Registration and Seat Assignments	Go to Page 68
School Bell Time Adjustments	Go to Page 71

### **Extended Day**

<i>Updates available on Athletics</i>	Go to Page 79
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## Guidance on Learning Programs

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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 also had 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 has included plans that provide opportunities for these students and staff members.

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. The first option is for families to enroll their students in the hybrid model, which includes students in two cohorts, A or B. Cohort A (A-K) includes students attending in person schooling on Monday and Thursday, with Wednesday being remote. Cohort B (L-Z) includes students attending in person schooling on Tuesday and Friday, with Wednesday being remote. The second option is for families to enroll their students in the remote option, which utilizes Bedford curriculum for Bedford students taught by Bedford teachers.

There is also a Cohort C, this cohort's membership is determined by the guidance put forth by the Department of Elementary and Secondary Education. When referring to Cohort D within this guidance, we are referring to those families who opted to keep their students remote, and not have them return to school within a hybrid or in-person model.

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

- 1) an in-person model where all students attend school everyday;
- 2) a hybrid model where students attend school and learn from home;
- 3.) an **all** remote model, where due to the pandemic, all students must be remote; and
- 4.) a remote model where families **who elect** to have their students learn remotely will be able to, and will be taught Bedford curriculum 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 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 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 created by the District.

**Table of Learning Models**

<b>In-Person Model</b>	<ul style="list-style-type: none"> <li>• 17-28 students per classroom</li> <li>• 3' minimum distancing</li> <li>• Most challenging environment to maintain health and safety measures</li> <li>• Best for student learning and social-emotional support</li> </ul>
<b>Hybrid Model</b>	<ul style="list-style-type: none"> <li>• Students will spend part of their time in person, and part their time remotely</li> <li>• 8-14 students/cohort each day</li> <li>• 6' minimum distancing</li> <li>• Improved ability to maintain health and safety measures</li> <li>• Compromise between in-person and remote learning</li> <li>• When learning remotely, there will be times that students will be supported by staff.</li> </ul>
<b>All Remote Model</b>	<ul style="list-style-type: none"> <li>• All classes taught remotely by staff</li> <li>• To be used only if public health concerns preclude in-person learning</li> <li>• Least advantageous for learning and social-emotional support</li> <li>• This would include all students in the district</li> </ul>

The district will 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

<b>Remote Learning (Bedford for Bedford)</b>	<b>K-12 Remote Option</b> <ul style="list-style-type: none"> <li>• Curriculum aligned to the curriculum of the Bedford Public Schools</li> <li>• Curriculum taught by Bedford Public School educators</li> </ul>
<b>Independent Homeschooling</b>	<b>Withdrawal as a Bedford Public School student and entering into a homeschool plan submitted to the district.</b>



## The Plans: Hybrid Model, All Remote Model, In-Person and the Bedford for Bedford Remote Learning Model

### Hybrid Model

#### Hybrid Model Schedule

	Monday	Tuesday	Wednesday**	Thursday	Friday
<b><u>Cohort A</u></b>	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)
<b><u>Cohort B</u></b>	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-K, L-Z) in order to keep siblings in the same cohort K-12.

Please note that there were 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. It also allows for cleaning to occur with enough time, to make sure that cleaning has happened extensively.

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 with some synchronous with staff, and supported independent work would be the norm when students are at home. As stated previously, support staff will 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 will emphasize the teaching of all subjects in school. At some times, it may be necessary for teachers to prioritize particular subject areas. Teachers will work in teams, with both hybrid teachers and remote teachers. They will work as a planning and instructional team. 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 have times during their remote days when they connect with a support staff member. We will be using live-stream video conferencing, along with several other technology tools for teaching.

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.

The following sections outline the hybrid model, the all remote model, the all in person model and the Bedford curriculum for Bedford students by Bedford educators (B4B-families who elected all remote) with details. Under each model, the detailed plans for each of the four schools is outlined.

## **Davis School Hybrid**

The core of our work for Davis School is providing ways to create meaningful and engaging learning experiences that meet the needs of all our students. As we move into blended and remote learning structures, we continue to be committed to inquiry-based, child centered learning experiences that are highly engaging, innovative, and support the physical, social, and emotional well-being of the community. The strength of Davis School is in our relationships. This includes the relationships between children, children and staff, staff and staff, and staff and families. During these unprecedented times, our hope is to turn challenges into opportunities and to create meaningful learning experiences that support students as they develop and grow into independent and productive learners. Most importantly we want every person to feel connected and committed as an important and unique member of our community. In both our hybrid and our remote learning model our commitment to equity and cultural competency is critical. We will focus on supporting students as they build a healthy sense of self; their understanding and value of diversity; make meaning of justice and what is fair and unfair; and how to take action in support of people or a person who is being treated unfairly.

All students will engage in both *synchronous* and *asynchronous* instruction, with a healthy balance of on screen and off screen activities. ***Synchronous*** learning is the opportunity for the teacher and student to directly interact with each other in a “live” situation. For example, in-school lessons taught by a teacher or lessons on Zoom taught by a teacher are considered *synchronous* instruction. ***Asynchronous*** learning is the opportunity for students to view lessons, engage in activities and projects, and practice skills and concepts that are focused on grade level expectations supporting differentiation and independence. For example, students watching a video lesson on Seesaw and then engaging with the content off-line is considered *asynchronous* instruction. The goal for all Davis students is to have access to the same curriculum content, peer interaction, and teacher engagement.

## **Bedford Integrated Pre-school**

The Bedford Public Schools offer integrated preschool classes to children between three and five years of age who require special education programming. Typically developing children are also enrolled on a tuition basis in the preschool programs to ensure strong and appropriate peer modeling. For the 2020-2021 school year, the preschool will offer a 4 day per week in person program and one remote learning day for students on IEPs. Typically developing students will be offered the 4 day in-person morning option. Students who require special education programming will have the option of attending a fully remote program with Bedford Preschool curriculum taught by Bedford teachers, rather than attending the in-person program. In the event the BPS transitions to a full remote learning environment, the educational content developed by

Bedford teachers will then transition to an online learning platform Seesaw, with a combination of work to do from home, as well as morning meetings, small learning groups, closing meetings etc. through Zoom. Home learning kits will be available to all students with materials related to the curriculum in order to engage in activities and lessons from home. A typical preschool day will consist of a morning meeting, free play time, center time, recess, snack and closing circle.

### **Davis School Hybrid Schedule**

The Davis School will be utilizing a teaching team approach for the upcoming year. This approach maximizes collaboration, increases the grade level capacity to stay on pace with each other and ensures that all students will be taught by Bedford teachers using Bedford Public Schools curriculum which will allow for the smoothest transition to an all remote model, if necessary.

An important aspect of an effective hybrid learning model is for all students to have a common electronic learning platform to access tools, communicate with teachers and staff, receive feedback, collect and reflect on their work and allow for the home/school partnership. All K-2 students will use Seesaw. In addition, we have subscriptions for online tools that support individualization and differentiation of learning when a student is independently practicing skills and concepts. Tools to support literacy development include Lexia and Raz-Kids and we are utilizing Dreambox to support numeracy and math development. These online tools and platforms are important as they provide a structure for students to learn, and we need to create an online learning system that supports students' sense of emotional, cognitive and social presence in their community. We will provide clear instruction and communication that supports both synchronous and asynchronous learning.

In this model, teachers will work together in teams. Each team will typically be composed of three teachers who are supported by an assistant. The teaching team would generally be responsible for approximately 40-48 students that include students from Cohort A (attending in person M/Th), B (attending in person T/F), C (attending in person M,T,Th,Fr) as well as Cohort D (remote only students).

In this team teaching model, two teachers will be assigned to support the students that are in school each day. The students will be divided into two classrooms, with no more than 11 students in a classroom. The teachers can work interchangeably in each room throughout the day as needed depending on the needs of their students. An Educational assistant/Teaching assistant will also be assigned to the team in order to support students. The third teacher in the team will be dedicated to **all students working remotely that day, including those in Cohort D.**

Within this model when learning remotely, students will primarily use Zoom and Seesaw for their instruction. Our goal is to maximize student engagement and direct differentiated instruction synchronously whenever possible. Additionally, home learning kits will be distributed to enable students to complete “hands on”, off screen activities when learning remotely. This model provides time for all students to receive both synchronous, asynchronous, and small group instruction. These activities will be designed and assigned by teachers to support and reinforce their live instruction.

All students in this model will be provided a contact teacher in order to promote communication and relationships between adults. Parents and guardians are considered part of the teaching team; we will all work together on behalf of our students to make this year as joyous and engaging as any other.

The following is an example of a Davis School hybrid schedule. This schedule provides some examples around the set up of a day, the role of the teachers, and examples of activities that could occur during *synchronous* and *asynchronous* instruction. Grade levels and teaching teams will make curriculum based decisions around the needs of their students with the goal of students who are in the hybrid program receiving around two hours of *synchronous* instruction during their at home remote days. Small group instruction, feedback, and conferencing will be prioritized for synchronous instruction. As much as possible, the same Zoom link will be utilized for a class to ease access to Zoom sessions.

Time	Sample Monday/ Thursday Schedule Schedule would be flipped for Tuesday/ Friday			
	Classroom 1 (Cohort A,C - in school)	Classroom 2 (Cohort A,C - in school)	Remote - Hybrid (Cohort B)	B4B (Cohort D)
9:15-9:30	<b>Morning Meeting</b> <i>Synchronous</i> Responsive Classroom daily schedule	<b>Morning Meeting</b> <i>Synchronous</i> Responsive Classroom daily schedule	<b>Morning Meeting</b> <i>Synchronous</i> Responsive Classroom daily schedule	<b>Morning Meeting</b> <i>Synchronous</i> Responsive Classroom daily schedule
9:30-9:45	<b>Foundations</b> mini-lesson <i>Synchronous</i>	<b>Foundations</b> mini-lesson <i>Synchronous</i>	<b>Foundations</b> mini-lesson <i>Synchronous</i>	<b>Foundations</b> mini-lesson <i>Synchronous</i>
9:45-10:00	<b>Foundations</b> Independent Work <i>Asynchronous</i> word work, white boards, magnet boards Simultaneous small groups	<b>Foundations</b> Independent Work <i>Asynchronous</i> word work, white boards, magnet boards Simultaneous small groups	<b>Foundations</b> <i>Asynchronous</i> Seesaw activity, Foundations Home Packet and Workbook	<b>Foundations</b> Half Cohort <i>Asynchronous</i> Seesaw Activity, Foundations Home Packet and Workbook Half Cohort - <i>Synchronous</i> Small Group
10:00-10:30	<b>Snack &amp; Mask Break</b>	<b>Snack &amp; Mask Break</b>	<b>Snack &amp; Energizer</b>	<b>Snack &amp; Energizer</b>
10:30 - 10:45	<b>Bridges</b> Mini Lesson <i>Synchronous</i>	<b>Bridges</b> Mini Lesson <i>Synchronous</i>	<b>Bridges</b> Mini Lesson <i>Synchronous</i>	<b>Bridges</b> Mini Lesson <i>Synchronous</i>
10:45-11:15	<b>Math</b> Workplaces <i>Asynchronous</i> Simultaneous small groups	<b>Math</b> Workplaces <i>Asynchronous</i> Simultaneous small groups	<b>Math</b> <i>Asynchronous</i> Dreambox, Math Choice Board, Bridges Online, Bridges Workbooks	<b>Math</b> Half Cohort <i>Asynchronous</i> Dreambox, Math Choice Board, Bridges Online, Bridges Workbooks Half Cohort - <i>Synchronous</i> Small Group
11:15 - 12:15	<b>Lunch/Recess &amp; Mask Break</b>	<b>Lunch/Recess &amp; Mask Break</b>	<b>Lunch/Recess</b>	<b>Lunch/Recess</b>
12:15-12:30	<b>Number Corner</b> <i>Synchronous</i>	<b>Number Corner</b> <i>Synchronous</i>	<b>Number Corner</b> <i>Synchronous</i>	<b>Number Corner</b> <i>Synchronous</i>
12:30-1:15	<b>Reading</b> <i>Synchronous/Asynchronous</i> Readers Workshop, Guided Reading Groups, Conferencing, Literacy Centers, Daily 5	<b>Reading</b> <i>Synchronous/Asynchronous</i> Readers Workshop, Guided Reading Groups, Conferencing, Literacy Centers, Daily 5	<b>Reading</b> <i>Asynchronous</i> Seesaw Activity, Lexia, Raz Kids, Book Bags	<b>Reading</b> Half Cohort <i>Asynchronous</i> Seesaw Activity, Lexia, Raz Kids, Book Bags Half Cohort - <i>Synchronous</i> Small Group
1:15-2:00	<b>Special</b> <i>Synchronous</i>	<b>Special</b> <i>Synchronous</i>	<b>Special</b> <i>Synchronous/Asynchronous</i>	<b>Special</b> <i>Synchronous/Asynchronous</i>
2:00-2:30	<b>Writer's Workshop</b> <i>Synchronous or Asynchronous</i> Integrated Studies: Science & Social Studies, Inquiry-based (kid choice)	<b>Writer's Workshop</b> <i>Synchronous or Asynchronous</i> Integrated Studies: Science & Social Studies, Inquiry-based (kid choice)	<b>Writer's Workshop</b> <i>Synchronous and/or Asynchronous</i> Integrated Studies: Science & Social Studies, Inquiry-based (kid choice)	<b>Writer's Workshop</b> Half Cohort <i>Asynchronous</i> Integrated Studies: Science & Social Studies, Inquiry-based (kid choice) Half Cohort: <i>Synchronous</i> Small Group
2:30-2:45	<b>Read Aloud</b> <i>Synchronous</i>	<b>Read Aloud</b> <i>Synchronous</i>	<b>Read Aloud</b> <i>Synchronous</i>	<b>Read Aloud</b> <i>Synchronous</i>
2:45-3:00	<b>Closing Meeting</b> <i>Synchronous</i>	<b>Closing Meeting</b> <i>Synchronous</i>	<b>Closing Meeting</b> <i>Synchronous</i>	<b>Closing Meeting</b> <i>Synchronous</i>

On Wednesdays, all students will work remotely. There will be both *synchronous* and *asynchronous* instruction provided throughout portions of the day. Each Wednesday, students will begin and end the day *synchronously* in a morning meeting and a closing circle.

The following is an example of a Wednesday schedule. This schedule provides some examples around the set up of a day, the role of the teachers, and examples of activities that could occur during *synchronous* and *asynchronous* instruction. Grade levels and teaching teams will make curriculum based decisions around the needs of their students with the goal of all students (cohort A,B,C,D) receiving around 90 minutes of *synchronous* instruction on Wednesdays.

Sample Wednesday Schedule	
9:00-9:20	<b>Morning Meeting:</b> Responsive Classroom, Daily Schedule, <i>Synchronous</i>
9:20-9:40	<b>Foundations:</b> Independent Work <i>Asynchronous</i> , Word Work, White Boards, Magnet Boards. Small Group with teacher <i>Synchronous</i>
9:40-10:00	<b>Foundations:</b> Independent Work <i>Asynchronous</i> , Word Work, White Boards, Magnet Board., Small Group with teacher <i>Synchronous</i>
10:00-10:10	<b>Snack &amp; Energizer</b>
10:10-11:00	<b>Reading:</b> <i>Asynchronous</i> , Seesaw Lesson, Raz-Kids, Home Kit. 1 Small Group with teacher <i>Synchronous</i>
11:00-11:30	<b>Math :</b> <i>Asynchronous</i> , Seesaw Bridges Lesson or Dreambox. <i>Synchronous</i>
11:30 - 12:30	<b>Lunch/Recess</b>
12:30-1:10	<b>Special:</b> <i>Synchronous or Asynchronous</i>
1:10-1:45	<b>Writer's Workshop:</b> <i>Asynchronous</i> . Seesaw mini-lesson (Science & Social Studies) Journal Writing
1:45-2:00	<b>Closing Circle:</b> <i>Synchronous</i>

## Lane School Hybrid

In order to fully support students within a Hybrid or Remote learning model, Lane Elementary will employ a team approach. The team approach would allow for flexibility in providing direct instruction within an in-person and remote setting. The specific details of the team approach are explained under the Hybrid and Remote plans below. Teams will consist of the following staff members:

- General education hybrid teachers
- General education remote teachers
- Special Education, ESL, Reading Specialists

Teams will work collaboratively to create an instructional plan to meet the needs of all students, regardless of setting (hybrid, remote). Instructional plans will be based on guidance from the Math and Literacy curriculum coordinators, as well as other instructional support personnel.

Teams will strive for consistency, clear communication, and intense collaboration to meet all students' needs, and to allow for a seamless transition between models at the district level.

### **Lane School Hybrid Schedule**

The Hybrid learning model consists of 2 in-person and 3 remote learning days for each student. Students will be cohorted for both logistics and health/safety procedures.

- Cohort A -- In-Person: Monday/Thursday
- Cohort B -- In-Person: Tuesday/Friday
- Cohort C -- In-Person: Monday/Tuesday/Thursday/Friday

Through the team approach, direct instruction for reading and math will occur daily, regardless of cohort/setting. Teams will determine structures and schedules. When remote, Cohort A and B will be assigned teacher-directed independent practice, following live direct instruction. When in-person, Cohort A and B will receive 1:1 and/or small group instruction following direct instruction. Support staff (i.e. Special Education, ESL, reading specialists) will provide accommodations, modifications, and direct services per student plans in both settings (in-person and remote), as appropriate and necessary. On remote days, students will be provided opportunities and systems to seek assistance as needed. These systems are being developed collaboratively by the school re-opening committee to include use of Google Classroom technology and available additional staff. Each week, students will participate in 2 different in-person specials and 3 different live remote specials on remote days. Please see below a sample schedule of a Cohort A student.



	Mon- In-person Day	Tues- Remote Day	Wed- Remote Whole Class	Thurs- In-Person Day	Fri- Remote Day
8:20-8:30	Morning Meeting	Independent Work	Morning meeting	Morning Meeting	8:20-9 Hybrid Library
8:30-8:40			Whole Class		A
8:40-8:50					
8:50-9:00	8:40-9:30 Math			8:40-9:50 Math	
9:00-9:10	A	9:05-9:50 Hybrid Music	9-10:10 Reading	A	9:05-9:45
9:10-9:20		A	Whole class		Independent Work
9:20-9:30					
9:30-9:40	ELA:Spelling/Voc./ Read Aloud				
9:40-9:50	9:30-9:50				
9:50-10:00	9:55-10:40 Gym in person	9:50-10:50 Math		9:50-10:45 ELA	9:50-10:50 Math
10:00-10:10	A	Joins remote mini lesson		A	Joins remote mini lesson
10:10-10:20		A	10:10-10:45 Math		A
10:20-10:30		Google Classroom work	Whole class		Google Classroom work
10:30-10:40					
10:40-10:50	10:45-11 Snack		10:45-11:10 Hybrid art for all	10:45-11 Snack	
10:50-11:00	Mask break	Snack		Mask break	Snack
11:00-11:10	11-12:05 ELA	11:05-12:05 Reading		11-12:05 ELA	11:05-12:05 Reading
11:10-11:20	A	Joins remote mini lesson	11:10-12 Independent Work	A	Joins remote mini lesson
11:20-11:30		A	PE assignment		A
11:30-11:40		Google Classroom work	World Language assignment		Google Classroom work
11:40-11:50			assignment		
11:50-12:00					
12:00-12:10		12-12:45	12-12:45		12-12:45
12:10-12:20	12:10-1 Lunch/Recess	Lunch/Recess	Lunch/Recess	12:10-1 Lunch/Recess	Lunch/Recess
12:20-12:30					
12:30-12:40					
12:40-12:50		12:45-1:30 WIN	12:45-1:07 Office hours		12:45-2 Independent Work
12:50-1:00		Join remote for questions			
1:00-1:10	1:05- 2:30 Science			1:05-1:45 World Language	
1:10-1:20	A			A	
1:20-1:30		1:30-2:30		in person	
1:30-1:40		Independent Work			
1:40-1:50					
1:50-2:00				1:50-2:30 WIN	
2:00-2:10				A	2-2:30 WIN
2:10-2:20					Join remote for questions
2:20-2:30					

## JGMS and BHS Hybrid

The School Committee charged us with planning for a **hybrid model** that best meets the following goals:

- The district must try to develop a viable **full remote model** staffed by Bedford teachers with Bedford curriculum and family choice about hybrid or full remote.
- More clarity on what students do when their **cohort is out of school** in the hybrid model.
- Respect for **teachers** who cannot (or do not wish) to return to in-person instruction.

We are proposing a “One School Model” in which teachers would teach ALL students, regardless of whether those students’ families have opted for remote or hybrid. In this model, teachers would utilize technology (Zoom, Meet, Google Classroom, webcams, etc) to simultaneously deliver instruction to all students enrolled in their class, both those attending class in-person and those attending from a remote location. We believe that this plan is better than a hybrid option with a separate remote option for best meeting the goals expressed by the School Committee. The “One School Model” is organized around the principle that, in the current situation, all teaching will be somewhat remote and that in-person student contact will be used to support learning. The “One School Model” is based on the recognition that on a given day the majority of students will be learning from home (one cohort of students enrolled in hybrid and all students enrolled in remote) and only some students will be in the school building to participate in learning. Due to social distancing requirements that are part of our commitment to health and safety, changing in-person instruction to match remote instruction is necessary because many students in school will experience learning in a way that is similar, in part, to remote learners through a device provided by the Bedford Public Schools.

In the “One School Model,” students at both the High School and the Middle School will be able to maintain close to their “typical” course load, including a robust variety of courses and levels.

An additional benefit of this model is the ease of moving from one model to another. The transition of an individual student from the hybrid model to the remote model would be virtually seamless. The transition from the remote cohort to the hybrid cohort could have a delay to ensure classroom student allotment numbers are not exceeded in each classroom space due to the need for safely socially distancing 6 feet apart. However, accessing course work and connecting with their teachers and peers would be considerably easier as they have already been a member of their classes remotely. This benefit extends not only to students but to teachers. The “One School Model” will make it easier for teachers and students to continue being actively engaged in school in cases where they need to be quarantined for an extended period of time, eliminating or significantly decreasing the need for students to change teachers, have a substitute, or have a

class meeting canceled. In addition, it will allow the whole school to move seamlessly from hybrid instruction to fully remote if there is a need for the school to close.

Within the “One School Model”, families can select remote or hybrid learning. Four cohorts will be made as shown below. All cohorts will receive the same instruction from Bedford teachers at the same time. Thus, one class can contain students from all four cohorts:

Cohort A	<b>Hybrid</b> , in-person, <b>at school Monday and Thursday</b> , remote learning at home Tuesday, Wednesday, and Friday (Last names A-K)
Cohort B	<b>Hybrid</b> , in-person, <b>at school Tuesday and Friday</b> , remote learning at home Monday, Wednesday, and Thursday (Last names L-Z)
Cohort C*	Limited number of identified at-risk or high-needs students who are <b>in school Monday, Tuesday, Thursday, and Friday</b>
Cohort D	<b>At-home remote-only</b> students

\* Cohort C - Students who qualify based on DESE defined learning needs, social/emotional needs, and ELL status, will be invited to be in-person four days per week. Families can accept or reject the invitation into Cohort C.

Rationale:

The proposal of the “One School Model” is based on the objectives that it meets the goals set out by the School Committee given the size of the Bedford school district and the resources available to it. This model allows families to freely choose either a fully remote or hybrid option for their children knowing that their children will be taught by Bedford teachers who are following a Bedford curriculum. This model also clarifies that hybrid students will be actively engaged in a full day of learning on the days their cohort is out of school. Additionally, this model allows the Bedford schools to use its resources to continue to provide a wide range of course offerings to match different learning needs and interests of Bedford students. This would be very challenging to accommodate if the Bedford school district was to run a hybrid model and a separate remote model. Finally, separate hybrid and remote models would be much less “resilient” in the sense that the hybrid model would not adapt well to changes in status for individual students (quarantine), teachers, or the whole school community. Advantageously, the Bedford One School model has resiliency, flexibility, and aligns with district initiatives with consideration to equity for all.

## JGMS Hybrid Schedule

Time	Monday	Time	Tuesday	Time	Wednesday	Time	Thursday	Time	Friday
7:30-7:44 (14 min)	Homeroom	7:30-7:44 (14 min)	Homeroom	7:40-8:40 (60 min)	Music (Band, Chorus, Orch.)	7:30-7:44 (14 min)	Homeroom	7:30-7:44 (14 min)	Homeroom
7:44-8:30 (46 min)	1st Period	7:44-8:30 (46 min)	1st Period	8:40-9:10 (30 min)	1st Period	7:44-8:30 (46 min)	1st Period	7:44-8:30 (46 min)	1st Period
8:34-9:20 (46 min)	2nd Period	8:34-9:20 (46 min)	2nd Period	9:15-9:45 (30 min)	2nd Period	8:34-9:20 (46 min)	2nd Period	8:34-9:20 (46 min)	2nd Period
9:20-9:26 (6 min)	Brain Break	9:20-9:26 (6 min)	Brain Break	9:50-10:20 (30 min)	3rd Period	9:20-9:26 (6 min)	Brain Break	9:20-9:26 (6 min)	Brain Break
9:30-10:16 (46 min)	3rd Period	9:30-10:16 (46 min)	3rd Period	10:20-10:35 (15 min)	Break	9:30-10:16 (46 min)	3rd Period	9:30-10:16 (46 min)	3rd Period
10:20-11:06 (46 min)	4th Period	10:20-11:06 (46 min)	4th Period	10:35-11:05 (30 min)	4th Period	10:20-11:06 (46 min)	4th Period	10:20-11:06 (46 min)	4th Period
11:06-11:30 (24 min)	Lunch*	11:06-11:30 (24 min)	Lunch*	11:10-11:40 (30 min)	5th Period	11:06-11:30 (24 min)	Lunch*	11:06-11:30 (24 min)	Lunch*
11:34-12:20 (46 min)	5th Period	11:34-12:20 (46 min)	5th Period	11:45-12:15 (30 min)	6th Period	11:34-12:20 (46 min)	5th Period	11:34-12:20 (46 min)	5th Period
12:24-1:10 (46 min)	6th Period	12:24-1:10 (46 min)	6th Period	12:20-12:50 (30 min)	7th Period	12:24-1:10 (46 min)	6th Period	12:24-1:10 (46 min)	6th Period
1:14-2:00 (46 min)	7th Period	1:14-2:00 (46 min)	7th Period		Lunch	1:14-2:00 (46 min)	7th Period	1:14-2:00 (46 min)	7th Period
2:00-2:05 (5 min)	News	2:00-2:05 (5 min)	News			2:00-2:05 (5 min)	News	2:00-2:05 (5 min)	News
2:05-2:15 (10 min)	Dismissal	2:05-2:15 (10 min)	Dismissal			2:05-2:15 (10 min)	Dismissal	2:05-2:15 (10 min)	Dismissal

The JGMS schedule will no longer operate on a 6-day rotating schedule with a dropped block, but instead on a 5-day schedule with 7 blocks every day. Each class will consist of in-person hybrid students, hybrid students who are working remotely that day, Cohort C students who are in-person, and Cohort D students. On Wednesdays, all students will meet with classes remotely. Students see each core class daily and have access to four arts/wellness courses that meet twice a week on Monday, Tuesday, Thursday, and Friday, and once every other week on Wednesdays.

There will be a need for an extended entry period into school due to social distancing requirements for students entering the building. Entry to school will begin at 7:30 AM daily, and classes will begin at 7:44 AM which is 4 minutes later than in past years. Students will report directly to Homeroom which will be immediately followed by their first-period class. Cohorts A&C will be present in person on Monday and Thursday and Cohorts B&C will be present in person on Tuesday and Friday. Every day a class meets, all JGMS students will report to class either digitally or in person. Thus, even a fully remote student and a hybrid student on their remote day will log into a virtual meeting platform or Google Classroom for the class assignment. Teachers will provide any links needed to Zooms, Google Meets, or any other requirements for the day. Students will be accessing class at the same time during every period the course is scheduled, and there will be facetime with teachers on a daily basis. At the end of the day, there will be a need for an extended dismissal period, but the school will still end by 2:15 pm as it has in past years. Wednesdays are remote-only and have a 12:50 pm dismissal time.

Teachers will have autonomy and professional judgment in the methods they use to deliver instruction and to create the structure of the class. At the same time, there will be an emphasis on using scheduled class time for relationship building, collaboration, teacher support, and student practice. Teachers will use Zoom Pro or Google Meet to teach their classes while some students are in-person within the classroom and others are virtually attending the lessons.. Headsets, cameras, and mics will be available to help facilitate this style of teaching and learning. Training for teachers will take place during the 10 allotted PD days.

It is important to note that classes will vary just as they do in a typical school setting. A daily lesson could include pre-recording videos, (digital) group work, live sessions, and/or engaging asynchronous activities.

This model enables all students to have equal access to the teachers, content, courses, and levels they would have chosen in a non-Covid world. There is built-in flexibility to allow a student to access the curriculum if they cannot come to school on any given day. For example, should a hybrid student wake up with symptoms of any illness, they would not feel pressure to attend school because everything is already designed to be accessible remotely. In addition, this model allows a teacher to teach from home in the event that they cannot safely be in the building. Equally important is that this model also allows both teaching and learning to continue if a teacher or student needs to quarantine. Teachers who are granted permission to teach remotely will teach in the same way as teachers who are on-site, but with the additional support of another trained adult in the classroom to assist with and monitor the in-person students.

Teachers will have Team Meetings on Wednesday mornings. This allows time for teachers to collaborate on curriculum, student needs, and progress as well as attend IEP meetings. The 8:40 am start of the first period on Wednesdays allows for students to participate in remote ensemble music classes which have strict guidelines for in-person practice and performance.

While we believe this model is the best option for JGMS students, we know some challenges will arise. However, with patience and flexibility, teachers and students will be able to adjust and make adjustments when needed. In this model, students will be learning, with guidance from teachers, how to manage having 1:1 technology to access lessons. With the new schedule, Advisory has been replaced by a brain break to give students time away from a screen.

Despite the challenges, we believe this model to be the most beneficial to all. By nature, the model has resilience and flexibility, accounts for the social-emotional needs of middle school students, and connects well with culturally responsive teaching. It allows us to easily switch between hybrid, all remote, and all in-person learning. As you will see below, our schedule is resilient and remains the same under all three scenarios. Teachers can plan curriculum and instruction knowing the layout for the year. At a moment's notice, we can switch formats

without consequences to teaching and learning or big changes in routine or structures for students. This added stability for all students will add structure in a challenging time.

## BHS Hybrid Schedule

### WEEK1:

Time	Monday	Time	Tuesday	Time	Wednesday	Time	Thursday	Time	Friday
7:45-8:56	A1	7:45-8:56	E1	8:05-8:35 8:45-9:15	A2 E2	7:45-8:56	E1	7:45-8:56	A1
9:02-10:13	B1	9:02-9:27 9:27-10:13	Advisory Remote Conferencing	9:25-9:55 10:05-10:35	B2 C2	9:02-9:27 9:27-10:13	Advisory Remote Conferencing	9:02-10:13	B1
10:19-11:51 Lunch	C1	10:19-11:51 Lunch	F1	10:45-11:15 11:15-11:45	F2 Lunch	10:19-11:51 Lunch	F1	10:19-11:51 Lunch	C1
11:57-1:08	D1	11:57-1:08	G1	11:45-12:15 12:25-12:55	D2 G2	11:57-1:08	G1	11:57-1:08	D1
1:14-2:24	Teacher Prep	1:14-2:24	Teacher Prep	12:55-3:24	Teacher Prep	1:14-2:24	Teacher Prep	1:14-2:24	Teacher Prep

### WEEK 2:

Time	Monday	Time	Tuesday	Time	Wednesday	Time	Thursday	Time	Friday
7:45-8:56	A2	7:45-8:56	E2	8:05-8:35 8:45-9:15	A1 E1	7:45-8:56	E2	7:45-8:56	A2
9:02-10:13	B2	9:02-9:27 9:27-10:13	Advisory Remote Conferencing	9:25-9:55 10:05-10:35	B1 C1	9:02-9:27 9:27-10:13	Advisory Remote Conferencing	9:02-10:13	B2
10:19-11:51 Lunch	C2	10:19-11:51 Lunch	F2	10:45-11:15 11:15-11:45	F1 Lunch	10:19-11:51 Lunch	F2	10:19-11:51 Lunch	C2
11:57-1:08	D2	11:57-1:08	G2	11:45-12:15 12:25-12:55	D1 G1	11:57-1:08	G2	11:57-1:08	D2
1:14-2:24	Teacher Prep	1:14-2:24	Teacher Prep	12:55-3:24	Teacher Prep	1:14-2:24	Teacher Prep	1:14-2:24	Teacher Prep

Old Period	New Period
A14	A1
A36	A2
C25	B1
B36	B2
C14	C1
C36	C2
D14	D1

Old Period	New Period
E25	D2
B14	E1
B25	E2
D25	F1
D36	F2
E14	G1
E36	G2

Students will be divided into four cohorts:

Cohort A (Last names A-K) -- Hybrid in school Monday & Thursday

Cohort B (Last names L-Z) -- Hybrid in school Tuesday & Friday

Cohort C -- a few kids who are physically in school M-T-Th-F

Cohort D -- Always remote

In this model, all students would be attending a full day of school each day, with some in-person and the remainder remote. Students in the hybrid option will be divided into Cohorts A, B, and C, which will determine when they attend school in-person. Students in the fully remote option will be in Cohort D. In-person instruction would be organized with Cohorts A & C in school on Monday and Thursday (blue in the chart above), and Cohorts B & C in school on Tuesday and Friday (gray in the chart above). All students will attend school remotely on Wednesday.

Five credit courses will meet for a 70-minute block twice a week, and for one 30-minute block on Wednesday (i.e. A1 and A2 are one 5-credit course). Classes carrying 2.5 credits will fluctuate in how often they meet. The total time is equivalent to half a 5-credit course (i.e. B2 is a 2.5 credit course). On Wednesdays, students will meet with all of their classes for 30 minutes with 10-minute breaks between each class and a half-hour lunch break. Students will be encouraged to use these breaks as a screen-free time to reduce “Zoom-fatigue.”

Students coming to school for hybrid learning will need to stagger their entry into schools due to social distancing requirements. The school day for all high school students will begin at 7:45 a.m. as it has in past years. Students will report directly to their first-period class and all subsequent classes in the day. Students, hybrid and remote are expected to attend classes according to the given start times. Teachers will use Google Classroom to provide all information about that day’s class, including any links needed to attend Zoom or Google Meet meetings. This will mean that both in-person and remote students will have similar learning experiences. All students will be accessing class at the same time during every period the course is scheduled, and there will be facetime with teachers daily, even when remote. The school day will end at 1:08 pm on Monday, Tuesday, Thursday, and Friday. This is a change from last year. This is needed to provide teachers with daily planning time to make lessons and plan with colleagues. Wednesdays will still have a 12:55 pm dismissal time.

Teachers will have autonomy and the freedom to use their professional judgment in how they deliver instruction and structure the class. Nonetheless, there will be an emphasis on using scheduled class time for relationship building, collaboration, teacher support, and student practice. Thus, flipped classrooms, in which basic instruction is delivered via video for

homework so that deeper understanding can be taught in class the next day, may be more common.

This model enables all students to have equal access to the teachers, content, courses, and levels they would have chosen in a non-COVID world. There is built-in flexibility to allow a student to access the curriculum if they cannot come to school on any given day. For example, should a hybrid student wake up with symptoms of any illness, they would not feel pressure to attend school because everything is already designed to be accessible remotely. In addition, this model allows a teacher to teach remotely in the event that they cannot safely be in the building. Equally important is that this model also allows both teaching and learning to continue if a teacher or student needs to quarantine. Teachers who are granted the permission to teach remotely will teach in the same way as teachers who are on-site, but with the additional support of another trained adult in the classroom to assist with and monitor the hybrid students.

This model builds in an advisory time and remote conferencing time in which students can connect with an adult mentor as well as have built-in time for academic support. The decision to have an advisory time came from student requests to have scheduled advisories due to the need to meet with teachers for individual academic support and the loss of traditional times of socialization during school (lunch, flex, etc.) due to social distancing. The advisory time is available to all students (both in-person and remote) and will be critical to helping students facilitate connection with teachers.

Despite the current circumstances, we believe this model to be the model that is the most beneficial to all students. This model supports students building resilience and engaging fully in their schoolwork while at the same time allowing the school to be flexible in how they support students with varying needs. Additionally, it supports the social-emotional needs of students and works well with the practices of culturally responsive teaching. Another benefit is that this model makes it easy for the school to switch from hybrid to all remote or to all in-person learning, which is the reason the schedules for the other three scenarios for school operations match the schedule for this model. This will help teachers confidently plan curriculum and instruction for the entire year knowing that changes in school format will not disrupt teaching and learning or cause a large change in students' routines or structures. This stability will help students' social and emotional health during a challenging time. We have a strong school community, ten days to prepare, and the support of our experts within the schools. We feel strongly that we will be able to adapt so that instruction is effective, manageable, and engaging.



## All Remote Model

If we followed the All 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.

The following outlines the All Remote Plan for each of the four schools in Bedford.

### Davis School All Remote

Should circumstances arise which indicate the need to transition to a fully remote model, the team teaching approach will provide for a smooth transition to a remote learning environment for students. Through close collaboration of grade levels and teaching teams, students will continue to work on the same curriculum at the same pace. At the time of transition, student groupings within the teaching teams will need to be determined to ensure that all student needs are being supported. As always, the social and emotional needs of our students will remain our priority. Specific information regarding changes will be shared with families at the time of the transition. The hybrid teaching teams will remain the same for students, in an online format, should we transition to a fully remote learning plan. Students will continue to utilize the same learning

platforms and materials as they have previously used during the hybrid program, and information about their synchronous and asynchronous learning schedules and activities will be sent to families. The schedules will ensure that students can begin and end each day synchronously to provide a sense of continuity, social and emotional learning, and connection with their peers and teacher(s). **Davis teachers have created schedules and pacing guides that will lend themselves to an easy transition for students, families, and teachers alike. Whenever possible, a student's learning day will mirror their schedules for in-person and at-home days.**

### **Lane School All Remote**

If Bedford Public Schools transition to an all Remote learning model for **all** students, teams will adjust their schedule and practice to allow for homeroom teachers to focus on their full class of students, providing all direct instruction for each subject area. During before-school professional development days (the 10 days before September 16th), teams will determine both Hybrid and Remote schedules and systems to enable them to transition without a loss in learning and instruction.

#### **Sample Schedule of a Day in Remote:**

Time	Class Activity
8:20	Morning meeting (synchronous)
8:50	Math (synchronous)
9:50	Snack
10:05	ELA (synchronous)
11:25	Lunch/Recess
12:15	Science or Social studies (synchronous)
1:00	Specials- PE, Art, Music or Library (synchronous)
1:45	Break
1:55	WIN or World Language (synchronous)
2:35	End of day

## JGMS All Remote

Time	Monday	Time	Tuesday	Time	Wednesday	Time	Thursday	Time	Friday
7:30-7:44 (14 min)	Homeroom	7:30-7:44 (14 min)	Homeroom	7:40-8:40 (60 min)	Music (Band, Chorus, Orch.)	7:30-7:44 (14 min)	Homeroom	7:30-7:44 (14 min)	Homeroom
7:44-8:30 (46 min)	1st Period	7:44-8:30 (46 min)	1st Period	8:40-9:10 (30 min)	1st Period	7:44-8:30 (46 min)	1st Period	7:44-8:30 (46 min)	1st Period
8:34-9:20 (46 min)	2nd Period	8:34-9:20 (46 min)	2nd Period	9:15-9:45 (30 min)	2nd Period	8:34-9:20 (46 min)	2nd Period	8:34-9:20 (46 min)	2nd Period
9:20-9:26 (6 min)	Brain Break	9:20-9:26 (6 min)	Brain Break	9:50-10:20 (30 min)	3rd Period	9:20-9:26 (6 min)	Brain Break	9:20-9:26 (6 min)	Brain Break
9:30-10:16 (46 min)	3rd Period	9:30-10:16 (46 min)	3rd Period	10:20-10:35 (15 min)	Break	9:30-10:16 (46 min)	3rd Period	9:30-10:16 (46 min)	3rd Period
10:20-11:06 (46 min)	4th Period	10:20-11:06 (46 min)	4th Period	10:35-11:05 (30 min)	4th Period	10:20-11:06 (46 min)	4th Period	10:20-11:06 (46 min)	4th Period
11:06-11:30 (24 min)	Lunch*	11:06-11:30 (24 min)	Lunch*	11:10-11:40 (30 min)	5th Period	11:06-11:30 (24 min)	Lunch*	11:06-11:30 (24 min)	Lunch*
11:34-12:20 (46 min)	5th Period	11:34-12:20 (46 min)	5th Period	11:45-12:15 (30 min)	6th Period	11:34-12:20 (46 min)	5th Period	11:34-12:20 (46 min)	5th Period
12:24-1:10 (46 min)	6th Period	12:24-1:10 (46 min)	6th Period	12:20-12:50 (30 min)	7th Period	12:24-1:10 (46 min)	6th Period	12:24-1:10 (46 min)	6th Period
1:14-2:00 (46 min)	7th Period	1:14-2:00 (46 min)	7th Period		Lunch	1:14-2:00 (46 min)	7th Period	1:14-2:00 (46 min)	7th Period
2:00-2:05 (5 min)	News	2:00-2:05 (5 min)	News			2:00-2:05 (5 min)	News	2:00-2:05 (5 min)	News
2:05-2:15 (10 min)	Dismissal	2:05-2:15 (10 min)	Dismissal			2:05-2:15 (10 min)	Dismissal	2:05-2:15 (10 min)	Dismissal

JGMS plans to use the same schedule for the full-remote model as we use for the hybrid model. We considered starting later and shifting the whole day by an hour or so, but decided to keep the same start time for consistency, particularly as we may need to move back and forth between the two models. All students who are remote in any capacity (whether fully remote or as part of a hybrid model) would be accustomed to the earlier start, so we didn't want them to need to acclimate to a whole new schedule.

In the full-remote model, students would be logging in at the beginning of the day and following their usual schedule for classes. Students would start the day at 7:44 AM since there will not be a need for a homeroom period that allows students extended time to enter the building. Similar to what was described in the hybrid learning model, at the start of class students might expect some live teaching time for a warm-up, possibly a short lesson conducted synchronously for all cohorts, and then independent or collaborative work to be completed during that class block.

The challenge that this model presents comes in the in-person contact with our most high needs students, who would be in Cohort C, while remote. Students in Cohort C will continue to have support services as indicated through their individual education programs and as directed by the Direction of Special Education or the Director of English Language Learners. The consistency we can provide with seeing teachers more will hopefully lead to more meaningful connections between educators and students. Maintaining the advisory period as a consistent feature in all of our schedules will provide all students with a trusted adult outside of formal instruction.

## BHS All Remote

### WEEK 1:

Time	Monday	Time	Tuesday	Time	Wednesday	Time	Thursday	Time	Friday
7:45-8:56	A1	7:45-8:56	E1	8:05-8:35 8:45-9:15	A2 E2	7:45-8:56	E1	7:45-8:56	A1
9:02-10:13	B1	9:02-9:27 9:27-10:13	Advisory Remote Conferencing	9:25-9:55 10:05-10:35	B2 C2	9:02-9:27 9:27-10:13	Advisory Remote Conferencing	9:02-10:13	B1
10:19-11:51 Lunch	C1	10:19-11:51 Lunch	F1	10:45-11:15 11:15-11:45	F2 Lunch	10:19-11:51 Lunch	F1	10:19-11:51 Lunch	C1
11:57-1:08	D1	11:57-1:08	G1	11:45-12:15 12:25-12:55	D2 G2	11:57-1:08	G1	11:57-1:08	D1
1:14-2:24	Teacher Prep	1:14-2:24	Teacher Prep	12:55-3:24	Teacher Prep	1:14-2:24	Teacher Prep	1:14-2:24	Teacher Prep

### WEEK 2:

Time	Monday	Time	Tuesday	Time	Wednesday	Time	Thursday	Time	Friday
7:45-8:56	A2	7:45-8:56	E2	8:05-8:35 8:45-9:15	A1 E1	7:45-8:56	E2	7:45-8:56	A2
9:02-10:13	B2	9:02-9:27 9:27-10:13	Advisory Remote Conferencing	9:25-9:55 10:05-10:35	B1 C1	9:02-9:27 9:27-10:13	Advisory Remote Conferencing	9:02-10:13	B2
10:19-11:51 Lunch	C2	10:19-11:51 Lunch	F2	10:45-11:15 11:15-11:45	F1 Lunch	10:19-11:51 Lunch	F2	10:19-11:51 Lunch	C2
11:57-1:08	D2	11:57-1:08	G2	11:45-12:15 12:25-12:55	D1 G1	11:57-1:08	G2	11:57-1:08	D2
1:14-2:24	Teacher Prep	1:14-2:24	Teacher Prep	12:55-3:24	Teacher Prep	1:14-2:24	Teacher Prep	1:14-2:24	Teacher Prep

The plan for the all remote model does not involve any change in schedule from the “One School Model”. This will make it easier for students and teachers to transition to an all-remote plan for

health and safety reasons. The only significant change is that students in the hybrid option will no longer be attending their courses in the BHS building. Students in the fully remote option would see no change in how they attend school. In a fully remote model, all students would remotely access all classes during their assigned times. A major strength of the “One School Model” is that there would be no disruption of learning in the case of a need to transition to a fully remote model because daily instruction would remain largely the same because teachers will have already planned for remote learning as part of their regular preparation in the “one school model”. Additionally, there would be no disruption to learning if the school was to transition back from fully remote to the “One School Model” or to the fully in-person model.

The challenge that this model presents comes in the in-person contact with our most high needs students, who would be in Cohort C, while remote. Students in Cohort C will continue to have support services as indicated through their individual education programs and as directed by the Direction of Special Education or the Director of English Language Learners. The consistency we can provide with seeing teachers more will hopefully lead to more meaningful connections between educators and students. Maintaining the advisory period as a consistent feature in all of our schedules will provide all students with a trusted adult outside of formal instruction.

Given the likelihood of a full shut down and all remote option being necessary, this model allows for a seamless transition. The consistency of classes, times, and routines as well as built-in advisory and remote conferencing allows for an expected increased success rate with which all of our students can access learning from home.

## **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.

It is important to note that an In-Person model would be doable, based on feasibility studies, to fit students in classrooms with a 3-feet social distance measure as prescribed by DESE, but not by the 6-feet 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.

### **Davis School In-Person**

Should circumstances arise which indicate the need to transition to an all in person learning model, the team teaching approach will provide for a smooth transition to in person learning for students. As part of the transition, student groupings within each team of teachers will be reformatted to ensure that all student needs are being met. Grade level teams, content teams and fully remote teachers will continue to collaborate so that students maintain appropriate pace in their grade level curriculums. Schedules for specials will be reviewed to determine if any modifications need to be made.

All safety and health protocols will be reviewed with consideration of any new guidance which could include repositioning or adding classroom tables, utilizing plexiglass barriers, reviewing

mask protocols, building traffic patterns and determining a feasible lunch plan to accommodate all students in the building.

As always, the social emotional needs of our students will remain our priority. Deliberate work will be done to help establish a sense of safety and community within the building and classrooms. All staff will continue to rely on Responsive Classroom best practices to create a cohesive and caring environment where students feel safe, have a full understanding of new routines and are prepared to engage in more in person learning. The guidance department will continue to be instrumental in sharing resources and working with individual students on an as needed basis.

A full in-person learning model would resemble a typical classroom schedule and structure. Cohorts A, B, and C would resume in-person instruction within the General Education classroom 5 days a week. Support staff (Special Education, ESL, Reading Specialists) would resume in-person supports and services in both the push-in and pull out models per student learning needs. All additional special area instruction would resume previous frequency and duration.

Cohort D may remain remote, depending on district procedures and protocols.

Health protocols and guidelines would be re-evaluated to ensure both staff and students can remain fully in-person safely. Social distancing, masks, and strict cohorting would require guidance from DESE, Bedford DPH, and BPS.

Sample schedule of a day in-person:

Time	Class Activity
8:17	Arrival at school, Safety morning routine
8:30	Morning Meeting
8:50	Math
9:50	Snack/Mask break (outside if possible)
10:05	ELA
11:25	Lunch/Recess
12:15	Science or Social studies
1:00	Specials
1:45	Mask break (outside if possible)
1:55	WIN
2:25	Pack up/ Dismissal



## JGMS In-Person

Time	Monday	Time	Tuesday	Time	Wednesday	Time	Thursday	Time	Friday
7:30-7:44 (14 min)	Homeroom	7:30-7:44 (14 min)	Homeroom	7:40-8:40 (60 min)	Music (Band, Chorus, Orch.)	7:30-7:44 (14 min)	Homeroom	7:30-7:44 (14 min)	Homeroom
7:44-8:30 (46 min)	1st Period	7:44-8:30 (46 min)	1st Period	8:40-9:10 (30 min)	1st Period	7:44-8:30 (46 min)	1st Period	7:44-8:30 (46 min)	1st Period
8:34-9:20 (46 min)	2nd Period	8:34-9:20 (46 min)	2nd Period	9:15-9:45 (30 min)	2nd Period	8:34-9:20 (46 min)	2nd Period	8:34-9:20 (46 min)	2nd Period
9:20-9:26 (6 min)	Brain Break	9:20-9:26 (6 min)	Brain Break	9:50-10:20 (30 min)	3rd Period	9:20-9:26 (6 min)	Brain Break	9:20-9:26 (6 min)	Brain Break
9:30-10:16 (46 min)	3rd Period	9:30-10:16 (46 min)	3rd Period	10:20-10:35 (15 min)	Break	9:30-10:16 (46 min)	3rd Period	9:30-10:16 (46 min)	3rd Period
10:20-11:06 (46 min)	4th Period	10:20-11:06 (46 min)	4th Period	10:35-11:05 (30 min)	4th Period	10:20-11:06 (46 min)	4th Period	10:20-11:06 (46 min)	4th Period
11:06-11:30 (24 min)	Lunch*	11:06-11:30 (24 min)	Lunch*	11:10-11:40 (30 min)	5th Period	11:06-11:30 (24 min)	Lunch*	11:06-11:30 (24 min)	Lunch*
11:34-12:20 (46 min)	5th Period	11:34-12:20 (46 min)	5th Period	11:45-12:15 (30 min)	6th Period	11:34-12:20 (46 min)	5th Period	11:34-12:20 (46 min)	5th Period
12:24-1:10 (46 min)	6th Period	12:24-1:10 (46 min)	6th Period	12:20-12:50 (30 min)	7th Period	12:24-1:10 (46 min)	6th Period	12:24-1:10 (46 min)	6th Period
1:14-2:00 (46 min)	7th Period	1:14-2:00 (46 min)	7th Period		Lunch	1:14-2:00 (46 min)	7th Period	1:14-2:00 (46 min)	7th Period
2:00-2:05 (5 min)	News	2:00-2:05 (5 min)	News			2:00-2:05 (5 min)	News	2:00-2:05 (5 min)	News
2:05-2:15 (10 min)	Dismissal	2:05-2:15 (10 min)	Dismissal			2:05-2:15 (10 min)	Dismissal	2:05-2:15 (10 min)	Dismissal

As with the all remote schedule, there will be no change to the number of classes taught in one day. The Wednesday schedule would be adjusted to account for a 7:40 am start time for all students in the event that we can achieve an all-in model. Again, consistency and routines will enable smooth transitions. Students who were hybrid will already know their paths through the one way hallways to get from class to class. In addition, we could still have students who stay remote, should they need to do so. This would entail teachers remaining consistent with their instruction methods. As a result, it makes the most sense to maintain the schedule as seen in the other models.

The challenges presented with this model are more logistical in terms of the number of students in the halls, handwashing, eating inside the building, lunch rotations, ensemble music classes, etc. The challenges in regard to teaching and learning are largely the same as above. While these students would need to learn school procedures, they would already be familiar with their classes. It may be that some students would still need to remain in remote learning due to health reasons, in which case, teachers can continue with many of the practices of the “One School Model” so those students can remain fully engaged in their classes.



## BHS In-person

### WEEK 1:

Time	Monday	Time	Tuesday	Time	Wednesday	Time	Thursday	Time	Friday
7:45-8:56	A1	7:45-8:56	E1	8:05-8:35 8:45-9:15	A2 E2	7:45-8:56	E1	7:45-8:56	A1
9:02-10:13	B1	9:02-9:27 9:27-10:13	Advisory Remote Conferencing	9:25-9:55 10:05-10:35	B2 C2	9:02-9:27 9:27-10:13	Advisory Remote Conferencing	9:02-10:13	B1
10:19-11:51 Lunch	C1	10:19-11:51 Lunch	F1	10:45-11:15 11:15-11:45	F2 Lunch	10:19-11:51 Lunch	F1	10:19-11:51 Lunch	C1
11:57-1:08	D1	11:57-1:08	G1	11:45-12:15 12:25-12:55	D2 G2	11:57-1:08	G1	11:57-1:08	D1
1:14-2:24	Teacher Prep	1:14-2:24	Teacher Prep	12:55-3:24	Teacher Prep	1:14-2:24	Teacher Prep	1:14-2:24	Teacher Prep

### WEEK 2:

Time	Monday	Time	Tuesday	Time	Wednesday	Time	Thursday	Time	Friday
7:45-8:56	A2	7:45-8:56	E2	8:05-8:35 8:45-9:15	A1 E1	7:45-8:56	E2	7:45-8:56	A2
9:02-10:13	B2	9:02-9:27 9:27-10:13	Advisory Remote Conferencing	9:25-9:55 10:05-10:35	B1 C1	9:02-9:27 9:27-10:13	Advisory Remote Conferencing	9:02-10:13	B2
10:19-11:51 Lunch	C2	10:19-11:51 Lunch	F2	10:45-11:15 11:15-11:45	F1 Lunch	10:19-11:51 Lunch	F2	10:19-11:51 Lunch	C2
11:57-1:08	D2	11:57-1:08	G2	11:45-12:15 12:25-12:55	D1 G1	11:57-1:08	G2	11:57-1:08	D2
1:14-2:24	Teacher Prep	1:14-2:24	Teacher Prep	12:55-3:24	Teacher Prep	1:14-2:24	Teacher Prep	1:14-2:24	Teacher Prep

The plan for all In-Person model has the same school schedule as the “One School Model” and the “all remote” model which will allow for a smooth transition between the different models as

public health conditions allow. Students who are in the hybrid option will already be familiar with school procedures and will go from attending school twice a week in person to attending five times a week in-person. Families who elected to be all remote, may re-enter into this model if they wish. While these students would need to learn school procedures, they would already be familiar with their classes. It may be that some students would still need to remain in remote learning due to health reasons, in which case, teachers can continue with many of the practices of the “One School Model” so those students can remain fully engaged in their classes. The challenges presented with this model are more logistical and depend on public health practices at that time.

### **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 has been developed within the Reopening District Committees work, with collaboration between school based teams and administration.

At the K-5 level as described previously in the individual school plans for hybrid in particular, the grade level teams at both Davis and Lane will form teaching teams with hybrid and remote teachers within their teams. They will share the teaching, planning and instructional work with their students. At the 6-12 level, at JGMS and BHS they will be utilizing the “One School Model” which has students following a “regular” schedule, as a student in cohort A or B would, and live streaming will be the mode for how these students will access their classes, both the

curriculum, and their teachers. They will also have access to supports, which are direct instruction/access to staff when they are not in live streaming classes.

### **Davis School Remote Program**

#### **Bedford Curriculum taught by Bedford Teachers**

#### **(B for B)**

The Davis School will be utilizing a team approach for the upcoming year. This approach maximizes collaboration and increases the grade level capacity to stay on pace, allowing for the smoothest transition to an all remote model, if necessary. This approach also ensures that all Cohort D students who are learning in the fully remote B for B program, will receive Bedford Public Schools curriculum taught by Bedford Public Schools Teachers. An important component to the team approach to designing and delivering curriculum, is that Cohort D students will receive instruction that is equitable, albeit remotely, to their peers.

In this model, teachers will work together in teams. Each team will typically be composed of three teachers who are supported by an assistant. The teaching team will generally be responsible for approximately 40-48 students including some students in Cohort D. One general educator from the teaching team, will be assigned to support the students that are remote each day, including those students in Cohort D enrolled in the B for B program. Additionally there will be a remote specialist teacher who will be responsible for those Cohort D students who require specialized services.

Within this model, due to the current number of students requesting remote education, at each grade level K-2, there will be one classroom composed of 22-24 students entirely enrolled in the remote B for B program (Cohort D students). This teacher will continue to coordinate, communicate, and collaboratively create lessons with their grade level colleagues and curriculum coordinators, in order to ensure that the pacing and goals of the curriculum are delivered with fidelity to their Cohort D students.

In this program, students in Cohort D as well as students in the hybrid model working from home, will primarily utilize Zoom and Seesaw for their direct instruction. Programs such as Lexia, Raz Kids, and Dreambox will also be utilized to reinforce grade level skills and strategies. Additionally, there will be opportunities for off-line learning. Home learning kits will be distributed to students, enabling them to complete “hands on”, off-line activities while learning remotely. This structure will allow the teacher to deliver whole group, small group, and individual instruction, maintain the ability to differentiate and modify, and build a supportive, social community of remote learners. For Cohort D students, synchronous and asynchronous instruction and learning will be as equitable and enjoyable as the learning of their hybrid peers. All students in Cohort D will be provided a remote contact teacher in order to promote

partnership and communication between home and school adults. Parents and guardians are considered part of the teaching team. We will work together on behalf of our B for B students to make this year as joyous and engaging as any other.

## **Davis School Remote Program: Bedford Curriculum Taught by Bedford Teachers**

### **Sample Remote Program Schedule**

The following is an example of a Davis School all-remote only schedule. This schedule provides some examples around the set up of a day, the role of the teacher, and examples of activities that could occur during *synchronous* and *asynchronous* instruction. Grade levels will make curriculum based decisions around the needs of their students. Small group instruction, feedback, and conferencing will be prioritized for synchronous instruction as well as ensuring that students have a healthy balance of on screen and off screen activities. As much as possible, the same Zoom link will be utilized for a class to ease access to Zoom sessions.

<b>Time</b>	<b>Sample Monday/ Thursday Schedule Schedule would be flipped for Tuesday/ Friday</b>
	<b>B4B</b> (Cohort D)
9:15-9:30	<b>Morning Meeting</b> - Responsive Classroom, daily schedule <i>Synchronous</i>
9:30-9:45	<b>Foundations</b> mini-lesson <i>Synchronous</i>
9:45-10:00	<b>Foundations</b> - Half Cohort <i>Asynchronous</i> , Seesaw Activity, Foundations Home Packet, Foundations Workbook Half Cohort- <i>Synchronous</i> , Small Group
10:00-10:30	<b>Snack &amp; Energizer</b>
10:30-10:45	<b>Bridges</b> Mini Lesson <i>Synchronous</i>
10:45-11:15	<b>Math</b> Half Cohort- <i>Asynchronous</i> , Dreambox, Math Choice Board, Bridges Online, Bridges Workbooks Half Cohort-Small Group
11:15 -12:15	<b>Lunch/Recess</b>
12:15-12:30	<b>Number Corner</b> <i>Synchronous</i>
12:30-1:15	<b>Reading</b> Half Cohort- <i>Asynchronous</i> , Seesaw Activity, Lexia, Raz Kids, Book Bags Half Cohort- <i>Synchronous</i> -Small Group
1:15-2:00	<b>Special</b> <i>Synchronous or Asynchronous</i>
2:00-2:30	<b>Writer's Workshop</b> Half Cohort- <i>Asynchronous</i> , Integrated Studies: Science & Social Studies, Inquiry-based (kid choice) Half Cohort <i>Synchronous</i> - Small Group
2:30-2:45	<b>Read Aloud</b> <i>Synchronous</i>
2:45-3:00	<b>Closing Meeting</b> <i>Synchronous</i>

## **Lane School Remote Program**

### **Bedford Curriculum taught by Bedford Teachers**

#### **(B for B)**

The all Remote learning model (B4B) will use Bedford Public Schools curriculum and be taught by Bedford Public Schools teachers. It will consist of five remote learning days. The students participating in this model are considered Cohort D. This model will include daily synchronous lessons, small group work, and asynchronous independent activities. Students from Cohort A and B on their remote days will join a remote class for the live mini lessons of Math and ELA. Then Cohort A and B students will complete independent work, while Cohort D students will continue with their teacher remotely.

Support staff (i.e. Special Education, ESL, Reading Specialists) will provide accommodations, modifications, and specialized instruction following the daily direct instruction per student needs and plans.

Students will participate in 5 different live remote specials weekly.

## **Lane School Remote Program**

### **Bedford Curriculum Taught by Bedford Teachers**

#### **Sample Remote Program Schedule**

	Mon	Tues	Wed	Thurs	Fri
8:20-8:30	Morning meeting	Morning meeting	Morning meeting	8:20 - 8:50 World Language	8:20 - 8:50 World Language
8:30-8:40					
8:40-8:50					
8:50-9			Snack	8:55- 9:15 Morning Meeting	8:55- 9:15 Morning Meeting
9-9:10	9:05-9:50 Science	9:05-9:50 Science	9:05-9:50 Music		
9:10-9:20					
9:20-9:30					
9:30-9:40					
9:40-9:50					
9:50-10	9:50-10:50 Math	9:50-10:50 Math	9:55-10:30 Math	9:50-10:50 Math	9:50-10:50 Math
10-10:10	Cohort B joins for mini lesson	Cohort A joins for mini lesson		Cohort B joins for mini lesson	Cohort A joins for mini lesson
10:10-10:20					
10:20-10:30					

10:30-10:40			10:30-11:15 Reading		
10:40-10:50					
10:50-11	10:50-11:05 Snack	10:50-11:05 Snack		10:50-11:05 Snack	10:50-11:05 Snack
11-11:10	11:05-12:05 Reading	11:05-12:05 Reading		11:05-12:05 Reading	11:05-12:05 Reading
11:10-11:20	Cohort B joins for mini lesson	Cohort A joins for mini lesson		Cohort B joins for mini lesson	Cohort A joins for mini lesson
11:20-11:30			11:15-12 Independent work		
11:30-11:40					
11:40-11:50					
11:50-12					
12-12:10	12:05-12:50 Lunch/Recess	12:05-12:50 Lunch/Recess	12-12:45 Lunch/Recess	12:05-12:50 Lunch/Recess	12:05-12:50 Lunch/Recess
12:10-12:20					
12:20-12:30					
12:30-12:40					
12:40-12:50			12:45-1:07 WIN		
12:50-1	12:50-1:20 Writing	12:45-1:30 WIN		12:50-1:50 Writing	12:50-1:50 Writing
1-1:10		Cohort A can join for questions			
1:10-1:20					
1:20-1:30	1:20-1:45 WIN				
1:30-1:40	Cohort B can join for questions				
1:40-1:50		1:40-2:25 Art			
1:50-2	1:50-2:35 Gym				
2-2:10				2-2:30 WIN	2-2:30 WIN
2:10-2:20				Cohort B can join for questions	Cohort A can join for questions
2:20-2:30					

**JGMS School Remote Program**  
**Bedford Curriculum Taught by Bedford Teachers**  
**Sample Remote Program Schedule**

Time	Monday	Time	Tuesday	Time	Wednesday	Time	Thursday	Time	Friday
7:30-7:44 (14 min)	Homeroom	7:30-7:44 (14 min)	Homeroom	7:40-8:40 (60 min)	Music (Band, Chorus, Orch.)	7:30-7:44 (14 min)	Homeroom	7:30-7:44 (14 min)	Homeroom
7:44-8:30 (46 min)	1st Period	7:44-8:30 (46 min)	1st Period	8:40-9:10 (30 min)	1st Period	7:44-8:30 (46 min)	1st Period	7:44-8:30 (46 min)	1st Period
8:34-9:20 (46 min)	2nd Period	8:34-9:20 (46 min)	2nd Period	9:15-9:45 (30 min)	2nd Period	8:34-9:20 (46 min)	2nd Period	8:34-9:20 (46 min)	2nd Period
9:20-9:26 (6 min)	Brain Break	9:20-9:26 (6 min)	Brain Break	9:50-10:20 (30 min)	3rd Period	9:20-9:26 (6 min)	Brain Break	9:20-9:26 (6 min)	Brain Break
9:30-10:16 (46 min)	3rd Period	9:30-10:16 (46 min)	3rd Period	10:20-10:35 (15 min)	Break	9:30-10:16 (46 min)	3rd Period	9:30-10:16 (46 min)	3rd Period
10:20-11:06 (46 min)	4th Period	10:20-11:06 (46 min)	4th Period	10:35-11:05 (30 min)	4th Period	10:20-11:06 (46 min)	4th Period	10:20-11:06 (46 min)	4th Period
11:06-11:30 (24 min)	Lunch*	11:06-11:30 (24 min)	Lunch*	11:10-11:40 (30 min)	5th Period	11:06-11:30 (24 min)	Lunch*	11:06-11:30 (24 min)	Lunch*
11:34-12:20 (46 min)	5th Period	11:34-12:20 (46 min)	5th Period	11:45-12:15 (30 min)	6th Period	11:34-12:20 (46 min)	5th Period	11:34-12:20 (46 min)	5th Period
12:24-1:10 (46 min)	6th Period	12:24-1:10 (46 min)	6th Period	12:20-12:50 (30 min)	7th Period	12:24-1:10 (46 min)	6th Period	12:24-1:10 (46 min)	6th Period
1:14-2:00 (46 min)	7th Period	1:14-2:00 (46 min)	7th Period		Lunch	1:14-2:00 (46 min)	7th Period	1:14-2:00 (46 min)	7th Period
2:00-2:05 (5 min)	News	2:00-2:05 (5 min)	News			2:00-2:05 (5 min)	News	2:00-2:05 (5 min)	News
2:05-2:15 (10 min)	Dismissal	2:05-2:15 (10 min)	Dismissal			2:05-2:15 (10 min)	Dismissal	2:05-2:15 (10 min)	Dismissal

In the *Bedford for Bedford One School* model, students who need full remote learning at the same time that other students participate in a hybrid model will be able to receive their instruction from Bedford teachers using the Bedford curriculum. In fact, these students will be receiving the same instruction as students who are in the hybrid model and will be receiving it at the same time. Therefore, all students will follow the same fundamental schedule.

Regardless of whether students are in the physical building or learning remotely, teachers will provide instruction online to all. Instruction will be provided in real-time using an online platform such as Zoom or Google Meet to deliver instruction to all students synchronously. Students will be able to participate as a class, asking and answering questions, regardless of where they are physically located. Teachers will use available technology that will enable them to do this. While this may be challenging for everyone to adapt to at first, it will help to build class unity and enable all students to feel like they are part of the school community.

As noted above, homeroom consists of an extended arrival to allow for social distancing and time for students to arrive at their first-period class, get out their materials, and prepare to begin their day of learning. For students who are fully remote, they will not need to participate in homeroom. Therefore, their day will begin at 7:44 AM. Additionally, breaks have been built into the schedule for *all* students. Students who are working from home on a device are welcome

to sign off and take a break before their next class during these designated times. We have intentionally built in this time as part of being cognizant about the amount of screen time students may engage in each day. At the end of the day, remote only students will not need to participate in dismissal. All other scheduled periods in the day will be synchronous with their peers.

For JGMS students who are learning remotely, this means that they will be receiving live instruction from their grade level, team-based subject-area teachers, the same Bedford teachers they would have had in a non-pandemic situation. This preserves both team unity and consistency for all students. It is important to note that students who are in the *Bedford for Bedford* model will not be expected to be on their devices for a full school day, every day. Just as is done in traditional instruction, there will be time for independent practice and learning. Students will be able to sign off during these times and work asynchronously.

It is also important to note that Wednesdays will be “fully remote” days. This means that all students, regardless of the option their families have chosen, will be in a remote learning environment together. This also helps build class unity and keep social connections alive and strong, something critically important for the social-emotional well-being of adolescents.



**BHS School Remote Program**  
**Bedford Curriculum Taught by Bedford Teachers**  
**Sample Remote Program Schedule**

**WEEK 1:**

Time	Monday	Time	Tuesday	Time	Wednesday	Time	Thursday	Time	Friday
7:45-8:56	A1	7:45-8:56	E1	8:05-8:35 8:45-9:15	A2 E2	7:45-8:56	E1	7:45-8:56	A1
9:02-10:13	B1	9:02-9:27 9:27-10:13	Advisory Remote Conferencing	9:25-9:55 10:05-10:35	B2 C2	9:02-9:27 9:27-10:13	Advisory Remote Conferencing	9:02-10:13	B1
10:19-11:51 Lunch	C1	10:19-11:51 Lunch	F1	10:45-11:15 11:15-11:45	F2 Lunch	10:19-11:51 Lunch	F1	10:19-11:51 Lunch	C1
11:57-1:08	D1	11:57-1:08	G1	11:45-12:15 12:25-12:55	D2 G2	11:57-1:08	G1	11:57-1:08	D1
1:14-2:24	Teacher Prep	1:14-2:24	Teacher Prep	12:55-3:24	Teacher Prep	1:14-2:24	Teacher Prep	1:14-2:24	Teacher Prep

**WEEK 2:**

Time	Monday	Time	Tuesday	Time	Wednesday	Time	Thursday	Time	Friday
7:45-8:56	A2	7:45-8:56	E2	8:05-8:35 8:45-9:15	A1 E1	7:45-8:56	E2	7:45-8:56	A2
9:02-10:13	B2	9:02-9:27 9:27-10:13	Advisory Remote Conferencing	9:25-9:55 10:05-10:35	B1 C1	9:02-9:27 9:27-10:13	Advisory Remote Conferencing	9:02-10:13	B2
10:19-11:51 Lunch	C2	10:19-11:51 Lunch	F2	10:45-11:15 11:15-11:45	F1 Lunch	10:19-11:51 Lunch	F2	10:19-11:51 Lunch	C2
11:57-1:08	D2	11:57-1:08	G2	11:45-12:15 12:25-12:55	D1 G1	11:57-1:08	G2	11:57-1:08	D2
1:14-2:24	Teacher Prep	1:14-2:24	Teacher Prep	12:55-3:24	Teacher Prep	1:14-2:24	Teacher Prep	1:14-2:24	Teacher Prep

In the *Bedford for Bedford* One School model, students who need full remote learning are able to participate with their peers at the same time as students in the hybrid model. Those students will

receive instruction from Bedford educators, using the Bedford curriculum and having access to the various course levels. Bedford for Bedford allows increased flexibility between learning scenarios and various models that we may have to engage during the current pandemic. In fact, these students will be receiving the same instruction as students who are in the hybrid model and will be receiving it at the same time. They will have an opportunity to participate in synchronous and asynchronous activities throughout the course of a day while maintaining a consistent schedule of classes. Students will follow the One School model schedule which will provide them with face time with their teachers on a daily basis.

The *Bedford for Bedford* model will provide students who are remote the same experience as their peers on Wednesdays when everyone is remote. This common learning environment may provide students the social experience that many adolescents need. Continuing to be taught Bedford curriculum by Bedford teachers will also make the possibility of a transition to another model seamless, should a family make that choice.

## **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 In-Person or the Remote Learning Program**

Since the approval of the hybrid and remote plan by the Bedford School Committee, parents/guardians received an enrollment and transportation survey email with instructions for electing your chosen option for each student, earlier in August, this was non-binding. On August 28th parents will be notified that if they want to change what they originally elected for their student in early August they should contact their child's school by midnight August 31st. The student enrollment options for Grades PK-12 are the **options approved by the school committee (hybrid, or full remote)**. Our district will begin the school year, on September 16, 2020 following extra professional planning and preparation days as allowed by the state. The

first day of school on September 16th is a Wednesday, which will be remote for all students, as the hybrid schedule outlines. On Thursday, September 17th cohort A will attend for a half day, on Friday, September 18th cohort B will attend for a half day. The regular schedule will begin on Monday, September 21st. More information regarding the specific times for arrival and dismissal will be provided by each school.

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.

We will carefully make plans based on the enrollment information families provide. If a family decides to change their enrollment choice once the school year has begun, they may do so. Further information regarding how to do that, and what amount of time the family can expect to wait until they experience their request, will be decided soon.

## **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 Hybrid Model**

When planning for a hybrid model, we prioritized 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.

### **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 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.

### **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.



## Guidance on Health and Safety

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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) and are subject to updates.*

### Top 3 Mitigation Measures to be Incorporated into Daily School Routines

#### 1. Mask/Face Coverings

As the primary route of transmission for COVID-19 is respiratory, masks or face coverings are among the most critical components of risk reduction. Wearing masks/face coverings, along with proper hand hygiene and social distancing can help to mitigate transmission of COVID-19. Wearing a mask/face covering acts as a barrier and helps to prevent asymptomatic spread of the virus.

COVID-19 spreads mainly from person to person through respiratory droplets produced when an infected person coughs, sneezes, talks, shouts or sings. These droplets can land in the mouths or noses of people who are nearby or possibly be inhaled into the lungs. To reduce the spread of COVID-19, CDC recommends all people wear 2 years old and up wear masks in public settings and around people who don't live in their household.

Based on the latest guidelines from health authorities, neck gaiters, open-chin, triangle bandanas, and face coverings containing valves, mesh material, or holes of any kind are not to be

considered appropriate. This guidance is likely to be recommended in Bedford. Masks should have at least 2 layers of breathable material and be secured with ear loops or ties.

### **Masks/Face Coverings**

- Masks/face coverings that cover the nose and mouth are required to be worn by all students while on the bus and while at school.
- Students are expected to come to school wearing a mask/face covering provided by the family, and have at least one spare face mask in their backpack.
- Masks/face coverings should be clearly labeled with the student's name or initials.
- A supply of disposable masks will be available at school if needed.
- Cloth face coverings should be washed daily at home.
- Masks/face coverings should never be shared.
- Students will bring a clearly labeled bag or container to store their mask/face covering for mask breaks and while eating.

### [How to put on and take off a mask](#)

- Proper removal and placement of masks when inside and 6 feet apart.
  - Sanitize hands before removing the mask.
  - Individual is required to be seated
  - When removing a mask, handle only by the ties or ear loops.
  - Do not touch the outside or inside of the part covering the face.
  - Once removed, masks will be placed on a napkin or paper towel, with the inside of the mask facing up or placed in a labeled bag or container by holding the outer edges of the mask fold it in half with the inside of the mask touching.
  - Sanitize hands before replacing the mask.
  - Masks should be put back on before leaving the seat.

### **Mask Breaks**

- Breaks will occur when students can be at least six feet apart and ideally outside or with the windows open.
- Cohorts should not intermingle during mask breaks.

## **2. Physical distancing**

- When feasible, staff and students will remain a distance of 6 ft at all times.
- Students will use bathrooms located in the classroom or in the same hallway as the classroom
- Desks will be placed at least 6ft apart and facing forward
- Assigned seating for all classrooms will be implemented
- For Elementary school students at DS and LS: To the extent feasible, students will remain with their same designated cohort and not interact with other cohorts

- Signage to promote social distancing will be in each classroom and in the hallways.
- Students will be encouraged to walk 6 ft apart, when in the hallway.
- Students will wear masks/face coverings when traveling from location to location throughout the building.
  - [CDC poster](#)

**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.

### **3. Handwashing/Hand Sanitizing**

Hand washing and hand hygiene 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 hand washing/sanitizing, including, but not limited to:

- upon entry and exit to and from school/classroom
- after bathroom use
- after coughing or sneezing
- before removing and after replacing face covering
- before dismissal
- If handwashing is not available, 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 in each classroom.
- An adult will oversee the use of hand sanitizer
  - [Handwashing CDC](#)
  - [Handwashing posters](#)

## Staff and Student Screening Protocols

### For Staff

- Staff will monitor themselves with a [daily screening](#). If they have any symptoms they will not come to work and will follow up with their health care provider and the school nurse before returning to work.

### For Students

- Parents are required to provide a [daily screening](#) on their child each morning before coming to school.
- A daily checklist will be provided to the parent/guardian before the start of school and needs to be reviewed each day before school.
- The parent/guardian of each student must submit a [signed agreement](#) before the student enters the school building on the first day.

## Staff, Family and Student Training/Education

### **Staff and substitutes will be provided with COVID-19 focused education and training prior to the start of school**

- COVID-19 signs, symptoms, transmission and prevention/mitigation measures including hand hygiene, masks, physical distancing
- Staff checklist/daily screening
- Use of personal protective equipment
- What to do if a student shows any signs of illness
- Teachers and school staff will incorporate wearing masks, hand hygiene, and physical distancing into everyday classroom routines and norms.

[Things you can do to get ready for school](#)

[Wearing a Mask at School](#)

## 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.

<b>PPE SUPPLIES - Initial 12 week supply</b>	<b>Recommended for:</b>	<b>Students</b>	<b>Teachers</b>	<b>Operations Staff</b>	<b>Admin Staff</b>	<b>Total</b>
<i>Headcounts (Student and Staff)</i>		2,800	491	44	48	3,383
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
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### **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.

### **Visitors**

No outside visitors and volunteers will be permitted in the schools except for employees or contracted service providers for the purpose of special education or required support services as authorized by the school or district.

### **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.

### **Lunch and snack**

To minimize the risk of life-threatening food allergies, classrooms will remain allergen aware as needed. During COVID-19, social distancing guidelines from the CDC require when masks are off and students are eating, they must remain 6 feet apart and not face one another. In order to comply with physical distancing guidelines, this will lead to students eating in their classroom.

- Social distancing of 6 feet will create a natural buffer and safe zone for students with life-threatening food allergies

- Parents of students with life threatening allergies may request an allergy aware classroom and a letter will be sent to families with instructions to not send in food that contains nuts for lunch or snack.
- Social distancing of 6 feet is a safe distance while masks are removed to eat.
- Parents should review with their child that they can not share food while in school.
- All water fountains have been disabled until further notice. However, in many schools there are refilling stations that are available for filling water bottles. Disposable water bottles or refillable water bottles are permitted. All water bottles are to be labeled.

Proper removal and placement of masks for snack or lunch when inside and 6 feet apart.

- Sanitize hands before removing the mask.
- Individual is required to be seated
- When removing a mask, handle only by the ear loops.
- Do not touch the outside or inside of the part covering the face.
- Once removed, masks will be placed on a napkin or paper towel, with the inside of the mask facing up or placed in a labeled bag/paper bag or container by holding the outer edges of the mask and folding it in half with the inside of the mask touching.
- Sanitize hands before replacing the mask.
- Masks should be put back on before leaving the seat.

### **Sending students to the nurse**

Many students are treated in the school health office on a daily basis for a number of chronic health conditions, daily medications, treatments, injuries and illness. These guidelines will help preserve the Health Office as a safe and healthy environment for all students and school staff to address health related concerns while mitigating viral exposure.

The School Health Office is considered a high risk area for possible transmission of COVID 19 illness. These guidelines help to maintain appropriate ( 6 ft) physical distance, allow for proper cleaning of touched surfaces between students and minimize contacts.

### **Guidelines**

- School Health Office, refrigerator, and accompanying restrooms will be utilized for student and staff health related issues only.
- Staff will notify the nurse (via phone or walkie-talkie) prior to sending any student to the health office for non-emergent medical issues.
- Nurses will provide each classroom with a small first aid kit (bandaids, gauze, gloves) for minor first aid in the classroom at the beginning of the school year and as needed.
- Nurses will set appointment times for any students with daily medication and or scheduled treatments.

- All students and staff will be [screened at the entrance](#) to the health office for signs and symptoms of COVID-19. If COVID-19 symptoms present, the student will be accompanied to the medical waiting room/ isolation room. If no signs and symptoms of COVID-19 are present, the student may be brought into the health office for treatment.
- Aerosol treatments, i.e. nebulization; will be avoided until further guidance is provided by the CDC. Students will need to go to the nurse's office to use their inhaler if needed. Staff will need to call the nurse.

### **Medical isolation area COVID-19 related isolation space**

In order to minimize the potential transmission of the COVID-19 virus by isolating and dismissing individuals who display symptoms of COVID-19 during the school day. Medical Waiting Room/ Isolation Room: A Medical Isolation Room is a designated area for isolating an individual with a communicable disease. It does not contain negative pressure.

Symptoms of COVID-19:

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

### **Guidelines:**

- The minimum requirements of the isolation room are as follows:
  - a. must be separate from the nurse's office or other spaces where routine medical care is provided
  - b. must have a door that closes
  - c. must be a dedicated space to accommodate a chair & cot
  - d. must contain waste disposal receptacle
  - e. must contain supply of extra PPE
  - f. must contain communication device, i.e. phone or 2-way radio
  - g. if available, a window that opens for air ventilation
- Adult supervision will be needed.



- Ideally the isolation room should be in close proximity to the nurse's office and/or located close to a dismissal door.
- Personal protective equipment (PPE) will be worn in accordance with CDC guidelines.

#### Procedure:

- Students will be provided with a surgical mask and escorted to the Medical Waiting/Isolation Room.
- If more than one student is in the medical waiting room at a time, each student must be at least 6 feet apart (and will be spaced apart as far as possible), and will be provided with a surgical mask to wear while in the medical waiting room
- Contact Parent/Guardian and inform that student is showing symptoms suggestive of COVID-19, refer to the health care provider and request pickup within 30 minutes
- If there is not a second nurse available, notify Administration to designate an adult to supervise the student(s) in the Medical Waiting/Isolation Room.
- Upon parent/guardian arrival, parent/guardian must remain in the car. Nurse or designee will walk the dismissed student to the designated dismissal door.
- Call the custodian to clean & disinfect the Medical Waiting Room/Isolation Room.
- The school nurse will follow-up with the parent/guardian the following day.

### Symptomatic, Diagnosed, or Quarantined Students and/or Staff

Return to school guidelines and positive COVID-19 case management are subject to change based upon current guidance from the Massachusetts Department of Public Health and The Centers for Disease Control. The Bedford Public School Nurses will continue to work in collaboration with the Bedford Board of Health and our school physician to implement these protocols and will continue to adjust protocols based on the the most up-to-date guidance from DESE/DPH/CDC.

### **Student/School Staff Protocol for Home-Monitoring Illness During COVID-19**

COVID-19 is a highly contagious respiratory, droplet-borne virus. In order to mitigate the spread of the virus amongst staff, students and families, Parents/Guardians and school staff will need to monitor for symptoms suggestive of COVID-19. Students/school staff should not come to school if they are presenting symptoms of any infectious illness.

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

**Please STAY HOME if you have any of the symptoms listed.**

Below is the full list of symptoms for which caregivers should monitor their children, and staff should monitor themselves:

- ☐ Fever (100.0° Fahrenheit or higher), chills, or shaking chills
- ☐ Cough (not due to other known cause, such as chronic cough)
- ☐ Difficulty breathing or shortness of breath
- ☐ New loss of taste or smell
- ☐ Sore throat
- ☐ Headache *when in combination with other symptoms*
- ☐ Muscle aches or body aches
- ☐ Nausea, vomiting, or diarrhea
- ☐ Fatigue, when in combination with other symptoms
- ☐ Nasal congestion or runny nose (not due to other known causes, such as allergies) *when in combination with other symptoms*

1. Students/staff members with any symptoms of Covid -19 shall **stay home**.
2. Notify the school nurse
3. Current Massachusetts DPH guidance is that all symptomatic individuals in Massachusetts, even those with mild symptoms, should be tested. An individual who does not wish to be tested may return to school 10 days from the start of symptoms, as long as their symptoms have improved and they have been without fever for at least 24 hours prior to their return to school without the use of fever reducing medication.
4. Documentation of test results or alternative diagnosis will be required to be provided to the school nurse prior to return to school.
5. Isolate at home until test results are returned and until contact is made with the school nurse or health authority.
6. Proceed as follows according to test results:
  - a. **IF NEGATIVE:** Students/staff may return to school after they have tested negative for COVID-19, have improvement in symptoms, and have been without fever for at least 24 hours without the use of fever reducing medications. If a provider makes an alternative diagnosis for the COVID-19-like symptoms, the individual may return to school based on the recommendations for that alternative diagnosis (e.g., influenza or strep pharyngitis).
  - b. **IF POSITIVE:** Students/staff should remain at home (except to get medical care), monitor their symptoms, notify the school, notify personal close contacts, assist the school in contact tracing efforts, and answer the call from the local board of health or Massachusetts Community Tracing Collaborative. Most people who have relatively mild illness will need to stay in self-isolation for at least 10 days **and** until at least 3 days have passed with no fever and improvement in other symptoms.
  - c. Individuals may de-isolate after being instructed by and public health authority such as Board of Health or the CTC to cease isolation.

7. An individual shall remain at home if they are symptomatic, without a COVID-19 diagnosis, and/or who choose not to be tested and /or are without an alternative diagnosis/explanation. The individual shall remain home until the following conditions are met:
  - It has been at least 10 days from onset of symptoms,
  - AND they have been fever free for at least 24 hours without the use of fever-reducing medication (i.e. acetaminophen or ibuprofen)
  - AND there has been improvement in symptoms
8. Any student who is considered a close contact of a COVID-19 case shall quarantine at home for 14 days after the last contact with the COVID + individual. If symptomatic, contact a healthcare provider.
9. Any student who has traveled outside of [lower risk states](#) , per the [Massachusetts travel order](#), in the past 14 days shall not come to school and shall self-quarantine for 14 days upon return to Massachusetts unless tested in accordance with the travel order and found to be negative for COVID-19.

## **COVID-19 Guidelines for presence of a positive case or multiple cases in a school or district**

### **Elementary School:**

- If a member of a classroom cohort tests positive for COVID-19, their close contacts will be defined as only those who have been within 6 feet of distance of the individual for at least fifteen aggregate minutes, while the person was infectious.
- Close contacts will be identified and will be informed of exposure and self-quarantine guidelines, while confidentiality is maintained. All close contacts are strongly advised to be tested but must self-quarantine for 14 days after the last exposure to the person who tested positive, regardless of test result.
- The school nurses will collaborate with the Bedford Board of Health for contact tracing and guidance for self-quarantine or isolation and criteria needed for when the individual can return to school.

### **Middle School / High School:**

- If an individual at the middle or high school level tests positive for COVID-19, the school will identify the individual's possible close contacts based on the assigned seating charts and discussion with the individual and/or parent/guardian, maintaining confidentiality of the individual.
- The lookback period to determine close contacts will begin 48 hours before symptoms appeared or two days prior to the date of the positive test if there were no symptoms, and include up until the time the individual was isolated.

- Consider all individuals to be close contacts who were within 6 feet of the individual for at least 15 aggregate minutes in class, during lunch, on the school bus, or at extracurricular activities during the 48 hour lookback period.
- Close contacts (the student or parent/guardian and employees) will be informed of exposure and self-quarantine guidelines, while confidentiality of the individual is maintained.
- The school nurse and administration will collaborate with the Bedford Board of Health for contact tracing and guidance for self-quarantine or isolation as well as criteria needed for when individuals can return to school.

If there is **more than one unrelated, confirmed COVID-19 case** (students or staff) or **suspected in-school transmission** in a school at one time, or if there is a series of single cases in a short time span, the school leaders and the superintendent will be activated and immediately contact the Bedford Board of Health and consult with the Massachusetts Department of Public Health and DESE as needed for further guidance.

#### **DEFINITION OF A CLOSE CONTACT:**

- You were within 6 feet for at least 15 aggregate minutes of an individual who tested positive for COVID-19 in the 48 hours prior to their symptom onset, 48 hours prior to their positive test result if there were no symptoms or anytime during their ten-day isolation period **OR;**
- You have been in close proximity as determined during case investigation to someone at home who tested positive for COVID-19 in the 48 hours prior to their symptom onset, 48 hours prior to their positive test result if there were no symptoms or anytime during their ten-day isolation period **OR;**
- You had direct physical contact (hugged, kissed, shared eating or drinking utensils) with an individual who tested positive for COVID-19 in the 48 hours prior to their symptom onset, 48 hours prior to their positive test if there were no symptoms or anytime during their ten-day isolation period **OR;**
- You had direct exposure to the respiratory droplets (cough, sneeze or saliva) of an individual who tested positive for COVID-19 in the 48 hours prior to their symptom onset, 48 hours prior to their positive test result if there were no symptoms or anytime during their ten-day isolation period.

#### **DEFINITION OF SELF-QUARANTINE (for people possibly exposed to COVID-19, i.e. Close Contact): Separate yourself from others in case you get sick**

- Stay at home and use a separate bedroom and bathroom if possible.
- Wear a mask inside the home if contact with others is anticipated.
- Do your best to stay at least 6 feet away from other people in the house.
- Do not leave your house to go to school, work or run errands.
- Do not have any visitors in your house during this time.
- Wash your hands frequently with soap and water for at least 20 seconds.
- Do not share eating or drinking utensils with anybody.
- Monitor your health every day.

- Do health checks and take your temperature every morning and every night or anytime you feel like you might have a fever. Check your temperature before taking fever reducing medication.
- Be alert for any symptoms of COVID-19, including fever, cough or shortness of breath.
- If you need to seek routine medical care call ahead to your doctor and tell them you are under COVID-19 quarantine.
- Do not take public transportation, taxis, or ride shares to get to your appointment.

**If you have a medical emergency, call 911. Tell them your symptoms and that you are being monitored for COVID-19.**

**If you do not show signs of COVID-19 for 14 days after the last time you were exposed, your self-quarantine period is finished. Clearance to be released from quarantine is directed by a public health authority such as the LBOH or CTC.**

**DEFINITION OF SELF-ISOLATION (for people with confirmed or possible COVID-19):**

Separate yourself from others to keep your germs from spreading

- Stay at home and use a separate bedroom and bathroom if possible.
- Wear a mask inside the home if contact with others is anticipated, regardless of social distance
- Do your best to stay at least 6 feet away from other people in the house.
- Do not leave your house to go to school, work or run errands.
- Do not have any visitors in your house during this time.
- Wash your hands frequently with soap and water for at least 20 seconds.
- Do not share eating or drinking utensils with anybody.
- If you get sick with fever, cough, shortness of breath, or other signs of respiratory illness, call your healthcare provider and tell them if you have, or may have, COVID-19.
- Do not take public transportation, taxis, or ride shares to get to your appointment.
- Cover your mouth and nose with a tissue or your sleeve (not your hands) when coughing or sneezing.
- Clean and sanitize surfaces that you touch every day with a household disinfectant.
- Make a list of everyone you have been close to (within 6 feet of for at least 15 minutes), since you first got sick. Those people have been exposed to COVID-19 and should be asked to self-quarantine. Share the names of the identified close contacts and their contact information when contacted by a public health authority such as the LBOH or CTC.

**If you have a medical emergency, call 911. Tell them your symptoms and that you have, or may have, COVID-19.**

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

# Guidance on School Operations

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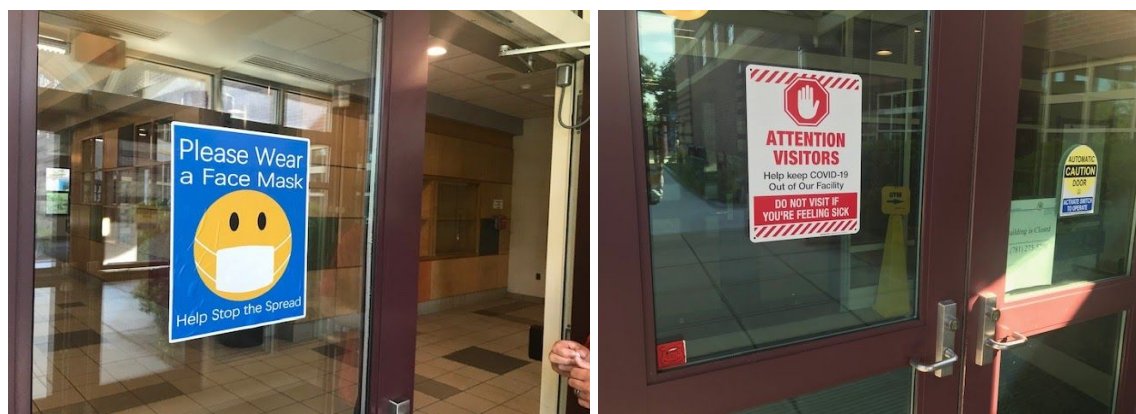
## School Operations

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:

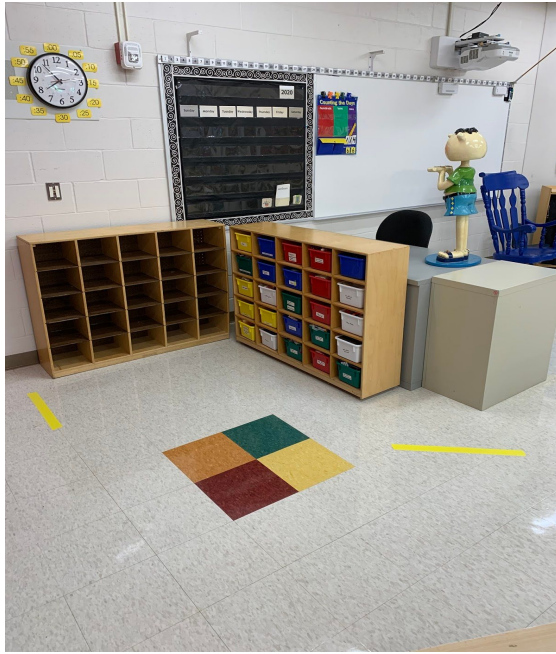


Plexiglas dividers used for a full in-person model class for teaching and learning while maintaining a minimum of 3' distancing.



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 as 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.

Additional documentation and resources are available to support the information and has been sent to BEA including the [Mechanical Engineering report](#), ASHRAE guidelines, [Safety Data Sheets on disinfectant](#) and [hand sanitizer](#), as well as explanatory material for Town Facilities Director.



School HVAC systems in all school buildings have been evaluated by an outside Mechanical Engineering firm. The Mechanical Engineering Firm has sampled and tested classrooms in every school building and in all cases found that the HVAC performance met and exceeded the air exchange code and guidelines. The mechanical consultants are continuing to test the entire system. They also are directing the work of another firm that is performing additional balancing work. [Bedford also is enhancing the ventilation system with MERV 13 filters and HEPA air purifiers.](#)

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 plan is to bring in as much outside air as possibly can within the design parameters of the units.



### **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
- *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. Access to many bottle filling stations has been removed.



### **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

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## 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.

Bedford Charter is assigning seats for registered riders. All but the youngest students will sit in their designated seat according to the seating chart developed based on a student's bus stop. Each driver will have a seating chart for students and will receive training on handling this aspect. Prominent seat numbers are being placed above each seat. All seats are single occupant unless siblings attend the same school.

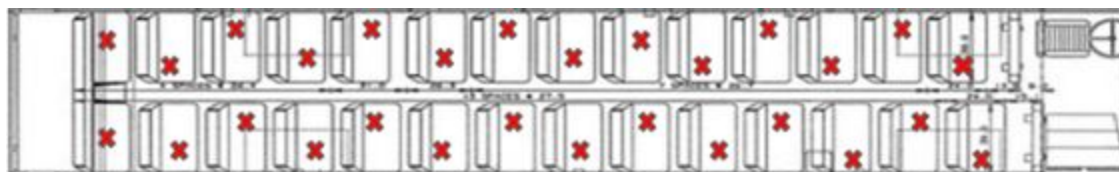
Because strict safety protocols are essential on buses, late registrations will be limited and can only be considered on a case by case basis for current students, if space is available under reduced capacity limits.

### 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:

<b>BUS #</b>	<b>RATED CAPACITY # PASSENGER</b>	<b>1 per seat</b>	<b>REVISED CAPACITY</b>
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 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 minimize typical social behaviors that sometimes cause noise and extra movement of students when buses are full to capacity. Some buses have cameras which can help to identify any unsafe conditions as well.

### **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. The school bell times are still being finalized and will be communicated by schools as soon as they are final. It is anticipated that no school will have a significant change to their bell times (beyond 5 or 10 minutes). The High School will have a dismissal time that is approximately 45 minutes earlier. Detailed information will be communicated as soon as it is available.

### **Separation of Bus and Auto Traffic**

With auto drop-offs and pick-ups at school increasing substantially, planning is underway to mitigate congestion and safety risks at schools. The district is working on a system of staggered time slots for auto and bus traffic to ensure safe access. The district is collaborating with Bedford Police on all traffic and safety matters.

### **School Bus Route Adjustments**

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

# Guidance on Technology

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## 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](mailto: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 6-8 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.

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 will be 1:1 in school.

## 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

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## Interscholastic Athletics

### BHS

- Traditional Fall season (9/18 - 11/20) would consist of Boys and Girls Soccer, Field Hockey, Boys and Girls Cross Country and Golf.
- Football, Competitive Cheer, Unified Basketball, Volleyball (because it is an indoor sport) will be moved to the Fall 2 season (Feb. 22 - April 25)
- Varsity Games played on Wednesdays and Saturdays (against the same opponent). Sub varsity will play against opponents on Saturday and intrasquad on Wednesday.
- Opponents would only consist of divisional opponents rather than the entire league.
- No paid entry.
- Work with Bedford Cable to video events (or livestream) to be shown on Bedford cable
- To assist with transportation. Parents can also drive their own children. Allowing one parent per household to attend games.
- Must comply with all EEA, DESE and individual sport guidelines (due to be released 8/28/20). New guidelines will include modified games, social distancing and mandatory mask wearing.

### JGMS

- All intramural sports.
- Football moved to Fall 2 season (2/22 - 4/25)
- Coaches would supervise, run skill sessions and officiate intrasquad contests.
- No transportation
- Program would remain in cohorts (2 days/week) with nothing on Wednesdays or Weekends.

## 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

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[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](#)