



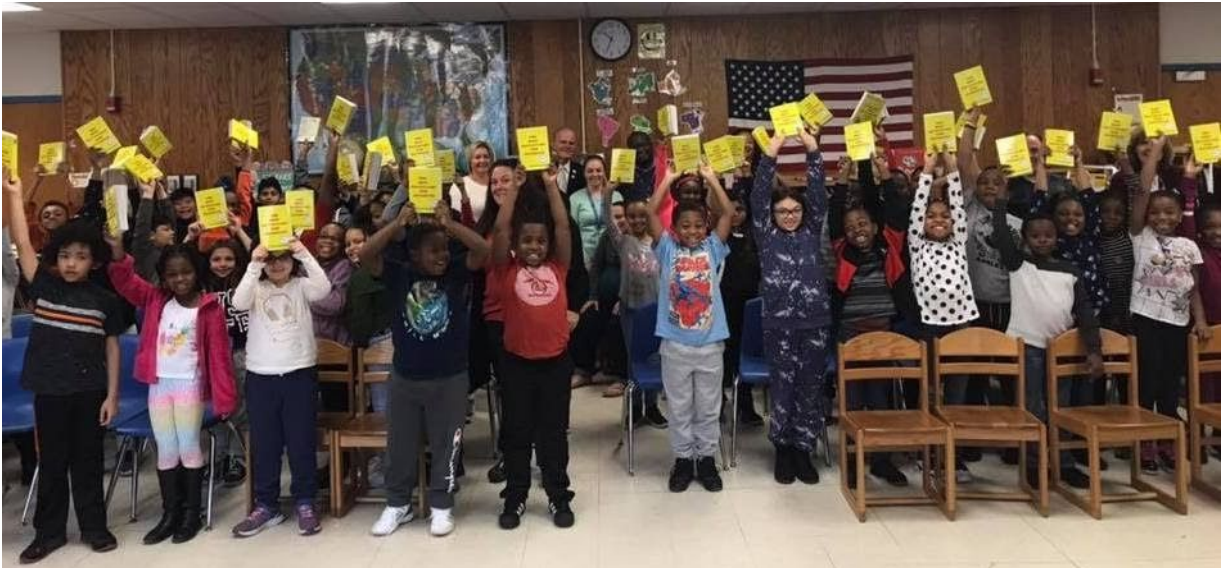
Randolph Public Schools

“Building Tomorrow, Today”

2020-2021

Re-entry Preliminary Plan

~ August 12, 2020 ~



District Core Values: We C.A.R.E.

Continuous Reflection and Improvement • Academic Excellence and Innovation
• Respectful and Responsible Relationships • Engaged and Equitable Community

Vision

Randolph Public Schools with the support of our proud community will engage ALL individuals in a respectful, caring, and equitable environment, to become life-long learners who are innovative and collaborative leaders of a global society.

Non-Discrimination Statement

The Randolph Public Schools does not discriminate on the basis of race, color, ancestry, national origin, religion, creed, sex, gender identity or expression, sexual orientation, marital status, pregnancy or pregnancy related condition, genetic information, disability, veteran's status, age or homelessness in admission to, access to, employment in, or treatment in its programs and activities.

Randolph Public Schools Re-entry Preliminary Plan

Table of Contents

1. [Letter from the Superintendent to the community](#)
2. [Executive Summary](#)
3. [Introduction](#)
4. [Learning Models](#)
 - a. [Full In-Person Learning](#)
 - b. [Hybrid Learning](#)
 - c. [Distance Learning](#)
5. [Out of School Time Plan](#)
6. [Student Supports and Professional Learning](#)
 - a. [Teaching and Learning](#)
 - i. [School Supply Lists](#)
 - b. [Staffing and Scheduling](#)
 - i. [Building Start and End times](#)
 - c. [Special Education and Student Services](#)
 - d. [Technology](#)
 - e. [Communications](#)
 - f. [Family Engagement](#)
 - g. [Health and Wellness](#)
 - h. [Transportation](#)
 - i. [Facilities](#)
7. [Resources](#)



LETTER FROM THE SUPERINTENDENT

August 13, 2020

Randolph Public Schools closed its doors on March 13, 2020 to mitigate the spread of COVID-19. RPS immediately put into operation a temporary remote learning plan to best meet the needs of students in these most uncertain times. As we plan to reopen our schools and struggle with the persistent health risks of COVID-19, we must prioritize the health, safety, and well-being of our students, staff, and families. The following guiding principles:

1. Align our transition back to our core values of excellence, equity, and innovation
2. Prioritize the health and safety of students and staff – (6 ft. rule)
3. Plan and implement rigorous student learning through high quality instruction and assessment to meet the needs of all students
4. Communicate re-entry planning and expectations
5. Cultivate positive relationships
6. Measuring our success by assessing student learning and engagement and collecting feedback from staff and families

will help the re-entry teams navigate state guidelines and to devise important decisions in each of the subcommittees. There are eight subcommittees that are composed of a variety of stakeholders such as administrators, students, staff, teachers, school committee members, and parents. These participants actively and openly participated in the decision-making process to develop a plan that offers three models for what schools may look like for the 2020 – 2021 school year.

On June 25, 2020 the Massachusetts Department of Elementary and Secondary Education (DESE) released its “Initial Fall re-entry Guidance”. This guidance requires that districts develop three models: traditional, hybrid, and fully remote learning. These models will be in place so that RPS is ready to handle all possibilities, such as another virus outbreak, as schools plan for re-entry. We are aware that families are anxious for schools to reopen. We also know that remote learning does not take the place of face-to-face, direct instruction. We continue to develop re-entry plans that equitably support all students and their learning styles and uphold the medically approved safety standards of our federal and local health organizations.

DESE’s guidance requires that students are spaced at least 3 feet apart and wear masks in grades 2 – 12. Districts are also expected to minimize social interactions by containing students in classrooms at the elementary levels and creating cohorts at the secondary level with limited transitions to class. Because Randolph has consistently ranked in the top 10 of highest cases of COVID-19 in the Commonwealth, RPS seeks to maintain the six feet social distancing requirement as promoted by the Center for Disease

[Click here](#) to return to the Table of Contents

Control (CDC). RPS plans to exercise the utmost caution to ensure everyone's safety. We will require masks for all students in grades K-12, but will provide additional mask breaks for our younger students.

Based on our recent survey data, approximately 33% of RPS families do not plan to send their children to school in September. We want to honor all of our families and at the same time provide high quality learning experiences for all of our students, regardless of the model or setting that they choose. The effects of COVID-19 will be felt for years to come. This RPS plan will bolster the support for our most vulnerable students, such as students with disabilities, English language learners, and our transient families.

We know that it will not be easy to reopen our doors and address the continued academic and emotional disruptions brought on by this pandemic. However, we will stay updated on the latest medical developments pertaining to COVID-19, the best practices for remote learning and face-to-face instruction, and will provide this community with additional resources and information as they become available.

Sincerely,

A handwritten signature in black ink that reads "Thea Stovell". The signature is written in a cursive, flowing style.

Thea Stovell

Superintendent

Contributions and Acknowledgements

I want to acknowledge the RPS School Committee and their tireless dedication to RPS and their continued support and development of my leadership. Thank you to the RPS faculty and staff for stepping up and taking on remote learning in a moment's notice. We accomplished something amazing for a small district without limited remote experiences! This re-entry plan represents the work of a wide range of dedicated professionals, students, families, and staff who generously gave their time, experiences, and skills to help students and staff return to school successfully. Thank you to the many administrators who canceled vacations and rescheduled their days to see this plan come to fruition.

The following people are members of the re-entry team:

SUBCOMMITTEES	
FACILITIES, TRAININGS & MEALS	
Steve Nesterak, Director of Facilities	Stacia Fritz, Director of Food Services
Mike Hennessey, Maintenance Personnel	Dan Murphy, Maintenance Personnel
Micah Logan, Parent	Yoko Fenelus, Parent
Anne-Lucie Pierre, Student	Ben Rogers, Assistant Principal
Jeff Fox, Teacher	Rudy Weekes, Assistant Principal
Elisabeth Tyler, Teacher	Scott Markarian, Dean
Gerry Cody, Randolph Board of Health	Sarah Dooley, Nurse
Tony Price, Director of Athletics	Andrea Nixon, School Committee Member
TRANSPORTATION	
Dr. Carlos Colley, Director of Finance	Suzanne St. Cyr, Transportation Coordinator
HEALTH AND WELLNESS (SEL)	
Kim Duane, Student Services Coordinator	Natan Koltyar, Teacher
Cindy Lopez, Principal	Morgan Mahurin, Student
Steadman Graves, Dean	Rebecca Veira, Parent
Kim Cabral, School Nurse	Claudine Wright, Parent

[Click here](#) to return to the Table of Contents

Eileen Vlieger, Social Worker	Fawn Mahurin, Parent
Meaghan Dwyer, Director of AIM Academy	Beth Kennedy, Paraprofessional
FAMILY ENGAGEMENT	
Hana Walsh, Director of ELL	Lena-Marie Allie, Parent
Kelley Breen, Assistant Principal	Jessica Avila, Parent
Michele MacDonald, STARS	John & Danielle Philips, Parents
Ellen Greene, YMCA	Regina Federle, Registrar
Kelly Flythe-Sands, Teacher	Melody Abraham, Student
Lunine Piere, Teacher/ELL	Tara Anderson, Teacher
Liz Larosee, Library and RICC	Ida Gordon, School Committee Member
TEACHING & LEARNING	
Dr. Amy Hartley-Matteson, Asst. Superintendent	Afrika Mills, Parent
Alpha Sanford, Director of Special Education and Student Services	Christopher Crosby, Parent
Laura Ottaviani, Math Coordinator	Renee Downes Gilkes, Parent
Dr. Marie-Juanita DiGioia, Special Education Coordinator	Sara Hosmer, Principal
Danielle Galvin, Assistant Principal	David Pierce, Assistant Principal
Jessie Purdie, Instructional Coach	Cairo Mills, Student
Shalem Livingston, Instructional Coach	Shauna Rommelmeyer, Teacher (Gen. Ed)
Molly Ross, Instructional Coach ESL	Leslie Roos, Teacher
Lisa Millwood, School Committee Member	Jon Ridolfi, RHS Math Department Chair
Melinda Forbes, Teacher (Special Education)	
DATA and TECHNOLOGY	

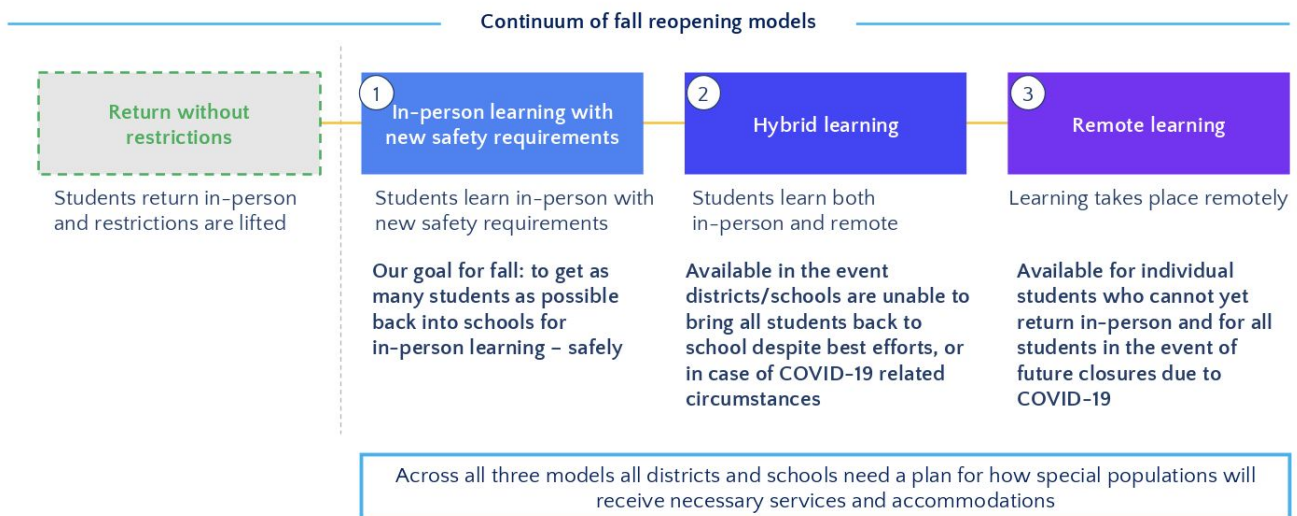
[Click here](#) to return to the Table of Contents

Adam Smith, Technology Integration Coordinator	Robin Lee, Related Service Provider
Dr. Naia Wilson-Akubude, Principal	Allen Chow, Parent
Dr. William Conard, Principal	Joseph Nimeskern, Parent
John Sweeney, District Systems Administrator	Erin Finn, Assistant Principal
Alden Dearborn, Teacher	Ed Wiederer, Early Ed/ELL Teacher
STAFFING and SCHEDULING	
Sean Walsh, Director of Human Resources	Dr. Carlos Colley, Director of Finance
Beth Gannon, Principal	Beth Fitzgerald, Special Education Teacher
John Licorish, Principal	Meaghan Greenberg, Related Service Provider
Annya Haughton, Assistant Principal	Argenis Mendez, Parent
Laura Sullivan, Accountability and Data Specialist	Stacey Jean-Baptiste, Student
Suzanne St. Cyr, Transportation Coordinator	Michelle Richard, Specialist
Tracy Nadolny Duguay, Teacher	Tom Geary, Parent
Chloe Geary, Student	
COMMUNICATIONS	
Thea Stovell, Superintendent	Judy Littlejohn, Executive Assistant to the Superintendent
Kellie Timbrell, Teacher	John Monaghan, Webmaster
Alethea Pratt-Duros, Parent	Steve Gould, Grants Coordinator
Tiffany Tran, Parent	

EXECUTIVE SUMMARY

The Randolph Public School system will reopen this fall with three learning models: in-person, hybrid and remote. Given our commitment to health and safety, we are exceeding state guidelines for physical distancing. All grade levels will provide at least six feet of physical distancing, combined with a coordinated set of practices (hand hygiene, respiratory etiquette, cleaning and disinfecting, masks/face coverings, and cohort grouping) in order to prioritize the health and safety of students, faculty, staff, and families.

The Department of Elementary and Secondary Education (DESE) has asked each school system to prepare three models of school re-entry.



Safety Metrics

DESE has communicated safety metrics to guide school districts in selecting a re-entry learning model. At this time, the Town of Randolph is considered in the yellow zone and an opening of hybrid or remote (if extenuating circumstances) is the expectation from the Department of Elementary and Secondary Education.

With new color-coded metric from COVID Command, DESE is issuing additional guidance for selecting a learning model

New color-coded metric*		DESE expectation for learning model
RED	Average daily cases per 100,000 is greater than 8	Remote
YELLOW	Average daily cases per 100,000 is between 4 - 8	Hybrid OR Remote (if extenuating circumstances)
GREEN	Average daily cases per 100,000 is less than 4	Full-time in-person OR Hybrid (if extenuating circumstances)
UNSHADED	Fewer than 5 total cases over the past 14 days. Generally, this is for communities with small populations and very few cases.	

**Measured as a 14-day rolling average and will be reported weekly as part of the online DPH dashboard*

Learning Models

We have prioritized in-person learning for our youngest learners in Pre-K and students with disabilities that qualify for sub-separate programming, so that they may attend school up to five days per week. In order to maximize health and safety protocols, grades K-12 will attend in-person learning through a hybrid model described below.

Cohort A

Students assigned to Cohort A will attend in-person learning on Monday and Thursday, and will engage in remote learning on Tuesday, Wednesday, and Friday.

Cohort B

Students assigned to Cohort B will attend in-person learning on Tuesday and Friday, and will engage in remote learning on Monday, Wednesday, and Thursday.

[Click here](#) to return to the Table of Contents

Cohort C

Students with disabilities that qualify for sub-separate programming within Randolph Public Schools will attend 4.5 days in person. We are identifying these students as high needs and in critical need of 4.5 days of in-person specialized instruction.

Cohort D

Students in Cohort D receive all instruction and services remotely. The remote learning program is available for individual students who require or choose a remote learning option, and for all students in the event of future classroom or school closures due to COVID- 19. DESE guidance states, “Parents/caregivers have the option to choose a district’s remote learning program for their child’s instruction if they prefer – with the understanding that the remote learning program may not provide as robust offerings as, or replace the full benefits of, learning in person.”

HYBRID LEARNING MODEL

	Monday	Tuesday	Wednesday	Thursday	Friday
COHORT A	In Person	Remote Learning	Remote Learning	In Person	Remote Learning
COHORT B	Remote Learning	In Person	Remote Learning	In Person	Remote Learning
COHORT C	In Person	In Person	In Person	In Person	In Person
COHORT D	Remote Learning	Remote Learning	Remote Learning	Remote Learning	Remote Learning
Teachers & Support Staff	In Person	In Person	In Person	In Person	In Person

In addition, Wednesday morning is reserved for an acceleration period in which identified students will participate in small group sessions, related service provider sessions or other support services in person/on campus and/or remotely. The district will utilize DESE’s guidance to establish expectations for prioritizing student groups when selecting participants for the Wednesday acceleration period. The Wednesday Acceleration Period is comprised of student groups including (1) Students with disabilities and English learners, particularly those with more intensive needs; (2) Students whose parents/caregivers report that they do not have access to reliable internet or a suitable learning space at home due to homelessness or housing insecurity and students in foster care or congregate care; (3) Students who are significantly behind academically; (4) Students who were disengaged and/or who struggled significantly during previous remote learning periods. To be clear, not all students with IEPs are designated as High Needs. Students selected to participate in the Wednesday Acceleration Period will be notified when cohort assignments are shared.

[Click here](#) to return to the Table of Contents

Student Placements in Cohorts

We anticipate that we will announce student cohorts on August 30th. Recently K-12 parents/guardians were asked to commit to either a hybrid or remote model. If a remote model was selected, opting in to an in-person/hybrid will only be available at the start of a new term. Parents/guardians who selected hybrid also communicated preferred days (Monday/Thursday or Tuesday/Friday). We will attempt to accommodate as many families as possible. In all cases families will be scheduled on the same cohort days. Families that did not respond to the survey will be placed in the hybrid model.

Length of Day

The school day has been shortened at each level by 45-50 minutes to allow for one teacher planning period to happen before children arrive.

Student Start & End Time for PreK, Cohort A, B, C, & D		
	Student Start Time	Student End Time
In-Person Model Pre-K AM Half Day Student Schedule	8:30am	10:30am
In-Person Model Pre-K PM Half Day Student Schedule	12:00pm	2:00pm
In-Person Model Pre-K Full Day Student Schedule	8:30am	12:30pm
Cohort A, B, C, & D Elementary (K-5) School Student Day	9:20am	3:10pm
Cohort A, B, C, & D Middle School Student Day	8:35am <i>Breakfast begins at 8:15am</i>	2:35pm
Cohort A, B, C, & D High School Student Day	8:20am <i>Breakfast begins at 8:00am</i>	2:20pm

Academic Calendar ([Click here to view/Download](#))

In order to provide as much time as possible for educators and staff to prepare for the return of students to in-person, hybrid, and remote learning, the School Committee has approved a change in the calendar. **The first day of school, Pre-K-12, for the 2020-2021 school year will be September 16, 2020.** Teaching staff will engage in ten days of professional development and training to prepare to offer robust, rigorous, and safe in-person, hybrid and remote learning immediately prior to the first day for students.

Transportation

Due to physical distancing requirements on buses, our ridership capacity has been significantly reduced to approximately 24 students per bus. All students who have transportation in their IEPs will continue to receive transportation. The district will also transport 6th graders living beyond two miles from the middle school. Once those students have been prioritized, RPS will determine if transporting students in grades 7-12 is feasible to do so. All staff and students on a bus will be required to wear masks at all times. Students will be expected to sit in assigned seats and should be instructed to be seated no more than one student per bench, alternating sides for each row, which allows students to maintain approximately 3 feet of physical distance, per the recommended guidelines.

Protocols

The district has developed numerous health and safety protocols. We have relied on guidance from the Center for Disease Control, Massachusetts Department of Public Health, Department

[Click here](#) to return to the Table of Contents

of Elementary and Secondary Education and local public health and medical experts to inform us of protocols. The intent of the protocols is to protect our students, staff and community. As a result of the protocols, school will look and feel different. We will work with our staff, students and families to ensure that we develop a culture of following the protocols in order to protect one another.

INTRODUCTION

The purpose of this re-entry plan is to provide a clear set of safety and health protocols for the 2020-2021 school year. Randolph Public Schools' goal for this Fall is to safely return as many students as possible to face-to-face instruction, to maximize learning and address our students' holistic needs as stated in the Department of Elementary and Secondary Education's (DESE) guidelines. This re-entry plan will answer many questions regarding physical safety, facilities cleanliness, social distancing, teaching and learning, health and wellness, communication, and the three educational models that are available to RPS students.

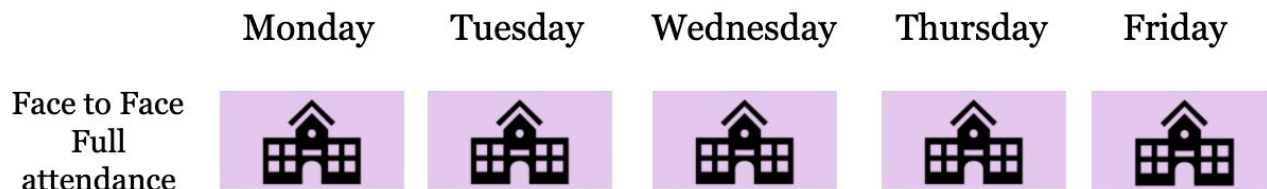
This re-entry plan is a blueprint that represents the best information that we have available at this time to plan for the successful re-entry of RPS. Use this document as a guide to learn more about how RPS will safely educate your children, strengthen their well-being, and emphasize to you, the importance of your role as the families in cautious, decision-making practices that will help to keep everyone safe.


This plan is a fluid document that will change to reflect any new information that impacts what our schools will look like in the future. This plan is also meant to be interchangeable within a 2-3 day notice, depending upon the medical research. For example, if the district needs to close, all students would shift to the fully remote model. All information regarding re-entry planning can be found on our website at <https://www.randolph.k12.ma.us/re-entry2020>. District leaders will continue to update this plan as additional guidance comes down from DESE. RPS looks forward to our continued work together to implement this guidance safely.

LEARNING MODELS

Randolph Public School District completed a feasibility study on July 8, 2020. The results of this study led our committee to determine that returning full time in person with all students is only possible at a 3ft social distancing. We are not willing to decrease our social distancing to less than 6 feet. We also carefully considered the results of surveying families and staff. As a result we feel strongly that the safest and educationally viable solution is the hybrid model K-12. Below you will find details of each model studied and discussed.











Full In-Person - General Education K-12



 = Learning in School

Social Distancing	3 Ft. for Staff and Students; similar to our classroom design prior to COVID-19
Average Class Size	24 students
How the learning is structured	*Students attend school in person 5 days a week, seated in rows (vs. collaborated groupings)
Facility Impact	*All spaces reorganized to remove excess materials and furniture and non compliant items *increase sanitizing and hand washing, restroom capacity, social distancing *time on learning would be negatively impacted
Food Service	*Students eat in classrooms and cafeteria socially distanced and smaller shifts *to maintain social distancing and sanitizing, transition will take longer and time on learning would be negatively impacted *More staff will be needed *Meals available in community for students learning from home


Hybrid Learning

	Monday	Tuesday	Wednesday	Thursday	Friday
Cohort A Hybrid					
Cohort B Hybrid					

Remote
W.I.N. (What I Need)
Students in need of
additional
acceleration

**Wednesdays are reserved for deep cleaning*

 = in person Instruction

 = Distance Learning

Social Distancing	6 feet for all students and staff
Average Class Size	11-13 students
How the learning is structured	Students attend school in person 2 days a week. Students receive remote instruction 3 days a week from Randolph Educators. On Wednesdays some students will be invited to participate in small group and/or individual sessions in person or remotely.
Facility Impact	All spaces reorganized to remove excess materials and furniture.
Food Service	Elementary students eat in classrooms. Middle & High School Students eat in classrooms and cafeteria socially distanced and smaller shifts. Meals available in community for students learning from home.

Sample Schedules for the Hybrid Model

- [Elementary School](#)
- [Middle School](#)
- [High School](#)

Sample Schedules for the Hybrid Model

- Elementary School**

For at home learners:

Assignments in **Blue** are direct teaching videos provided by teachers in Seesaw.

Assignments in **Green** are independent period where students will work on tasks and assignments in Seesaw.

	Monday		Tuesday		Wednesday	Thursday		Friday	
	Cohort A In Person	Cohort B At home	Cohort A At home	Cohort B In Person	Cohort A & B At Home	Cohort A In Person	Cohort B At home	Cohort A At Home	Cohort B In Person
9:20 AM	Morning Routines & Breakfast			Morning Routines & Breakfast	Morning Greeting	Morning Routines & Breakfast			Morning Routines & Breakfast
9:30 AM	Morning Meeting	Morning Check in •Prerecorded Morning Greeting	Morning Check in •Prerecorded Morning Greeting	Morning Meeting	Assignments in SeeSaw •MathLesson (Spiral Content) • Math Independent (Spiral Content) Practice • Reading Lesson (Comp, Fluency, Phonics, Vocab) • Independent Reading • Writing Lesson • Journaling • Social Studies/ Science • Specialist	Morning Meeting	Morning Check in •Prerecorded Morning Greeting	Morning Check in •Prerecorded Morning Greeting	Morning Meeting
9:50	ELA Block	ELA Block -Phonics Lesson - Teacher Video -Phonics Practice - Independent - Comprehension Lesson - Teacher Video -Comprehension Practice -Read Aloud - Teacher video -Targeted Practice (Lexia, iReady) Independent	ELA Block -Phonics Lesson - Teacher Video -Phonics Practice - Independent - Comprehension Lesson - Teacher Video -Comprehension Practice -Read Aloud - Teacher video -Targeted Practice (Lexia, iReady) Independent	ELA Block		ELA Block	ELA Block -Phonics Lesson - Teacher Video -Phonics Practice - Independent - Comprehension Lesson - Teacher Video -Comprehension Practice -Read Aloud - Teacher video -Targeted Practice (Lexia, iReady) Independent	ELA Block -Phonics Lesson - Teacher Video -Phonics Practice - Independent - Comprehension Lesson - Teacher Video -Comprehension Practice -Read Aloud - Teacher video -Targeted Practice (Lexia, iReady) Independent	ELA Block
11:50	Lunch and Break	Lunch and Break	Lunch and Break	Lunch and Break		Lunch and Break	Lunch and Break	Lunch and Break	Lunch and Break
12:20	Specialist	Specialist Remote Lesson	Specialist Remote Lesson	Specialist		Specialist	Specialist Remote Lesson	Specialist Remote Lesson	Specialist
1:00	Planful & Engaged Mask Break - SEL - Academic Game - PBIS Strategies -	Independent Reading/movement break	Independent Reading/movement break	Planful & Engaged Mask Break - SEL - Academic Game - PBIS Strategies -		Planful & Engaged Mask Break - SEL - Academic Game - PBIS Strategies -	Independent Reading/movement break	Independent Reading/movement break	Planful & Engaged Mask Break - SEL - Academic Game - PBIS Strategies -
1:10	Math Block	Math Block - Review/Warm Up - Independent Whole Launch - Teacher Video Practice & application - Independent	Math Block - Review/Warm Up - Independent Whole Launch - Teacher Video Practice & application - Independent	Math Block		Math Block	Math Block - Review/Warm Up - Independent Whole Launch - Teacher Video Practice & application - Independent	Math Block - Review/Warm Up - Independent Whole Launch - Teacher Video Practice & application - Independent	Math Block
2:30	Planful & Engaged Mask Break - SEL - Academic Game - PBIS Strategies -	Independent Reading/movement break	Independent Reading/movement break	Planful & Engaged Mask Break - SEL - Academic Game - PBIS Strategies -		Planful & Engaged Mask Break - SEL - Academic Game - PBIS Strategies -	Independent Reading/movement break	Independent Reading/movement break	Planful & Engaged Mask Break - SEL - Academic Game - PBIS Strategies -
2:40	Closing Meeting Learning Summary and Prepare for at home learning tomorrow Clean Up and Organize	Specialist Remote Lesson	Specialist Remote Lesson	Closing Meeting Learning Summary and Prepare for at home learning tomorrow Clean Up and Organize		Closing Meeting Learning Summary and Prepare for at home learning tomorrow Clean Up and Organize	Specialist Remote Lesson	Specialist Remote Lesson	Closing Meeting Learning Summary and Prepare for at home learning tomorrow Clean Up and Organize
3:10	Dismissal			Dismissal		Dismissal			Dismissal

Sample Schedules for the Hybrid Model

- [Middle School](#)

For at home learners:

Assignments in **Blue** are direct teaching videos provided by teachers in Seesaw.

Assignments in **Green** are independent period where students will work on tasks and assignments in Seesaw.

	Monday		Tuesday		Wednesday	Thursday		Friday			
	Cohort A <i>In Person</i>	Cohort B <i>At home</i>	Cohort A <i>At home</i>	Cohort B <i>In Person</i>	Cohort A & B <i>At Home</i>	Cohort A <i>In Person</i>	Cohort B <i>At home</i>	Cohort A <i>At Home</i>	Cohort B <i>In Person</i>		
9:20 AM	Morning Routines & Breakfast			Morning Routines & Breakfast	Morning Greeting	Morning Routines & Breakfast			Morning Routines & Breakfast		
9:30 AM	Morning Meeting	Morning Check in •Prerecorded Morning Greeting	Morning Check in •Prerecorded Morning Greeting	Morning Meeting	Assignments in Seesaw •Math/Lesson • Math Independent Practice • Reading Lesson (Comp, Fluency, Phonics, Vocab) • Independent Reading • Writing Lesson • Journaling • Social Studies/ Science • Specialist	Morning Meeting	Morning Check in •Prerecorded Morning Greeting	Morning Check in •Prerecorded Morning Greeting	Morning Meeting		
9:50	ELA Block	ELA Block -Phonics Lesson - Teacher Video -Phonics Practice - Independent - Comprehension Lesson - Teacher Video -Comprehension Practice -Read Aloud - Teacher video -Targeted Practice (Lexia, iReady) Independent	ELA Block -Phonics Lesson - Teacher Video -Phonics Practice - Independent - Comprehension Lesson - Teacher Video -Comprehension Practice -Read Aloud - Teacher video -Targeted Practice (Lexia, iReady) Independent	ELA Block		ELA Block	ELA Block	ELA Block -Phonics Lesson - Teacher Video -Phonics Practice - Independent - Comprehension Lesson - Teacher Video -Comprehension Practice -Read Aloud - Teacher video -Targeted Practice (Lexia, iReady) Independent	ELA Block	ELA Block	
11:50	Lunch and Break	Lunch and Break	Lunch and Break	Lunch and Break		Lunch and Break	Lunch and Break	Lunch and Break	Lunch and Break	Lunch and Break	
12:20	Intervention Block	Independent Reading	Independent Reading	Intervention Block		Intervention Block	Independent Reading	Independent Reading	Independent Reading	Intervention Block	
12:50	Specialist	Specialist Remote Lesson	Specialist Remote Lesson	Specialist		Specialist Remote Lesson	Specialist Remote Lesson	Specialist Remote Lesson	Specialist Remote Lesson	Specialist	
1:30	Math Block	Math Block - Review/Warm Up - Independent Whole Launch - Teacher Video Practice & application - Independent	Math Block - Review/Warm Up - Independent Whole Launch - Teacher Video Practice & application - Independent	Math Block		Math Block	Math Block	Math Block - Review/Warm Up - Independent Whole Launch - Teacher Video Practice & application - Independent	Math Block - Review/Warm Up - Independent Whole Launch - Teacher Video Practice & application - Independent	Math Block	Math Block
2:50	Closing Meeting Learning Summary and Prepare for at home learning tomorrow Clean Up and Organize	Specialist Remote Lesson	Specialist Remote Lesson	Closing Meeting Learning Summary and Prepare for at home learning tomorrow Clean Up and Organize		Specialist Remote Lesson	Specialist Remote Lesson	Specialist Remote Lesson	Specialist Remote Lesson	Closing Meeting Learning Summary and Prepare for at home learning tomorrow Clean Up and Organize	
3:10	Dismissal			Dismissal						Dismissal	

Sample Schedules for the Hybrid Model

- High School**

For at home learners:

Assignments in **Blue** are direct teaching videos provided by teachers in Seesaw.

Assignments in **Green** are independent period where students will work on tasks and assignments in Seesaw.

	Monday		Tuesday		Wednesday	Thursday		Friday	
	Cohort A In Person	Cohort B At home	Cohort A At home	Cohort B In Person	Cohort A & B At Home	Cohort A In Person	Cohort B At home	Cohort A At Home	Cohort B In Person
8:00-8:15	Arrival/Breakfast			Arrival/Breakfast	E-Learning	Arrival/Breakfast			Arrival/Breakfast
8:20-9:20	Math	Video Lesson - Math	Video Lesson - Math	Math		Math	Video Lesson - Math	Video Lesson - Math	Math
9:25-10:25	History	Video Lesson - History	Video Lesson - History	History		History	Video Lesson - History	Video Lesson - History	History
10:30-11:30	Elective	Video Lesson - Elective	Video Lesson - Elective	Elective		Elective	Video Lesson - Elective	Video Lesson - Elective	Elective
11:35-1:15	English/Lunch	Video Lesson - English	Video Lesson - English	English/Lunch		English/Lunch	Video Lesson - English	Video Lesson - English	English/Lunch
1:20-2:20	Science	Video Lesson - Science	Video Lesson - Science	Science		Science	Video Lesson - Science	Video Lesson - Science	Science
2:30-3:30	E-Learning	E-Learning	E-Learning	E-Learning		E-Learning	E-Learning	E-Learning	E-Learning

Sample Educator Schedule for the Hybrid Model

- Elementary School**

	Monday		Tuesday		Wednesday	Thursday		Friday	
	Cohort A In Person	Cohort B At Home <small>*Cohort B is one day behind cohort A in content</small>	Cohort A At home	Cohort B In Person	Cohort A & B At Home	Cohort A In Person	Cohort B At home	Cohort A At Home	Cohort B In Person
8:15-8:30am	Arrival			Arrival	Arrival	Arrival			Arrival
8:30-9:15am	CPT			CPT	CPT	CPT			CPT
9:15-9:20am	Transition								
9:20-9:30am	Morning Routines & Breakfast			Morning Routines & Breakfast	W.I.N Work with high needs students (Cohort C) *In person/remote *small group/ 1:1	Morning Routines & Breakfast			Morning Routines & Breakfast
9:30-9:50am	Morning Meeting			Morning Meeting	Cohort A & B are working independently on preplanned intervention/ acceleration	Morning Meeting			Morning Meeting
9:50-11:50am (120 mins)	ELA Block Lesson 1			ELA Block Lesson 1 (repeat)	Lunch Break	ELA Block Lesson 3			ELA Block Lesson 3 (repeat)
11:50-12:20pm	Lunch and Break			Lunch and Break	Remote Learning Prep: 5 morning Greetings -3 prerecorded mini lessons	Lunch and Break			Lunch and Break
12:20-12:50pm	Intervention Block			Intervention Block	5 Phonics lessons -3 prerecorded mini lessons	Intervention Block			Intervention Block
12:50-1:30pm	Personal Plan			Specialist	5 Comp Lesson - 3 prerecorded mini lessons	Specialist			Specialist
1:30-2:50pm (80 mins)	Math Block Lesson 1			Math Block Lesson 1 (repeat)	5 Read Alouds -3 prerecorded	Math Block Lesson 3			Math Block Lesson 3 (repeat)
2:50-3:10pm	Closing Meeting Learning Summary and Prepare for at home learning tomorrow Clean Up and Organize			Closing Meeting Learning Summary and Prepare for at home learning tomorrow Clean Up and Organize	5 Math Lessons -3 prerecorded min lessons	Closing Meeting Learning Summary and Prepare for at home learning tomorrow Clean Up and Organize			Closing Meeting Learning Summary and Prepare for at home learning tomorrow Clean Up and Organize
3:10:00 PM	Dismissal			Dismissal	*prerecorded mini lessons should be between 5-10 minutes	Dismissal			Dismissal
3:25 PM	Teacher day ends			Teacher day ends		Teacher day ends			Teacher day ends

Sample Educator Schedule for the Hybrid Model

- [Middle School](#)






	Monday		Tuesday		Wednesday	Thursday		Friday	
	Cohort A <i>In Person</i>	Cohort B <i>At home</i> <small>*Cohort B is one day behind cohort A in content</small>	Cohort A <i>At home</i>	Cohort B <i>In Person</i>	Cohort A & B <i>At Home</i>	Cohort A <i>In Person</i>	Cohort B <i>At home</i>	Cohort A <i>At Home</i>	Cohort B <i>In Person</i>
7:35 - 8:30	CPT			CPT	CPT	CPT			CPT
8:30-8:35	Transition			Transition		Transition			Transition
8:35 - 8:45	ADVISORY			ADVISORY		ADVISORY			ADVISORY
8:45 - 9:45	ELA Block 1 Lesson 1			ELA Block 1 Lesson 1	W.I.N Work with high needs students inperson/remote Plan Intervention/acceleration for students at home Cohort A & B are working independently on preplanned intervention/acceleration	ELA Block 1 Lesson 3			ELA Block 1 Lesson 4
	ELA Block 2 Lesson 1			ELA Block 2 Lesson 1		ELA Block 2 Lesson 3			ELA Block 2 Lesson 4
9:50 -10:50									
10:55 - 12:25	ELA Block 3 Lesson 1 AND LUNCH			ELA Block 3 Lesson 1 AND LUNCH	Lunch Break 11:30-12:00	ELA Block 3 Lesson 3 AND LUNCH			ELA Block 3 Lesson 4 AND LUNCH
12:30 - 1:30	ELA Block 4 Lesson 1			ELA Block 4 Lesson 1	Remote Learning Prep: 5 morning Greetings -3 prerecorded mini lessons / Do now launch	ELA Block 4 Lesson 3			ELA Block 4 Lesson 4
1:35 - 2:35	PLANNING PERIOD			PLANNING PERIOD		PLANNING PERIOD			PLANNING PERIOD
	DISMISSAL			DISMISSAL	5 ELA Launch lessons (per course) -3 prerecorded mini lessons	DISMISSAL			DISMISSAL
2:35					*prerecorded mini lessons should be between 10-15 minutes				
2:35-3:05		Office Hours						Office Hours	

Sample Educator Schedule for the Hybrid Model

- [High School](#)

	Monday		Tuesday		Wednesday	Thursday		Friday	
	Cohort A In Person	Cohort B At home <small>*Cohort B is one day behind cohort A in content.</small>	Cohort A At home	Cohort B In Person	Cohort A & B At Home	Cohort A In Person	Cohort B At home	Cohort A At Home	Cohort B In Person
7:20-8:10	CPT			CPT	CPT	CPT			CPT
8:00-8:15	Arrival/Breakfast			Arrival/Breakfast	Specialists: Speech, Social Work, Testing, Counseling	Arrival/Breakfast			Arrival/Breakfast
8:20-9:20	Period 1			Period 1	Maybe this????	Period 1			Period 1
9:25-10:25	Period 2			Period 2	Work with high needs students *In person/remote *small group/ 1:1 Plan Intervention/ acceleration for students at home	Period 2			Period 2
10:30-11:30	Period 3			Period 3	Prep: Creating Video Lessons 3 lessons per course	Period 3			Period 3
11:35-1:15	Period 4/Lunch			Period 4/Lunch		Period 4/Lunch			Period 4/Lunch
1:20-2:20	Period 5			Period 5		Period 5			Period 5
2:30-3:30	E-Learning			E-Learning		E-Learning			E-Learning

In Person Models: Special Education Programming

	Monday	Tuesday	Wednesday	Thursday	Friday
Cohort C <i>Full Day in person</i>					



Face-to-Face Instruction






Social Distancing	6 Ft. for Staff and Students;
Average Class Size	5 - 12 students
How the learning is structured	*Students attend school in person 5 days a week
Facility Impact	*All spaces reorganized to remove excess materials and furniture and non compliant items *increase sanitizing and hand washing, restroom capacity, social distancing *time on learning would be negatively impacted
Food Service	*Students eat in classrooms, socially distanced and smaller shifts *To maintain social distancing and sanitizing, transition will take longer and time on learning would be negatively impacted *Meals available in community for students learning from home

[Sample Schedules for the In Person Model: Special Education Programming](#)

Sample Face to Face Model: Special Education Programming - ELEM Student

	Monday	Tuesday	Wednesday	Thursday	Friday
	Cohort C <i>In Person</i>	Cohort C <i>In Person</i>	Cohort C <i>In Person</i>	Cohort C <i>In Person</i>	Cohort C <i>In Person</i>
9:20: AM	Morning Routines & Breakfast	Morning Routines & Breakfast	Morning Routines & Breakfast	Morning Routines & Breakfast	Morning Routines & Breakfast
9:30: AM	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting
9:50: AM	ELA Block	ELA Block	ELA Block	ELA Block	ELA Block
11:50: AM	Lunch and Break	Lunch and Break	Lunch and Break	Lunch and Break	Lunch and Break
12:20: PM	Intervention Block	Intervention Block	Dismissal	Intervention Block	Intervention Block
12:50: PM	Specialist	Specialist		Specialist	Specialist
1:30: PM	Math Block	Math Block		Math Block	Math Block
2:50: PM	Closing Meeting Learning Summary Clean Up and Organize	Closing Meeting Learning Summary Clean Up and Organize		Closing Meeting Learning Summary Clean Up and Organize	Closing Meeting Learning Summary Clean Up and Organize
3:10: PM	Dismissal	Dismissal		Dismissal	Dismissal

Distance Learning

	Monday	Tuesday	Wednesday	Thursday	Friday
Cohort D <i>Distance Learning</i>					



= Distance Learning from home

Social Distancing	None Required
Average Class Size	24 students
How the learning is structured	Students receive all instruction, 5 days a week, remotely from licensed educators. Days will be a mix of live (synchronous learning) and self paced (asynchronous) learning.
Facility Impact	Facilities closed for students
Food Service	Meals available in community for students learning from home

[Sample Schedules for the Distance Model](#)

Kindergarten, First grade & Second grade Sample Distance Learning Schedule	
8:45-9:00am	Morning Meeting (Synchronous Video Conferencing)
9:00-9:30am	Foundational Reading Skills (Synchronous Video Conferencing) <ul style="list-style-type: none"> ● Letters, Sounds, Making/blending words, High frequency words, Fluency w/skills, Phonological Awareness
9:30-11:00am	Literacy (Synchronous Video Conferencing) <ul style="list-style-type: none"> ● Phonological Awareness (K) ● Fluency (1 & 2) ● Comprehension ● Read Aloud with Vocab Focus ● Small Groups - targeted ● Writing
11:00-11:10am	Brain Break
11:10-11:40am	Intervention (Blend of Video Conferencing, Virtual, and Independent - will differ based on student need)
11:40-12:30pm	Lunch and Recess (Independent)
12:30-1:10pm	Specialist Period (Science, Social Studies, Music)
1:10-2:30pm	Math (Synchronous Video Conferencing) <ul style="list-style-type: none"> ● Daily Math review/Warm Up (emphasis on mental math) ● Whole group core ● Small group diff instruction Summary & Exit Ticket
2:30-3:00pm	Small Group Instruction & Purposeful Practice (Planned and scheduled)
3:00-3:10pm	Closing Circle - summary of learning (Synchronous Video Conferencing)

**All learning blocks will be a blend of live teaching, small group, one-on-one support and independent tasks*

Third, Fourth and Fifth Grade Sample Distance Learning Schedule

8:45-9:00am	Morning Meeting (Synchronous Video Conferencing)
9:00-11:00am	Reading (Synchronous Video Conferencing) <ul style="list-style-type: none"> ● Sounds, Making/blending words, Fluency w/skills ● Fluency ● Comprehension ● Read Aloud with Vocab Focus ● Small Groups - targeted ● Independent Reading ● Writing
11:00-11:30am	Intervention (Blend of Video Conferencing, Virtual, and Independent - will differ based on student need)
12:00-1:00pm	Lunch and Recess (independent)
1:00-2:20pm	Math (Synchronous Video Conferencing) <ul style="list-style-type: none"> ● Daily Math review/Warm Up (emphasis on mental math) ● Whole group core ● Small group diff instruction ● Summary & Exit Ticket
2:20-3:00pm	Specialist Period (Science, Social Studies, Music) (Blend of video conferencing, virtual, and/or independent)
3:00-3:10pm	Closing Circle - summary of learning (Synchronous Video Conferencing)

****All learning blocks will be a blend of live teaching, small group, one-on-one support and independent tasks***

Middle School (Grades 6-8) Sample Distance Learning Schedule

RCMS students will be expected to log-on to Google Meet/Zoom and remain logged on for the duration of that period (60 minutes) the student would then log-on to their next class.

Attendance would be taken in iPass each period by classroom teachers who will be expected to conduct direct instruction and/or provide guided practice opportunities for students as they would if the class was being conducted in person.

Students will be expected to attend classes daily, complete guided practice and/or other learning activities, and will receive feedback on their completed work which will be used to determine course grades.

Each Period will be structured as such:

Attendance/SEL Check in & connector (5 Mins)
 Whole Group “Do Now” Warm Up Activity (5 Mins)
 Whole Group Launch Lesson - Daily Content (20 mins)
 Small groups Support/Individual Work/Group Work (25 Mins)
 Lesson Summary/ Exit ticket (5 Mins)

8:00-8:00am	Breakfast
8:30-8:40am Advisory	Advisory Period - SEL - (Synchronous Video Conferencing)
8:40-9:40am Period 2	Math (Blend of Synchronous Video Conferencing , virtual, and/or independent)
9:40-10:40am Period 3	Social Studies (Blend of Synchronous Video Conferencing, virtual, and/or independent)
10:40-11:40am Period 4	ELA (Blend of Synchronous Video Conferencing, virtual, and/or independent)
11:40-12:20pm	Lunch and break
12:35-1:35pm Period 5	Science (Blend of Synchronous Video Conferencing, virtual, and/or independent)
1:35-2:35pm Period 6	Exploratory - Art (Blend of Synchronous Video Conferencing, virtual, and/or independent)

High School (Grades 9-12) Sample Distance Learning Schedule

RHS students will be expected to log-on to Google Meet/Zoom and remain logged on for the duration of that period (60 minutes) the student would then log-on to their next class.

Attendance would be taken in iPass each period by classroom teachers who will be expected to conduct direct instruction and/or provide guided practice opportunities for students as they would if the class was being conducted in person.

Students will be expected to attend classes daily, complete guided practice and/or other learning activities, and will receive feedback on their completed work which will be used to determine course grades.

Each Period will be structured as such:

- Attendance/SEL Check in & connector (5 Mins)
- Whole Group “Do Now” Warm Up Activity (5 Mins)
- Whole Group Launch Lesson - Daily Content (20 mins)
- Small groups Support/Individual Work/Group Work (25 Mins)
- Lesson Summary/ Exit ticket (5 Mins)

8:20-8:25	Advisory - SEL - Video Conferencing
8:20 - 9:25 Block 1	Math (Blend of Synchronous Video Conferencing, virtual, and/or independent)
9:30 - 10:30 Block 2	Science (Blend of Synchronous Video Conferencing, virtual, and/or independent)
10:35 - 11:35 Block 3	English (Blend of Synchronous Video Conferencing, virtual, and/or independent)
11:40 - 12:15	Lunch Student Independent Remote Learning (Independent)
12:15 - 1:15 Block 4	Band (Blend of Synchronous Video Conferencing, virtual, and/or independent)
1:20 - 2:20 Block 5	History (Blend of Synchronous Video Conferencing, virtual, and/or independent)
	Student Independent Remote Learning (Independent)

OUT OF SCHOOL TIME PLAN

In this section, please include any information about additional supports, instruction, or services the district will provide to students: (a) before and after school, (b) through 21st Century Learning, if applicable, and (c) on the weekends.

Out of school time programming is an essential part of our re-entry planning. Programs that offer critical afterschool, vacation and summer programming are aggressively innovating their in-school and distance-learning models to keep students active, engaged and learning.

South Shore Stars

For over 25 years, South Shore Stars has partnered with the Randolph Public Schools to provide Out-Of-School-Time programming for elementary, middle school and high school students, as well as early education to young children with developmental delays or who have experienced trauma. Stars is committed to strengthening this partnership as we confront the many challenges of the pandemic.

Pre-K

Stars has received a grant from the United Way of Massachusetts Bay which will fund speech/language, OT and PT consultation, technical assistance and professional development for Randolph Pre-K Stars teachers so they can better support our many children with developmental delays, in collaboration with school special needs personnel.

Stars will offer full day Kindergarten and care for our working parents and high needs families on remote learning days.

Elementary

Stars is hoping to provide full day care for the children with working parents or parents unable to support distance learning for the days students are not in school. As needed, we will help parents obtain subsidized care. Stars Academic Coordinator will collaborate with classroom teachers so that Stars staff can optimally support distance learning. Specialists will provide academic enrichment. Stars Social Worker will continue to support families accessing needed resources.

21st Century Learning Centers

Stars will continue to provide OST academic enrichment and support through our 21st CCLC grants at the JFK, RCMS (if new Exemplary grant is funded) and RHS. We will provide programming after school during the days students are in school. In each school, we will collaborate with classroom teachers and provide remote support to RHS students on days when our students are not at school.

RCMS Stars

A 21st Century Community Learning Center (CCLC) supported by the Massachusetts Department of Elementary and Secondary Education (DESE) in partnership with Randolph Community Middle School. This program is designated an Exemplary Program with Promising Practices by DESE. ***This program is free for all students who attend.***

- RCMS Stars operates Monday-Thursday from school dismissal to 5:30pm

- RCMS Stars provides academic support and enrichment activities including but not limited to robotics, arts, Double Dutch, and more. Student progress monitoring include; quarterly grades, benchmark gains and the Survey of Afterschool Youth Outcomes, to inform program improvement, student personalized intervention and measure success. Students are referred to this program by their math or ELA teacher.

Randolph Extended Day Stars

A fee-based, Out of School Time program housed at St. Mary's School, across from the Randolph Skating Rink. This program has been providing after school care in Randolph for over 40-years. Certified teachers lead academic support teams, as well as academic enrichment. Program Details include:

- Open on early release days as well as no school days including snow days (unless a declared snow emergency)
- Contracted and voucher enrollments available as well as a contract with the Department of Children and Families (DCF) for supportive service slots
- Full time social worker as well as family services advocacy
- All students are welcome
- Capacity and transportation are still being determined

Vacation Academies

During the December, February and April vacations, we plan to offer select students extra time on learning in small interactive groups from 9am-12noon, Monday - Thursday. The focus of these academies is on math and reading instruction with certified teachers and/or administrators. These academies will be offered both in-school and via distance learning. Additional information will be provided as we move closer to these dates.

Rise and Shine Weekend Program

Randolph High was excited to receive a DESE grant for a School Year Weekend Learning Program. The Rise and Shine Weekend Learning Program has the possibility of sustaining students' true learning and mastery of the content and skill for our struggling students while still giving them some time for social and family activities. Please view the link below for a description of this program.

[Rise and Shine](#)

STUDENT SUPPORTS AND PROFESSIONAL LEARNING

TEACHING AND LEARNING

The following outline highlights the work of The Teaching and Learning Sub Committee. [The full document](#) is also available for review. The team determined four main areas for the RPS district to focus on in order to provide the best teaching and learning experience to all students: Family Support, Common Planning Time for Best Practices, Asset Based Thinking and Building Relationships.

- Providing support to families is imperative in finding success with the three proposed models (in-person, hybrid and remote learning).
- Common Planning Time (CPT) for best practices is a crucial practice to deliver effective learning opportunities for the students of Randolph Public Schools to maximize their engagement with learning.
- Asset-based thinking will propel acceleration practice and the district's ability to move students forward while focusing on what is working, what strengths are present, and what the potentials are that can be grown.
- RPS is committed to spending the important and necessary time to build relationships among students, families, staff, and the larger community in the beginning of the 2020-2021 school year. We understand relationships and trust are crucial to the success of students, schools and districts.

Engagement

- Build relationships and trust
- Strong communication
- [Universal Design for Learning \(UDL\)](#) strategies allowing all student entry point to learning and increased engagement

Rigor

- How deeply students demonstrate their knowledge
- Focus on students acquiring and applying knowledge accurately
- Critical thinking and problem solving, collaboration and communication, and creativity and innovation
- Need for a common definition and understanding of rigor across the district
- Understand and utilize [Bloom's Taxonomy](#) and [Webb's Depth Of Knowledge Chart](#)

Learning Standards

- Randolph will be using acceleration practices and focusing on grade level standards throughout 2020-2021
- Using existing tools such as [Howard County Public Schools System's Mathematics Curriculum – HCPSS](#) and [Achievethecore.org](#) to help with prioritizing standards and creating lessons focusing on students' prior knowledge
- Project-based learning, inquiry-based instruction, and personalized learning

Direct Instruction

- The way in which a teacher may “deliver” content
- Start with setting both educator and students norms around direct instruction
 - how to participate in class and remotely
 - how to group students
 - how and when to conference 1-on-1 with a student

[Click here](#) to return to the Table of Contents

- how to give assignments and directions
- how and when to provide breaks

Components of direct instruction for in-person, hybrid or a remote lesson include:

- Establishing learning objectives for lessons, activities, and projects, and then making sure that students have understood the goals
- Purposefully organizing and sequencing a series of lessons, projects, and assignments that move students toward stronger understanding and the achievement of specific academic goals
- Reviewing instructions for an activity or modeling a process—such as a scientific experiment—so that students know what they are expected to do
- Providing students with clear explanations, descriptions, and illustrations of the knowledge and skills being taught
- Asking questions to make sure that students have understood what has been taught
- In remote learning be mindful of best practices for all students, especially students with disabilities and English learners
- RPS will provide coaching and professional development to educators around instructional best practices including:
 - Differentiating instruction
 - Scaffolding
 - Frontloading vocabulary
 - Using visuals
 - Building background
 - Utilizing sentence frames
 - Purposeful use of language

Learning Platform

- RPS will utilize the following Learning Management Platforms:
 - SeeSaw (PreK-5)
 - Google Classroom (6-12)
- Ability to offer various options for multi-model learning
- Ability to engage families and students through constant communication with school personnel
- Ability for teachers to collaborate more efficiently especially for classes that are co-taught
- Professional Development for educators will be provided

Assessment

Diagnostic Assessment (Fall, Winter, Spring)

- iReady ELA Grades 2-12
- iReady Math Grades 1-12
- DIBELS Grades K-8

Common assessments (by Unit)

- Paper based (Grades K-2)
- Online using Edulastic (Grades 3-12)

Formative Assessment (Ongoing)

- Ongoing

[Click here](#) to return to the Table of Contents

- During and throughout instruction
- Informs next instructional move

Students Supports

When students are not meeting expectations staff will utilize the [Randolph Multi-tiered System of Support \(RMTSS\)](#) process.

Student Learning Expectations

A very important reminder to families and students that everyday, Monday - Friday is a learning day for RPS students. Attendance will be taken on in person and remote days, students will be responsible for being present and completing assignments, student learning will be assessed with grades, and teachers will be giving regular feedback.

Staff Professional Development

- Core experiences will be around district-wide initiatives: Positive Behavior Intervention and supports (PBIS), UDL, Equity and Social Emotional Learning (SEL)
- Participation in DESE MTSS Academies including the PBIS Academy, SEL Academy, Inclusive Practice Academy, Tiered Literacy Academy and the Cultural Proficiency Academy
- Common Planning Time (CPT) time to share exemplary practices related to these initiatives
- We will also focus on supporting new teachers in the district, and new teachers in the field entering RPS for their professional development
- Common CPT time across district by grade level will support collaboration and professional learning

Supply Lists

- Donovan Elementary School
- John F. Kennedy Elementary School
- Lyons Elementary School
- Young Elementary School
- [Randolph Community Middle School](#)
- Randolph High School

STAFFING AND SCHEDULING

Student Day: The committee is also in favor of a delayed start to the student day. This 45-50 minute session would allow for CPT sessions for staff across grade levels and schools to align their lessons in order to better provide synchronous learning in this hybrid environment. For in-person learning days the start and end times of schools at all levels have been adjusted.

Student Start & End Time for PreK, Cohort A, B, C, & D		
	Student Start Time	Student End Time
In-Person Model Pre-K AM Half Day Student Schedule	8:30am	10:30am
In-Person Model Pre-K PM Half Day Student Schedule	12:00pm	2:00pm
In-Person Model Pre-K Full Day Student Schedule	8:30am	12:30pm
Cohort A, B, C, & D Elementary (K-5) School Student Day	9:20am	3:10pm
Cohort A, B, C, & D Middle School Student Day	8:35am <i>Breakfast begins at 8:15am</i>	2:35pm
Cohort A, B, C, & D High School Student Day	8:20am <i>Breakfast begins at 8:00am</i>	2:20pm

Days of the Week: The committee is in favor of a hybrid model where students would attend for a full day as opposed to half days. In this A/B model, the majority of students would attend two days per week in person/on campus on a continuous schedule that has one subset of students attending on Mondays and Thursdays and another subset of students attending on Tuesdays and Fridays. Students who need additional support (IEP, EL, Homeless, RMTSS, or low achievement, high needs, difficulty with remote learning, etc.) could participate in small group sessions, related service provider sessions or other support services in person/on campus and/or remotely on Wednesdays. Students would participate in Remote Learning on school days when they are not in person/on campus. Students whose IEP has them assigned to a substantially separate program should attend school in person/on campus for 4.5 days per week and should have related services providers in person/on campus as much as CDC guidelines allow. The RHS AIM program and RCMS TLC programs will be attending full in-person school days for 3 days per week.

Remote vs. In-Person Staff: The committee gave consideration to looking at student enrollment numbers to see if fewer in person teachers would be needed each day across a grade

[Click here](#) to return to the Table of Contents

level and or subject area. It recommends identifying grade level and subject area staff that can be assigned as “Remote Learning Teachers” who would provide the remote learning experiences for students in the Hybrid model and for those who choose full remote learning. These teachers should have similar CPT time expectations so that they can collaborate with their in-person colleagues in a form of co-teaching that ensures synchronous learning for all students.

Benefits to this Hybrid Model

The benefits of the hybrid model are many and outweigh the challenges. There would be consistency for students and families as to which days of the week they are attending as opposed to switching week to week. This allows families a more predictable schedule when they try to find daycare/coverage of students for Remote Learning days. The full day would also allow for material to be covered before sending the students home to a remote learning environment and to assess the previous day’s remote learning activities.

Specialists: The committee (hearing from our specialist teachers) felt that specials (Art and Music) could be offered in this format in either an in-person or remote learning environment. With an understanding that the priority is to teach ELA, Math, Social Studies, and Science for the in-person courses.

Transportation/Cleaning: Transportation is less challenging here than an AM/PM model as there would not be midday drop offs and pickups. The cleaning schedule will also be simplified for facilities and on school buses since only one subset of students would attend each day.

Meals: Meal distribution is simplified as each day would have one set of students to feed. Breakfast and lunch can be provided in person/on campus and the next day’s meal taken home upon dismissal.

Challenges to this Hybrid Model

In any hybrid schedule, there will be logistical challenges for families, especially those families with multiple students, at multiple schools. Schools will need to communicate with each other to try and organize assigned days to facilitate families being assigned to the same schedule (e.g. all Walsh kids will go on Tuesdays/Thursdays). Priority to assignment should be given to families with multiple students.

There are different numbers of school days for each of the days of the week, (Mon 34; Tues 39; Wed 38 w/ 2 half days; Thurs 37 with 11 half days; Fri 34 with 1 half day). The challenge will be to build a school schedule that meets our Hybrid Model.

Finally, any on campus learning will require masks to be worn for grades 2 and up, as well as for all staff. It will be more of a challenge for students attending full days to wear a mask all day. Mask breaks need to be well structured.

Staffing

All teachers and specialists will be required to attend in-person/on campus each day as an initial expectation. This will apply to staff providing remote learning experiences as well. Once a plan has been developed, it is recommended that staff be surveyed to not only get feedback on the plan, but to also begin to identify staff that may need accommodations for an in-person return to school and identify who will not be able to return due to their own children’s school schedule.

[Click here](#) to return to the Table of Contents

Absences/Substitutes: Staff need to be advised of district policies on CDC guidelines, quarantine after travel, and time off per the FFCRA. Additionally, there is unanimous agreement on the committee that absences will be higher than normal for staff. In an effort to provide enough services for our students, a new plan for substitute employment was discussed. Substitute teachers would be hired on a guaranteed schedule of 2-3 days per week (not benefit eligible). Each school would get a certain number of substitute personnel days per week, that translate into a certain number of substitute personnel that get permanently assigned to a school on certain days. Schools would make due with what they have for daily subs. These substitute staff could be the first ones assigned to long term sub openings (for example if a teacher is quarantined for 14 days). This idea is especially feasible given that remote learning teachers may not need a short term substitute assigned when they are out.

School Calendar

RPS will begin its school year with ten professional development days to provide teachers and staff with training. DESE is waiving the 180 school day requirement. RPS will be open for 170 school days for students. Teachers and staff will report to the district for training on Monday, August 31, 2020. August 31, 2020 - September 15, 2020 will include [important professional learning experiences and trainings](#). All students, including kindergarten and pre-kindergarten, in Cohort A will begin remote learning on Wednesday, September 16th and will report to school on Thursday, September 17th; Cohort B will report to school on Wednesday, September 16th. We begin the year with Cohort B attending on a Wednesday (one time only) as there is no school on Friday and we want Cohort B to have an in person learning day week 1. Students who have chosen full remote (cohort D) will begin remote learning on Wednesday, September 16th. Friday, September 18th will be a no school day for all staff and students. Other than November 3, 2020, professional development half days will be on Wednesdays, to not impact the students attending on Tuesdays and Thursdays disproportionately. A very important reminder to families and students that everyday, Monday - Friday is a learning day for RPS students. Attendance will be taken on in person and remote days, students will be responsible for being present and completing assignments, student learning will be assessed with grades, and teachers will be giving regular feedback.

[2020-2021 Randolph Public School District calendar](#)

SPECIAL EDUCATION AND STUDENT SERVICES

As part of the re-entry plan for students with disabilities, Randolph Public Schools Special Education and Student Services will make sure that all students on IEPs will work with their teachers and related service providers to the greatest extent possible, and teachers and related service providers will continue to assess students' progress and current levels of performance and at the same time, will adhere with the current health and safety protocols.

With the three learning models: in-person instruction, remote learning and a hybrid school model (a combination of in-person and remote learning), RPS's Special Education and Student Services Department intends to provide the following:

1. We will provide in-person learning for our students in a substantially separate classroom (these students are categorized as Group 3 students below). They will be attending school 4.5 days per week when schools reopen in the fall and during any hybrid learning time. Students in the following programs, who learn in substantially separate classrooms for over 75% of their day will be in attendance 4.5 days every week in the in-person learning model:
 - GROW (Getting Ready for the Outside World) at Young Elementary School
 - RISE at JFK Elementary School
 - LBLC (Language Based Learning Class) classrooms at JFK Elementary School
 - TLC (Therapeutic Learning Center) at Lyons Elementary School
 - ILC (Independent Learning Center) at Randolph Community Middle School (RCMS)
 - ILC (Independent Learning Center) at Randolph High School (RHS)
 - PG (Post Grad) Transition Program at Randolph High School

Students in the TLC program at the Randolph Community Middle School and at the AIM Academy located at the Randolph High School will be attending in-person learning 3 days of the week and 2 days remote learning.

Students in the Pre-Kindergarten (Pre-K) program at the JFK Elementary School will have in-school programming when schools reopen in the fall and during any hybrid learning time. For the complete schedule of our Pre-K program please go to this [section](#).

Please note that if conditions require us to close all buildings again, remote learning will most likely apply to all students.

2. Students who are in general education classrooms, co-taught classrooms or those who receive specially designed instruction in an inclusion setting will attend school as their classmates do.

This means that if their classmates are in "hybrid learning," these students will also shift to a hybrid model (these students are categorized as Group 1 students below) of learning. These students will continue to receive the specialized instruction, modifications, accommodations and support that is documented on their IEPs or 504 plans in combination of both in-person or virtual services, according to their IEP service delivery.

3. To support students with severe disabilities for safety and health concerns, we intend to do the following:
 - Personal Protective Equipment (PPE) - DESE has advised that “All staff and students must wear face coverings or masks at all times with the exception of those for whom it is not safe to do so due to age, medical condition, disability impact, or other health and safety considerations”.
 - PPE will be worn by staff throughout the school day in sub separate programs
 - Staff will also be prepared to provide hands-on assistance, with PPE, to students whose profile include behaviors that excrete bodily fluids and aggression.
4. Randolph Public Schools staff, especially SPED liaisons, will continue to provide regular communication with families/guardians to support students in any of these learning models.

DESE High-Needs Definition

Students with complex and significant needs include:

Students already identified as “high needs” through the IEP process on the IEP form entitled “Primary Disability/Level of Need-PL3.” Such students must meet at least two of these criteria:

- Services provided outside of the general education classroom;
- Service providers are special education teachers and related service providers;
- Special education services constitute more than 75% of the student’s school day;
- Students who cannot engage in remote learning due to their disability-related needs;
- Students who primarily use aided and augmentative communication;
- Students who are homeless
- Students in foster care or congregate care; and/or
- Students dually identified as English Learners.

Student Groups

For planning purposes, students are classified into three groups based on their level of special education needs and services for instruction.

Group 1 (placement: inclusion): Students who are in general education classrooms, co-taught classrooms or those who receive specially designed instruction in an inclusion setting.

Group 2 (placement: partial inclusion): Students who are in general education classrooms and receive specially designed instruction in pull out manner or students who are placed in substantially separate programs who receive additional services and supports in an inclusion setting.

Group 3 (placement: substantially separate): Students who participate in substantially separate programs including Students With Disabilities with significant developmental, emotional, and cognitive needs whose instructional setting includes supplemental and/or modified instructional

[Click here](#) to return to the Table of Contents

services.

Outline of Services

For these different learning models, it is the goal of Randolph Public Schools to serve Students With Disabilities according to their IEP services and needs.

	Group 1 students Placement: Inclusion	Group 2 students Placement: Partial Inclusion	Group 3 students Placement: Substantially Separate
Learning Model	<p>HYBRID LEARNING or REMOTE LEARNING</p> <p><i>Please note that if conditions require us to close all buildings again, remote learning will most likely apply to all students.</i></p>	<p>HYBRID LEARNING or REMOTE LEARNING</p> <p><i>Please note that if conditions require us to close all buildings again, remote learning will most likely apply to all students.</i></p>	<p>IN-PERSON LEARNING or REMOTE LEARNING</p> <p><i>Please note that if conditions require us to close all buildings again, remote learning will most likely apply to all students.</i></p>
SPED and Remedial Support	<p>Hybrid: SPED support during in-person learning days following the grid delivery</p> <p>Remote: SPED support during remote learning days following the grid delivery</p>	<p>Hybrid: SPED support during in-person learning days following the grid delivery</p> <p>Remote: SPED support during remote learning days following the grid delivery</p>	<p>In-Person: SPED support during in-person learning days</p> <p>Remote: SPED support during remote learning days following the grid delivery</p>

<p>Related Service Providers Model (includes SLP, PT/OT/ Social Adjustment Counselors/BC BA)</p>	<p><u>C grid:</u> in-person on the days that students are in school</p> <p><u>B grid:</u> remote services through teletherapy sessions or remotely from within the school building via video conference, instead of coming into the classroom to provide services</p> <p><u>A grid:</u> via phone consultation or virtual consultation</p>	<p><u>C grid:</u> in-person on the days that students are in school</p> <p><u>B grid:</u> remote services through teletherapy sessions or remotely from within the school building via video conference, instead of coming into the classroom to provide services</p> <p><u>A grid:</u> via phone consultation or virtual consultation</p>	<p><u>C grid/B grid:</u> in-person</p> <p><u>A grid:</u> via phone consultation or as much as possible in-person</p>
<p>IEP Meetings</p>	<p>Conduct virtual IEP meetings, as much as possible unless the entire TEAM agrees that an in-person IEP meeting is required to make a decision</p> <p>If an in-person IEP meeting is required, then the rest of the TEAM members must adhere to the school safety and health protocols.</p> <p><i>RPS continues to follow the special education timeline described in the Department's Implementation of Special Education Timelines During the COVID-19 State of Emergency.</i></p>		
<p>Evaluations (Initials, Re-evaluations, etc)</p>	<p>RPS is looking to conduct evaluations for the school year 2020-2021 remotely from within the school building via video conference, instead of coming into the classroom or virtually, as much as possible.</p> <p>If it is at all feasible, following school safety and health protocols, evaluations will be conducted in a 1:1 setting with plexiglass structure put in place in between the evaluator and the evaluatee.</p>		

Provision of FAPE

Students on IEPs will receive all services documented in their IEPs through in-person instruction, remote instruction, or a combination of both, with a strong emphasis on providing in-person instruction to the greatest extent possible. The provision of FAPE may include, as appropriate, special education and related services provided remotely through resources and supports (such as strategies, projects and packets provided to students matched with regular

[Click here](#) to return to the Table of Contents

and ongoing communication from special education team members) and services and instruction (such as virtual, online, or telephonic instruction) or a combination of both. In any event, RPS will make every possible effort to use creative strategies to provide special education instruction and services to the extent feasible.

We, at Randolph Public Schools, are committed to the following in the provision of student's FAPE:

- Per DESE guidance, *“Students With Disabilities, particularly pre-k -age students and those with significant and complex needs, should be prioritized for receiving in-person instruction during the 2020-2021 school year. These students should receive as much in-person instruction as is feasible within the health and safety parameters in effect at each particular time.”* Thus, at RPS we are committed to providing students with disabilities, particularly those in the Pre-K level and students served in a substantially separate programs will receive in-person learning during the school year 2020-2021.
- Students served by special education have access to a learning platform that is comparable to those being provided to their peers. Based on the RPS re-entry plan, *these core tools may include:*
 - SeeSaw (Required for grades PK-5)
 - Google Classroom (Required for grades 6-12)
 - GMAIL
 - Google Drive
 - Google Meet
 - Screencastify
 - Zoom
 - iREADY
- In accordance with the Individuals with Disabilities Education Act (IDEA), and in recognizing every student's unique needs, it is the goal of the RPS school district to ensure that every student on an IEP has access to their grade-level standards and makes progress in their education.

Timelines

At this time, there is no guidance from the U. S. Department of Education's Office of Special Education Programs (OSEP) regarding the waiver of federal timelines related to special education compliance. OSEP has been clear in the past there is no waiver for natural disasters. However, on March 16, 2020 the Office of Civil Right (OCR) provided guidance that [“IEP Teams are not required to meet in person while schools are closed.”](#)

In addition, OCR has stated that “If an evaluation of a student with a disability requires a face-to-face assessment or observation, the evaluation would need to be delayed until school reopens. Evaluations and reevaluations that do not require face-to-face assessments or observations may take place while schools are closed, so long as a student's parent or legal guardian consents. These same principles apply to similar activities conducted by appropriate personnel for a student with a disability who has a plan developed under Section 504, or who is being evaluated under Section 504.”

RPS will support maintaining timelines and to document clearly if a delay occurs, the nature and

[Click here](#) to return to the Table of Contents

extent of the delay and the plan to move as quickly as possible to prevent any further delay.

Progress Reports

DESE has advised *“school districts, collaborative programs, and approved special education day and residential school programs must continue to issue Progress Reports at least as often as report cards or progress reports are provided for students without disabilities, in accordance with [603 CMR 28.07\(3\)](#).”*

At RPS, Progress Reports will be sent to families, guardians and state agencies involved with the student through mail, email, student or other online communication platforms, and translated into the language of the home when required.

In addition, educators, service providers, parents, and students will continue to review a student’s IEP to review the goals and objectives that are being addressed during remote learning and identify the types of data that can be collected from the student, the family, and the home environment during this time of remote learning and develop a plan to collect ongoing data.

Early Childhood Education/ Pre-K Program

As per the most recent DESE Guidelines and FAQ document, public Pre-K programs were recommended to go back for full time face-to-face instruction. In that sense, the Pre-K Program will be running the full 5 days. Students on an IEP will attend school according to the number of days as stated on their IEPs. Peer partners will attend the number of days their families have signed them up for. The times the program runs will be adjusted to reflect the time on learning and an appropriate time for a 3-5 year old student to be in school with COVID-19 guidelines in place. The learning time will consist of Early Literacy, Early Numeracy, Classroom Routines, and Related Services (Speech, Occupational Therapy, Physical Therapy, etc.) that a student may qualify for. The program times are as follows:

AM Classroom- 8:30-10:30 am

PM Classroom- 12:00-2:00 pm

Full Day Classroom- 8:30-12:30 Monday, Tuesday, Thursday, Friday, 8:30-10:30am on Wednesdays

TECHNOLOGY

The Randolph Public Schools Technology Department builds and maintains a quality and comprehensive technology infrastructure for schools that is reliable and accessible to all members of the district’s community. Throughout the remote learning period, the RPS technology department provided approximately 500 devices to families and provided personalized maintenance and support to individuals across our district. The department also provided devices to teachers and staff which allowed them to support students in the remote classroom and allowed critical functions of the district to continue during the closure period.

In addition to providing devices and technical support, the RPS Technology Department collaborated with the curriculum office to support teaching and learning across the Pre-K-12 continuum. The Technology Integration Coordinator tenaciously and empathetically developed instructional videos and offered on-call support to teachers on a range of topics to ensure the

[Click here](#) to return to the Table of Contents

unfamiliar use of web-based tools became familiar. As a result, we experienced an exponential growth in teacher professional capacity to fully integrate technology tools into all student learning spaces. This was transformative for RPS and we will continue to build on a new technology norm and foundation for learning.

The RPS Technology department is prepared to move into the 2020-2021 school year equipped with robust technology teaching tools for both Hybrid and Remote Learning environments. During the school closure period, many companies offered free access to learning tools. Teachers explored their usage and now have the ability to assess long term use of these tools. Teachers have made requests for tools they felt were effective and the district will be supporting a smaller number of online tools during 2020-2021, focusing on quality over quantity. Ongoing training will occur during this upcoming year as new tools are rolled out across the district and individual schools. Recent survey findings indicate that RPS staff generally have access to the technology tools needed for their jobs.

RPS Technology Department is prepared to meet its goal of 100% access for all. Due to the Technology Department's diligence, family access to reliable technology is now a strength. Summer 2020 family survey data reports that the majority of families have access to the internet at home and at least one reliable device that they can use for remote learning, all or most of the time. Effective Fall 2020, students will receive training on the Google Platform and its applications, and pre-existing older deployed devices will be redeployed with newer devices. This is approximately 485 devices that will be exchanged. We also seek to provide one device per student as opposed to one device per family, creating a true 1:1 environment.

Technology Across All Learning Spaces

The RPS technology department embraces our new normal of remote learning using technology tools for learning across all learning spaces at home and in school. Moving forward, we will continue to collaborate with educators to determine new tools that facilitate, motivate and inspire RPS students to learn in remote or hybrid learning environments.

Randolph Public Schools educators will continue to have access to Google's suite of collaboration and communication tools which greatly support teaching and learning. These tools allow students to demonstrate learning and acquire new skills, easily complete assignments, communicate with the teacher, maintain a sense of community, and collaborate with peers in a safe environment. They also provide a learning ground for families to support their children.

The Teaching and Learning Team works closely with the Technology Department to choose tools. Most departments have digital favorites that have been in place and some that are newly discovered through the closure. These tools listed below meet a set of criteria. Whenever possible, we use tools that educators believe meet the needs of learners across multiple grade spans to stay fiscally responsible and coherent, while providing standards-based instruction and assessment. (See [Teaching and Learning](#) section of this document for more information)

RPS will utilize a standard set of digital tools in order to make remote learning more accessible to students and easy for families to access and support. Focusing on a smaller set of tools allows for cohesion and consistency across all schools helping educators, students and families to develop the necessary skills to support our young people to be prepared for learning. In August 2020, RPS will migrate to Gmail, ensuring every educator and students has an RPS gmail

[Click here](#) to return to the Table of Contents

account. These core tools include:

- [SeeSaw](#) (Required for grades PK-5)
- [Google Classroom](#) (Required for grades 6-12)
- [GMAIL](#)
- [Google Drive](#)
- [Google Meet](#)
- [Screencastify](#)
- [Zoom](#)
- [i-READY](#)

Zoom will be used as our primary mode of video conferencing. Zoom has helped thousands of schools and teachers around the world quickly shift to remote virtual learning, and enabled us to create vibrant and productive environments that mirror our traditional classroom settings.

We learned on demand how to use Zoom's numerous security features designed to control online classrooms, prevent disruption, and help educators effectively teach remotely. We have a standard set of best practice security features that all educators will use including but not limited to locking your classroom, controlling screen sharing, enabling the waiting room, locking the chat, removing participants, and setting security options for scheduling classes like using random meeting ids, disabling users from joining before the host, and more. Zoom's standard security features and breakout rooms offer a rich opportunity for collaboration in the remote classroom.

Learning Management Platform for Hybrid and Remote Learning Models

Students in pre-k, kindergarten through grade five will use [SeeSaw](#) as the learning management platform to streamline student/parent/teacher communication and remote learning work.

Teachers and students in grades six through twelve will use [Google Classroom](#) to manage their course content and assignments.

Parent & Student Technology Training

We realize that moving abruptly into remote learning last spring caused some challenges for students and parents in terms of comfort and familiarity with the digital resources that were being used.

What if I Need Help With Technology?

Throughout the year, if families are in need of password assistance, additional trainings, or if they are in need of any technical support they should contact our Technology Support Team @ techprob@randolph.k12.ma.us

Parent Tutorials for Randolph Public School Platforms

Below you will find links to parent tutorials for our learning platforms: SeeSaw (Grades preK-5), Google Classroom (Grades 6-12), and Clever (PreK-5).

[SeeSaw Learning Platform- Grades preK-5](#)

[Google Classroom- Grades 6-12](#)

[Clever - Grades PreK-5](#)

[Click here](#) to return to the Table of Contents

COMMUNICATIONS

Effective communication plans have never been more important during this pandemic. RPS is committed to providing up-to-date information that is available in multiple languages to communicate with all families. We have developed a dedicated email and web page that includes answers to frequently asked questions and informs of the latest updates. We expect the outcome of this web page is to provide a clear and consistent delineation of communication protocols to send a consistent and clear message across the district.

The RPS communications team will streamline communications using a variety of communication methods (Connect-Ed, Facebook, RPS Mobile App, Email) to provide predictable weekly updates regarding incidents, highlights, changes in public health guidelines, and other topics of interest in the district. Families can ask questions or communicate concerns by emailing reentry2020@randolph.k12.ma.us.

Support will be provided to families through school-based zoom coffee talks, sharing of Toolbox resources and framework, and newsletters. The Town of Randolph has invested in the Interface Referral Service, enabling all residents to call for assistance in identifying a community based, behavioral health practitioner. Interface referral service information will be shared with families through our website and social media.

The RPS communications team will also regularly update the frequently asked questions (FAQ) page located on the re-entry 2020 page within our website: <https://www.randolph.k12.ma.us/reentry2020> , under the Our District tab. Under this tab, you will also find additional DESE guidance on protocols to answer questions such as what to do if a student or staff member tests positive for COVID-19 or comes into close contact with someone who tests positive for COVID-19.

Contact Information

Telephone and Email

It is extremely important that RPS has your most updated contact information. To update your most recent telephone and email contact information, go to www.randolph.k12.ma.us and use the “[Update My Contact Information HERE](#)” button.

Residential Address

If your address has changed, please complete the **AFFIDAVIT OF RESIDENCY FOR CHANGE OF ADDRESS** form also found on the main Randolph Public School website. www.randolph.k12.ma.us Please bring the completed form to the Family Resource Center at 70 Memorial Parkway, Door #9 (Highland Avenue side of the building).

Prior to the start of the school year, all families and faculty will be asked to update emergency contact information in the event of an illness while at work/school, and provide at least four emergency contacts. Parents/guardians should indicate individuals who will be able to come to the school to pick up their child should they become ill. In addition, parents/guardians will be asked to indicate social, emotional, physical, and health needs of their students and families in

[Click here](#) to return to the Table of Contents

order to ensure that individualized and pointed support and resources are available and provided to families. We want to ensure receipt of accurate and thorough information before re-entry to the school buildings.

Per guidance from DESE, students and employees will not be screened upon their arrival at school. However, RPS will be communicating with families and employees on a regular basis and will encourage them to conduct daily health checks at home before bringing students to school, either through the use of a health check app or a Google form. In addition, updated information about Covid 19 and its symptoms will be provided on our website.

RPS will encourage all faculty and students to get the flu vaccine this fall. Information regarding the flu vaccine and available clinics will be communicated via social media, RPS website, and email.

School Site Councils

Each school will utilize school site councils, meeting either in person or remotely depending on safety metrics, to facilitate and promote regular and consistent communication between school, parents, and community.

FAMILY ENGAGEMENT

Randolph Public Schools is committed to opening school in a safe, engaging way for all students. All families, in consultation with their medical providers, will ultimately make the decision as to whether their children will attend in-person instruction, or whether their children will continue with remote learning. Randolph will engage regularly and substantively with families in their primary language (whenever possible) to ensure that they have accurate and up-to-date information to make informed decisions about whether an in-person return is best for their children.

During a two-day meeting with family representatives, community members and school department personnel, we developed a plan for ensuring family engagement in the school re-entry process. We also look forward to seeing how we can continue this engagement, once school has started. We identified three primary areas of focus: Overall Family Engagement, Supporting Families most important needs, and helping families maintain Human connections. The full [Family Engagement document](#) is available for perusal and please read the highlights of our work below.

Overall Family Engagement

- Survey questions about their preferred method of communication
- Consistent district communications should go out in the evening when most families are at home
- Communicate in a way that is most convenient for each family
- Frequent communication should happen on a regular schedule
- All key players in schools (staff-Liaisons, teaching staff, office staff, communication liaison for each school) will have the most up to date information so that families can reach out to staff and receive a consistent message.
- Frequent surveys so that the district can gather data for decision making
- The main office and family liaisons will have access to maintaining passwords and up to date information, as some families expressed concerns about managing the technical information.
- All information going home must be translated and distributed during a consistent time frame without overwhelming families
- A “Virtual School Walk Through” video would support families with understanding the new set up while maintaining safety

Supporting Families Most Important Needs

- Families will need guidance and resources around childcare
- Schools will work with families to ensure siblings and family members have similar schedules as much as possible
- The community requested that the day care can be opened again in the high school
- Families will also be relying on the translation and interpretation services of both the district and community partners liaisons
- Professional development for families will be a need
 - Parent University
 - A video of what remote learning should look like and how to easily get onto Google Classroom and submit assignments
- Update families on student’s attendance and progress frequently

[Click here](#) to return to the Table of Contents

Maintaining Human connections

- Create language-based family groups
- Create voluntary family address book to be shared with participating families
 - help one another with remote learning and possible childcare issues or carpooling
- Community partners, such as the library, the YMCA and the STARS program may be available to facilitate support for families.

School Visitors

- Visitors will not be allowed to enter the building without an appointment
- “Drop Off” tables will be at each school so that student belongings can be left at the door and will be distributed to students once dropped off
- Whenever possible, meetings should be held via zoom or conference call to avoid person to person contact.
- If a parent/guardian needs to meet with an educator, staff member or school leader, please email or call to book an appointment. Our commitment is to respond within 24 hours and to book a meeting (via zoom, Google Meet or face to face if needed) within 72 hours. Parents/guardians will not be met with immediately upon request. In the limited times when a parent/guardian may enter the building, visitors will be asked to complete a COVID-19 screening before entering.
- To pick up a student early, remain in the parking lot in the car and call the main office for assistance and direction. Whenever possible, students will be escorted to the car outside.
- There will be no large group assemblies or gatherings at this time.

HEALTH AND WELLNESS

Social Emotional Learning (SEL)

RPS understands and will emphasize the importance of social emotional learning, community building, and support for our students and families: [CASEL SEL roadmap](#); [DESE SEL guidance](#); The students' well-being is not assigned to just the social workers and guidance counselors. Every adult in the district is responsible for the well-being of children, everyone...including maintenance. We are all in this together. RPS will train staff, including teachers, paraprofessionals, administrative assistants, bus drivers, administrators, maintenance, and cafeteria staff on a Pre-K-7 Toolbox SEL framework that supports the social-emotional well-being of our students. Our students will learn a set of 12 tools from which they will practice strategies and skills, improving competencies such as personal awareness, self-regulation, empathy for self and others, social intelligence and wellness, resiliency, and responsible decision-making. Toolbox will also be shared with all parents/guardians, so learning that takes place in school can be utilized in all facets of our students' lives. Toolbox provides a common language that allows for embedding SEL skills and practices in interactions and learning every day in all environments, each and every moment <https://toolboxproject.com/> . All students, adults, and parents will be learning and utilizing these SEL tools.

Educators in both the middle and high school will support students' SEL through morning meetings, check out meetings, and time for centering and meditation activities throughout the day. Ample time will be devoted to community building activities for all grade levels, and PBIS will be implemented district-wide.

Educators will be given access to an online resource on strategies to support the social-emotional learning of students. In addition, RPS will provide professional development time for teachers to understand and expand upon their own social-emotional health and well-being, as well as provide them with access to other SEL resources that they may choose to utilize for themselves. The well-being of every individual in our school community is paramount.

Again, RPS understands and will emphasize the importance of social-emotional learning, community building, and support during this time. Students and faculty will be asked to sign a classroom pledge outlining how we will care for and respect one another. All students will begin each day with a check in or morning meeting, and times for mindfulness, stretching, and centering activities will be built in throughout the school day. At the beginning of the school year, all students will also engage in a check out meeting at the end of the school day. Ample time will be devoted to community building activities for all grade levels. Elementary and grade 6 educators and students will utilize the Toolbox SEL framework, and PBIS will be utilized district-wide. Professional development will be provided to educators on SEL strategies throughout the school year.

Educators will be given access to an online resource on strategies to support the social-emotional learning of students. In addition, RPS will provide professional development time for teachers to understand and expand upon their own social-emotional health and well-being, as well as provide them with access to other SEL resources that they may choose to utilize for themselves. Educators may also choose to belong to a buddy system or small educator cohort where professionals check in with one another for support.

[Click here](#) to return to the Table of Contents

Personal Protective Equipment and Hygiene

RPS understands the importance of teaching, reinforcing, and ensuring healthy hygiene practices for both students and employees. At the start of the school year, we will be conducting professional development for employees on the proper use of personal protective equipment (PPE) and on hygiene practices, as well as teaching our students these practices throughout the initial weeks of school. These will include proper storing of masks during mask breaks, as well as hand-washing and cleaning protocols where necessary. Student education will include visual cues, such as posters and infographics placed around the school to remind students ways to stay healthy, maintain social distancing, and prevent the spread of COVID-19. The modes of education will include: videos, PowerPoints, posters, infographics, stories, fact sheets, website updates, social media, as well in-person demonstration of educational topics- such as handwashing, respiratory etiquette, masks and social distancing.

RPS has placed orders for PPE in accordance with DESE guidelines, including specialized PPE for nurses and other high intensity workers. Purchases include nitrile and vinyl gloves, N95 masks, clear masks, adult and child-size disposable masks, face shields, eye goggles, polypropylene isolation gowns, pulse oximeters, and non-contact thermometers. Still, we see that acquiring these items may be challenging, as many items are currently backordered with no availability dates listed. As we track the pandemic and use of PPE, we will plan to place additional orders observing lead times of consumables.

Mask Protocols

All students Pre-K-12 and staff will wear masks at all times except breakfast, lunch, and mask breaks. Classroom teachers are encouraged to seek outdoor time for learning and masks break when possible. RPS will ask families to clearly label reusable masks that students will wear to school. In addition, we will communicate proper cleaning guidelines for reusable masks, as well as a statement of appropriate masks for school use. We will look into a system of storage for masks during breaks or eating, such as a lanyard and clip or container. Cleaning and use guidelines will also be sent to students who are remote learners, serving as important public health information. Protocols for engaging with students who are refusing to wear masks will also be developed and shared.

Daily Routine

RPS wants everyone back safely. The learning environment will thrive when our students and staff are healthy. We need everyone to do their part. Please be responsible: Failure to plan for a daily routine that includes a wellness check, may cost lives...maybe yours and/or others! Below is the full list of symptoms for which caregivers should monitor their children, and staff should monitor themselves:

- Fever (100.4° Fahrenheit or higher), chills, or shaking chills
- Cough (not due to other known cause, such as chronic cough)
- Difficulty breathing or shortness of breath
- New loss of taste or smell
- Sore throat
- Headache when in combination with other symptoms
- Muscle aches or body aches
- Nausea, vomiting, or diarrhea
- Fatigue, when in combination with other symptoms

[Click here](#) to return to the Table of Contents

- Nasal congestion or runny nose (not due to other known causes, such as allergies) when in combination with other symptoms
- If staff or students have any of these symptoms, they must get a test for active COVID-19 infection prior to returning to school.
- Every school will have a list of available test sites.
- Staff and students who have symptoms should also contact their primary care physician for further instructions.
- More information related to the availability of testing will be provided when schools reopen.

Employee or Student Illness

Should an employee or student of RPS become ill with COVID-19 symptoms while at home or in school the district will follow the recommended protocols from DESE/CDC. Similarly, if an employee or student notifies the district that they have tested positive for COVID-19, the DESE/CDC protocols will be followed, including notifying any identified “close contacts”. For more detailed information on the steps that will be taken, please review the [Protocols for Responding to COVID-19 Scenarios](#).

School nurses and other healthcare providers should use [Standard and Transmission-Based Precautions](#) when caring for sick people. See also [What Healthcare Personnel Should Know, a protocol that explains what we need to know about caring for patients with confirmed or possible COVID-19 infection](#). Obtain History: onset of symptoms, type of symptoms, anyone sick at home, any recent exposure to anyone with COVID-19, any recent travel? If so, where and when?

- Assessment: Temperature, RR, physical appearance, pulse oximeter reading, mental status
- If temperature above 100 degrees or pulse ox below 98%, dismiss immediately and refer to PCP.
- If it is a student, the child will be provided a mask, if they are not already wearing one. If it is a staff member, they should notify their supervisor immediately and the nurse should collaborate with the Randolph Health Department and school administration to evaluate the disposition of the students in the staff member’s classroom.
- Assess if the individual needs further medical evaluation and guide the staff member or family on how to proceed. If the person is having difficulty breathing, has any chest discomfort, mental status changes, lethargy/unable to stay awake, and/or cyanotic- call 911. Inform dispatcher the person has symptoms consistent with COVID-19 and will need further evaluation.
- If the nurse/school personnel are calling an ambulance or bringing someone to the hospital, they will alert the dispatcher that the person may have COVID-19.
- Dismissing sick children (and staff) in a timely fashion (within 30 minutes) is imperative for the safety of all.
- Pre-K students who are not wearing a mask and are showing signs of illness will be asked to wear a mask to reduce the spread of the illness until they leave the school premises.

Health and Wellness Protocol Instruction

Hand Washing Instructions

[Click here](#) to return to the Table of Contents

How to wash your hands? Follow these six steps every time.

- **Wet your hands** with clean, running water (warm or cold), turn off the tap, and apply soap.
- **Lather your hands** by rubbing them together with the soap. Lather the backs of your hands, between your fingers, and under your nails.
- **Scrub your hands** for at least 20 seconds
- **Rinse your hands** well under clean, running water.
- **Dry your hands** using a clean towel.
- **Wash your hands** frequently with soap and water frequently for at least 20 seconds.

Handwashing should be done often, but always:

- **After** blowing your nose, coughing, or sneezing
- **After** being in a public place
- **Before** eating and/or preparing food
- **Before** touching your eyes or putting in contact lenses
- **After** using the toilet
- **Before** and **after** treating a cut or wound
- **After** touching an animal, animal feed, or animal waste
- **After** touching garbage

Handwashing videos will be recorded and made available on our website

If you are unable to wash your hands, use an alcohol-based hand sanitizer - Hand Sanitizer Parent/Guardian [Hand Sanitizer Opt Out Letter](#)

Additional Information:

- [Your Health is in Your Clean Hands](#)
- [Handwashing Poster](#)
- [Hand Washing and Hand Sanitizer \(2 pages\)](#)
- [Stop Germs: Wash your Hands](#)
- [Germs Are All Around You](#)

Face masks or cloth face coverings:

- [How to Wear a Face Covering](#) Poster
- (insert how to wear a face covering video)
- (Insert how to wear a face covering video for elementary students)
- [CDC Face Masks Link](#)
- [Poster on Safely Wearing Face Masks](#) (CDC)
- [How to create a mask wearing culture](#)

[Click here](#) to return to the Table of Contents

TRANSPORTATION

At this time Randolph Public Schools is planning to transport students in grade 6 as well as students who require transportation based on Individualized Education Plans. We have not yet determined if we have the capacity to transport grades 7-12. At this time Randolph Public Schools Transportation capacity – Based on the separation protocols below, we need to focus on transporting: A: Out of District (OOD) students B. Students in the Sub Separate programs C. Other students who require transportation on their IEP services D. Required students by distance. In doing so, we may only be able to transport the 6th grade students that live beyond the state mileage limit from RCMS. The large buses will be needed to transport the students who are on IEPs safely.

Based on DESE guidelines, several core practices will support safe school bus operations this fall:

- **Masks:** All staff and students on the bus, regardless of age, are required to wear masks at all times. Exemptions for students due to medical and/or behavioral reasons – and associated protocols
- **Social Distancing:** Students should be seated no more than one student per bench, alternating sides for each row, which allows students to maintain approximately 3 feet of physical distance. Children from the same household may sit together and in closer proximity (e.g., two students per bench). See diagrams below.
- **Ventilation:** Keep windows open at all times during operation, unless not possible due to extreme weather conditions.
- **Seat assignments -** Students should be assigned to a single bus and a particular seat.
- **Bus monitors:** RPS will add bus monitors as needed to ensure adherence to guidance.

Bus seating configuration

The diagram below represents a 77-passenger bus. Configurations for other school bus models are shown in Appendix A. Districts should leave the bench immediately behind the driver's seat vacant to maintain physical distance for the driver. Districts may consider repurposing this bench for a bus monitor, health and safety supplies, or other needs.



RPS sent a survey out to families on July 24th to determine planned in-person attendance and ridership for the 2020-2021 school year. The transportation department is reviewing current ridership and seeking solutions to modify bus routes, which will be impacted by student

[Click here](#) to return to the Table of Contents

schedules. Based on these numbers, RPS may need to stagger students' schedules or possibly eliminate busing at the high school or grades 7-12.

RPS will make every attempt to keep bus staffing assignments as static as possible by assigning drivers and other transportation staff to a single bus and a specific route.

- RPS will assign students to a single bus and to an assigned seat with the below boarding process in mind. Students boarding the bus at the beginning of the route should be assigned seats at the rear of the bus; students boarding the bus at the end of the route should be assigned seats at the front.
- Children from the same household may be assigned seats together. RPS will also be taken into consideration for students with disabilities who require close contact from adults.
- As students board the bus, they will be asked to occupy seats starting from the rear of the bus and to fill sequentially to the front. Upon arrival at school, the bus will be unloaded in a controlled manner, starting from the front of the bus and emptying sequentially to the back.

Pick-up and drop-off protocols

Please plan to pick up your child(ren) according to [school start and end times](#). It is important to note that in order to keep all students and staff socially distanced and following proper safety protocol, students should arrive during the arrival window as noted by each school:

Elementary: 9:10am-9:20am
Middle School: 8:15am-8:30am
High School: 8:00am-8:15am

In the past families and children arrived early to school to congregate, play, visit, etc. This will not be permitted at this time.

It is critical that each family follow the entry and dismissal procedures that include a plan for traffic, drop-off, and pick-up complying with physical distancing guidelines.

Specific Entry and Dismissal procedures will posted here:

- [Donovan Elementary School](#)
- John F. Kennedy Elementary School
- [Lyons Elementary School](#)
- [Young Elementary School](#)
- [Randolph Community Middle School](#)
- [Randolph High School](#)

Considerations for Students With Disabilities

- Some Students With Disabilities require specialized transportation as part of their Individualized Education Program (IEP). To reduce the risk of COVID-19 transmission, RPS will work collaboratively with parents of students who are eligible for specialized transportation to determine their ability to transport their child(ren) to and from school.
- Parents of students for whom special transportation is provided for in their IEPs and who transport their student are eligible for reimbursement, according to 603 CMR 28.07(6).

[Click here](#) to return to the Table of Contents

- In these cases, the student maintains the right to access transportation for a disability-related need at a future date.
- RPS will not amend the IEP to reflect the temporary change in transportation arrangements, but the family will be notified in writing of this temporary change, if they agree to transport their student.
- In cases where special transportation is provided for in the student’s IEP and the family is unable to transport their student, school districts must coordinate and provide transportation for those students, including students in out-of-district placements.
- Staff should assist children with washing or sanitizing hands upon arrival after exiting the bus, van, or vehicle and prior to departure before boarding the bus, van, or vehicle.

Public transportation

- RPS will provide health and safety guidelines to students using public transit systems including:
 - Limit touching frequently touched surfaces such as kiosks, touchscreens, ticket machines, turnstiles, handrails, restroom surfaces, elevator buttons, and benches as much as possible.
 - Wear a mask at all times during transportation.
 - Follow physical distancing guidelines by maximizing space between riders as feasible.
 - Practice hand hygiene (e.g., use hand sanitizer after leaving the transit station or bus stop).
 - When possible, travel during non-peak hours when there are likely to be fewer people.

Transportation health and safety requirements and related guidance

This section outlines school transportation health and safety requirements developed by DESE in collaboration with infectious disease physicians, pediatricians and public health experts from the Massachusetts General Brigham Health System and the Massachusetts Chapter of The American Academy of Pediatrics.

If a student or passenger reports they are not feeling well, the driver or bus monitor will contact the Transportation Office immediately.

Bus monitor

To ensure adherence to health and safety guidelines, RPS will add bus monitors to buses as needed. This role could be a hired position, paraprofessional, current student, staff member, or volunteer, but should not be an individual at high risk for COVID-19. This bus monitor must also adhere to all health and safety guidelines outlined in this memo.

Bus monitor responsibilities may include:

- Managing vehicle entry/exit processes including directing students to assigned seating.
- Ensuring all health and safety requirements are met (e.g., physical distancing, masks, ventilation, hand sanitizer, safe storage of health and safety supplies, etc.).
- Coordinating arrival/departure and entry/dismissal protocols.
- Assisting with routine cleaning and sanitization activities, as appropriate.

Symptom screening

[Click here](#) to return to the Table of Contents

- Parents are strongly encouraged to remain at the bus stop until children are safely loaded on to the bus.
- Families and guardians must check for symptoms each morning before students arrive at the bus stop. This routine is critical and will serve as the primary screening mechanism for COVID-19 symptoms.
- Bus drivers or bus monitors (if applicable) will be appropriately trained to observe students upon entry.
- If students appear symptomatic, and a parent/caregiver is present to take them home, students will not be permitted to enter the school bus.
- If a student who may be symptomatic must board the vehicle, they will be spaced at least six feet from other students as feasible. Bus monitors should refer students who may be symptomatic to the school healthcare point of contact immediately upon arrival.
- The driver or monitor will close off areas used by the student, and do not use those areas again until after cleaning and disinfecting.
- RPS will post signs at bus entrances clearly indicating that no one may enter if they have symptoms of respiratory illness or fever.
- In accordance with our list of symptoms for daily school readiness and appropriate medical guidance, families who send their children, who are showing signs of illness may be asked to move to the full distance learning model to ensure the safety of others.

Below is the full list of symptoms for which caregivers should monitor their children:

- Fever (100.4° Fahrenheit or higher), chills, or shaking chills
- Cough (not due to other known cause, such as chronic cough)
- Difficulty breathing or shortness of breath
- New loss of taste or smell
- Sore throat
- Headache when in combination with other symptoms
- Muscle aches or body aches
- Nausea, vomiting, or diarrhea
- Fatigue, when in combination with other symptoms
- Nasal congestion or runny nose (not due to other known causes, such as allergies) when in combination with other symptoms
- If children become sick during the day, they should not be permitted to travel home via school bus. The family will be required to pick their child up from school.

Masks

- Everyone on the bus and waiting at bus stops must wear masks that cover the nose and mouth at all times.
- Adults, including drivers and other transportation staff (e.g., bus monitors), are required to wear masks.
- Students are required to wear masks, regardless of age, when on the bus.
- Exceptions to masks for students: Face shields may be an option for students with medical, behavioral, or other challenges who are unable to wear masks.
- Please see the “physical distancing” section below for protocols on how to work with families of students who cannot wear masks due to medical, behavioral, or other challenges.

- Masks should be provided by the student/family, but RPS must ensure that sufficient extra disposable masks are made available on all buses for any student who needs them.

The following distancing standards will be implemented in conjunction with strict adherence to health and safety requirements:

- Distancing requirements apply both while waiting at bus stops and while in transit.
- Children from the same household should be seated together and may be seated two or more students per bench (closer than 3 feet).
- As may be appropriate, consider marking off the ground at bus stops where students can wait at 6 feet of physical distance from one another (if not wearing masks).
- Students should face forward at all times and refrain from eating, shouting, singing, or sharing items while in transit.
- Determine and post maximum occupancy for each bus while following these distancing guidelines.
- Students who are not able to wear a mask while riding the bus should maintain 6 feet of distance between themselves and other students. The student should wear a face shield while on the bus. Districts should work with the families of students who are regularly unable to wear a mask regarding possible alternative transportation arrangements (i.e. walking to school or the family transporting the student).

Hand sanitizing

- RPS will install hand sanitizer dispensers on buses for students and drivers to clean hands as they board and exit. Alcohol-based hand sanitizer with at least 60 percent ethanol or at least 70 percent isopropyl content can be used.
- Hand sanitizer should be applied to all surfaces of the hands in sufficient quantity that it takes 20 seconds of rubbing hands together for the sanitizer to dry.
- RPS will place hand sanitizer dispensers at the entrance of school buses within view of the bus driver or monitor to ensure appropriate use.
- Students and staff are required to exercise hand hygiene (hand washing or sanitizing) upon arrival to school.
- During winter months, students wearing gloves upon entry should be encouraged to keep gloves on at all times during transit to the extent possible. If the student wishes to remove the gloves, they should follow the hand sanitizing protocols outlined above upon entry and exit.

Ventilation

Increasing outdoor air ventilation on the buses helps dilute the concentration or displace the presence of an airborne virus. Opening windows will greatly increase the level of ventilation within a school bus and therefore reduce COVID-19 transmission risk. RPS will mitigate airborne transmission by:

- Keeping windows open at all times during operation, unless not possible due to extreme weather conditions. Even in cold or rainy weather, bus windows will be kept open at least partially (a couple of inches), if possible.
- Students should come to the bus stop with the proper seasonal clothing, ie. jacket, hat, gloves, etc. to keep warm on the bus.

- RPS will attempt to keep roof hatches open on buses during operation for further ventilation.

Cleaning and Disinfecting

The Randolph Public Schools transportation department will:

- Coordinate with RPS staff and contracted transportation providers to ensure vehicles are properly cleaned and disinfected. At a minimum, high-touch surfaces (see examples below) must be cleaned and disinfected thoroughly after each morning route and after each afternoon route using EPA-approved disinfectants.
- Clean and disinfect the interior of each vehicle thoroughly at least once each day.
- Clean high-touch surfaces first and most frequently, including buttons, handholds, pull cords, window latches, rails, steering wheels, door handles, shift knobs, dashboard controls, and stanchions.
- Conduct a thorough routine, [daily cleaning of vehicles](#), including dusting and wet-mopping vehicle floors, removing trash, wiping heat and air conditioner vents, spot cleaning walls and seats, dusting horizontal surfaces, cleaning spills, etc.
- Complete the routine cleaning outlined prior to disinfection to remove all surface matter.
- Keep doors and windows open when cleaning the vehicle.
- The RPS Transportation Staff will be trained to use disinfectants in a safe and effective manner and to clean up potentially infectious materials and body fluid spills.
- The RPS Transportation Department must label all sanitizing and disinfecting solutions properly to identify the contents and must keep these products out of the reach of students.
- The RPS Transportation Department will supply drivers and monitors with adequate supplies of soap, paper towels, tissues, hand sanitizer, garbage bags, and other critical cleaning supplies.

Precautions for Transportation Staff

Bus drivers and monitors face potential exposure through close contact with passengers, contact with high-touch surfaces, or by touching their mouth, nose, or eyes. Older individuals and those with serious underlying medical conditions may be at higher risk for more serious complications from COVID-19. To mitigate these risks, all bus drivers and monitors should take the following precautions when transporting students:

- Avoid touching surfaces often touched by passengers
- Wear masks covering the nose and mouth at all times
- Use gloves if required to touch surfaces contaminated by bodily fluids
- Maintain proper hand hygiene. Wash hands regularly with soap and water when available for at least 20 seconds and use an alcohol-based hand sanitizer.
- Don't report for duty if sick

Bus model	Maximum occupancy (excluding students who could sit together from same household)	Percentage of full bus capacity
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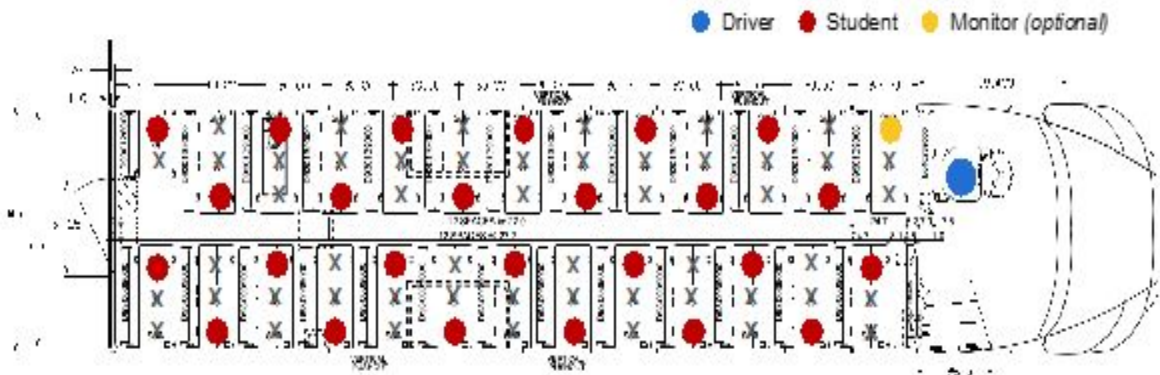
[Click here](#) to return to the Table of Contents

77-passenger bus	25 passengers	32%
71-passenger bus	23 passengers	32%
29-passenger bus	9 passengers	31%
19-passenger bus	7 passengers	32%
7-passenger van	6 passengers	43%

Bus Model: 77-passenger bus

Max. capacity with physical distancing requirements: 25 passengers (32% full capacity)

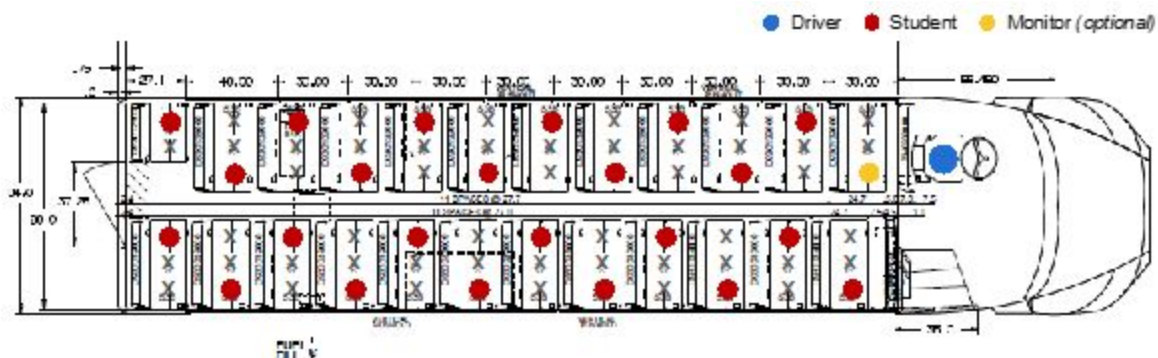
Seat map configuration:



Bus Model: 71-passenger bus

Max. capacity with physical distancing requirements: 23 passengers (32% full capacity)

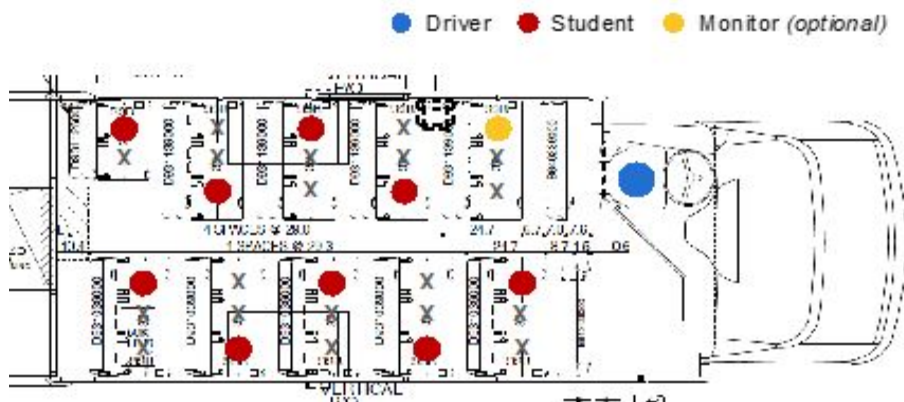
Seat map configuration:



Bus Model: 29-passenger bus

Max. capacity with physical distancing requirements: 9 passengers (31% full capacity)

Seat map configuration:



Bus Model: 19-passenger bus

Max. capacity with physical distancing requirements: 7 passengers (32% full capacity)

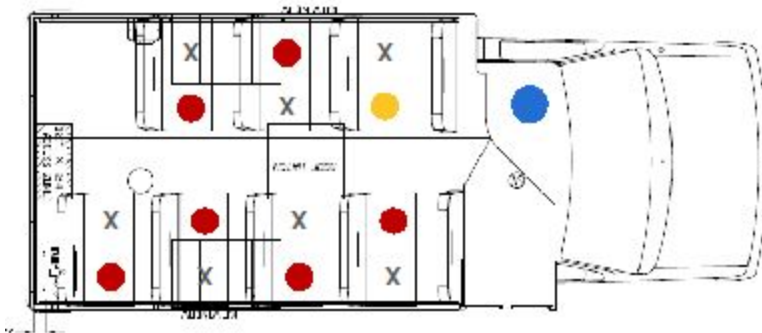
Seat map configuration:

Bus Model: 19-passenger bus

Max. capacity with physical distancing requirements: 6 passengers (43% full capacity)

Seat map configuration:

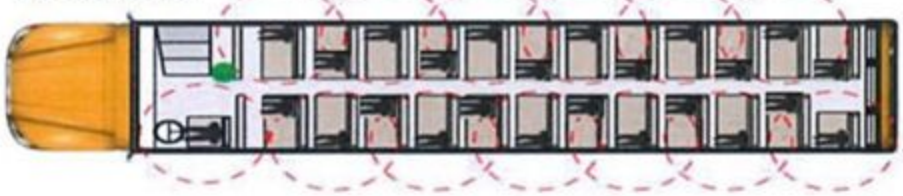
● Driver ● Student ● Monitor (optional)



71 students



24 students



12 students



[Click here](#) to return to the Table of Contents

FACILITIES

Facilities Maintenance & Food Service

Cleaning Protocols: [Cleaning and sanitizing checklists](#) will be implemented at each school. The checklist and cleaning frequency will be adjusted based on each school's daily schedules and will be monitored to ensure compliance. High traffic areas and restrooms, will have surfaces disinfected several times a day and particularly before/after transition periods, such as school arrival/departure times, lunch periods, mask breaks, etc. The cleaning checklists and frequency will follow CDC guidelines and all cleaning/sanitizing products will be done with EPA approved products that are effective against COVID-19. Signage with instructions for proper hand washing, social distancing and face mask wearing will be posted throughout the school. Additional soap, sanitizer and paper towel dispensers will be installed in high traffic areas and restrooms. All automatic hand dryers located in restrooms will be taken out of service. For those classrooms where food will be served, additional cleaning kits will be provided which will include hand sanitizer, sanitizing wipes and separate trash bins.

Classroom & Instructional Spaces: Classrooms and instructional spaces will be set up with tables, chairs and/or desks and seating that ensures low density and proper social distancing. Students and teachers will be seated not less than 6 feet apart and the classrooms will be arranged with assigned desks and seating in the same direction to minimize transmission of droplets. Instructional materials in the classroom will be primarily stored in covered bins and/or cabinets/closets to reduce surfaces for airborne droplets and allow for easier cleaning. There will be no instructional materials placed or stored in front of windows or HVAC vents. Instructional signage for proper social distancing and mask wearing will be placed in classrooms. In addition, directional signage will be placed in areas of arrival/departures, classroom locations, food service, etc. to encourage social distancing among student cohorts. For times when small instructional groups may take place, "sneeze guards" will be implemented on the tables as dividers.

Air Quality and Ventilation: The district is undertaking HVAC inspections and surveys at each school to assess classroom ventilation. The results of these inspections will be shared with the Randolph Public Health Department and the appropriate follow up action plans will be implemented. The district will complete the annual replacement of HVAC filters at each school prior to school opening. Most classrooms do not have air conditioning but do have operable windows. In these classrooms, box fans may be placed to increase airflow but consideration to placement should be given to minimize droplet transmission. Classrooms without proper ventilation will have supplemental solutions implemented to improve air exchange.

Heat Index Days and School Closure: Given that all students and staff will be required to wear masks/face coverings, the district will be mindful of how weather will affect the health and safety of our school community. The district will use the heat index, which takes into consideration both the temperature and relative humidity, as a metric to determine where and how we will teach and learn. If the heat index is in the "Caution" zone, educators will be encouraged to teach in an outdoor environment. If the heat index is expected to be in the "Extreme Caution" zone or higher, the Superintendent will call a "Heat Day" and notify the school community that teaching and learning will happen remotely on that day.

[Click here](#) to return to the Table of Contents

Food Service: Breakfast “Grab and Go” meals will be delivered to the classrooms and designated areas in the cafeteria. Lunch will be served in the cafeteria and adjoining spaces and/or delivered to the classrooms. Menu options will be streamlined and all products pre-packaged and wrapped. At the secondary level, ala cart options will be provided during lunch periods. Students, at the elementary level, will place an order for their lunch in the morning, which will include either a carton of milk or a cup of water. For student cohorts who will transition from their classroom to the cafeteria or another room for food service, the students will be seated at desks grouped by cohort and with students not less than 6 feet apart and facing in one direction. Students will need to eat at their own personal desk or space, to avoid cross contamination of foods that may impact allergies. There will be assigned allergen-free seatings in the cafeteria and classrooms. All surfaces where food is served will be sanitized between servings.

Where food is served, additional signage will be displayed with reminders/instructions on hand washing, social distancing and proper entering/exiting. For students who attend school and also engage in remote learning under the hybrid model, take home meals will be provided and distributed to them upon dismissal from school. For students who are only engaging in full time remote learning (cohort D), home meals will be made available for pick up. A plan for pick up will be announced before school begins. All take home meals will be bagged with pre-packaged and shelf stable food products. An individual carton of milk will be offered with all meals. However, all water bubblers and bottle fillers in the schools will be closed. Students will be required to bring their own water/water bottle to school each day. RPS will provide reusable water bottles to students who need them.

Outside of lunch periods, there will be a designated water station or cart that will be made available to students who require water refills, monitored by a staff member.

Nurse’s Area: The nurse’s areas at each school have been reconfigured to have 4 functional areas - nurse’s desk/check-in, restroom(s), separated exam areas with an exam table with nearby sink and supplies, and an isolated COVID-19/Flu room. The nurse’s desk/check in area will have a plexiglass separation panel to prevent droplet contamination and all files will be stored in covered bins or cabinets, the restrooms will have touch free faucets and toilet flush valves as well as hands free soap, paper towel and sanitizer dispensers. The exam areas will be partially enclosed and separated from each other with a smooth washable surface/panel that can be easily disinfected. The nearby sink will have a touch free faucet and hands free paper towel/sanitizer dispensers. The adjoining or nearby COVID/Flu isolation room will have an exam bed and smooth washable surfaces/panels that can be easily disinfected. Most isolation rooms also have a designated separate restroom. Signage will be placed in the nurse’s area with protocols for entry and directional signage for safe distancing.

Administrative Office Area: The administrative office area will have signage for protocols to enter, including sign-in sheets, PPE use, etc. There will be plexiglass separation panels installed at entry counters/desks to prevent droplet contamination and hand sanitizer and PPE will be made available. These areas will be subject to frequent cleaning throughout the day.

Staffing, Training and PPE: The facilities maintenance and food service staffing plans will use a team approach to partner schools within the district. The high school and middle school will become one team and the other four elementary schools will be partnered into two teams. A

[Click here](#) to return to the Table of Contents

team approach will provide a consistent staff cohort for the schools and appropriate cross training in order to provide consistent results when changes in the staffing personnel, schedules and work plans are required. All employees will be provided with updated OSHA and CDC recommended training for cleaning/food service protocols and PPE use.

RPS will purchase the following supplies:

- Reusable water bottles
- Electrostatic disinfectant sprayers
- Disinfectant wipes and sprays
- Face masks (students and adults)
- Face shields
- Eye goggles for teachers and identified students
- Nitrile and latex gloves
- Isolation gowns
- Hand sanitizer
- Plexiglass barriers,
- Scrub tops and gowns
- Hand sanitizers with dispensers
- Hand sanitizer wipes

Each classroom will receive a cleaning kit that contains: Hand sanitizer, sanitizing wipes, paper towels, facial tissues, extra disposable face masks, nitrile gloves, a face shield, and safety glasses.

Category	Topic	Policy or protocol
Safety	Guidance for staying home	<p><i>Students and staff are considered sick when there are symptoms of illness, even if those symptoms are mild.</i></p> <p><i>Students and staff should stay at home (and not come to school) if:</i></p> <ul style="list-style-type: none"> ● <i>They are showing any symptoms of illness which could be passed onto another child or adult</i> ● <i>Any member of the household has symptoms of COVID-19. In this case, do your best to isolate yourself from the ill person.</i> ● <i>They have come into close contact with a person who has a confirmed case of COVID-19. In this case, stay home for 10 days at a minimum from your last exposure. Check your temperature twice per day, watch for symptoms and try to stay away from people who are higher-risk from getting very sick from COVID-19.</i> <p><i>If staff members show symptoms connected to COVID-19, they are required to be tested as essential workers.</i></p> <p><i>All staff absences should be reported by logging into Frontline (Aesop) or notifying their immediate supervisor after the Frontline cut off time.</i></p>
Safety	Attendance	<p><i>We will continue to track attendance as usual for in-person days. Students</i></p>

[Click here](#) to return to the Table of Contents

	policy	<i>are counted as present during distance days if they submit the required work for that day. Students who need to stay home for the above reasons are expected to participate remotely.</i>
Safety	Coverage policy for teachers who are absent (short & long-term)	<i>Teachers should have a two-week plan for substitute teachers in the event that they are required to quarantine.</i>
Safety	Arrival to the building (staff)	<i>Building leaders will provide a plan for designated staff entrances to enter and exit the building. Staff are expected to wash hands and/or sanitize upon building entry.</i>
Safety	Arrival to the building (students)	<i>Staff and students must follow the posted social distance signage that allows them to keep a physical distance of 6 feet between individuals as they arrive. We will post visual reminders and arrows to direct traffic flow at the entrances. Families are asked to remain in their cars in the car line. If you are waiting with your child before the start of school please follow social distancing guidelines and wear face coverings.</i> <i>Children who arrive late must buzz the main office from the main entrance and follow the same protocol for entering.</i>
Safety	Arrival to classrooms	<i>When children arrive at school, they will sanitize hands upon entry. Children will bring all their belongings with them to the classroom, including their coats and bags. Upon entry to the classroom, they place their coats and bag(s) in their assigned areas. We will limit the number of transitions that students must make during the day.</i>
Safety	Storing coats and bags	
Safety	Breakfast	<i>For Elementary Schools - Students will eat breakfast, lunch and snacks in their designated classroom and eat in their designated spots. They may bring their lunch or eat the lunch provided by the school.</i>
Safety	Lunch	<i>For Middle School and High School - Middle School and High School students will eat breakfast in their classrooms or a designated area and lunch in designated cafeteria areas. All students will remain in consistent cohorts during meals and breaks.</i>
Safety	Snacks	<i>For meals served in the classroom, those will be delivered in boxes for easy distribution and will be accompanied by a cleaning kit. Before distributing the meals:</i> <ul style="list-style-type: none"> ● <i>All students and staff should wash or sanitize their hands</i> ● <i>Each tabletop should be wiped with a sanitizing wipe</i> <i>After students finish eating:</i> <ul style="list-style-type: none"> ● <i>Wipe the table with a sanitizing wipe</i>

		<ul style="list-style-type: none"> Place plastic food containers in the large bin along with sanitizing wipe for staff to collect All students and staff should wash or sanitize their hands
Safety	Bathrooms	Bathroom breaks will be scheduled in a way that limits group size.
Safety	Water Fountains	Water fountains will not be available for use. Instead, the school will provide each student with a water bottle and each school will have a water supply available for students to use. Children should take bottles home each evening for cleaning.
Safety	Hallways	Students and staff should wash or sanitize their hands when leaving the classroom. Entrances, exits, cafeterias and hallways will be marked with reminders and safety cues. When walking, stay to the right side of the hallway or staircase. Transitions will be limited to the extent possible with teachers rotating as much as possible.
Safety	Transitions between rooms	In buildings that have an elevator, the elevator is available for one person (adults and children) at a time. Sanitize hands before entering and exiting the elevator.
		Within the school building, students and staff are expected to wear protective masks except when eating or drinking, and will maintain 6 feet between themselves and other students or adults. Students will sit in designated spaces that are at least 6 feet from the nearest peer and that provide a walking path for people to move between desks without coming closer than 6 feet.
Safety	Within a classroom	<p>Materials:</p> <ul style="list-style-type: none"> The only material that travels between school and home is the school issued laptop (Grade 4-12), which is wiped down when the students first take it out and again when they put it away. Students each have an individual device and should not share. Students will keep a pencil case at school and will not share pens and pencils from a common space. <p>Manipulatives and lab equipment</p> <ul style="list-style-type: none"> Individual sets of manipulatives Lab equipment wiped down after use All manipulatives and lab equipment to be washed after school <p>Books and other materials</p> <ul style="list-style-type: none"> Books and other classroom materials will be kept with students' other belongings. When finished then they are cleaned and packed away
Safety	Dismissal	At their designated dismissal time, students put on their coats and place their bags on their back/shoulder. Students wash their hands before lining up. Students sanitize their hands before walking out of the door.
Safety	Staff Lounge	The staff lounge will remain open as a place for staff to rest. Students are

[Click here](#) to return to the Table of Contents

not permitted in the staff lounge. Adults must wash their hands or sanitize when entering and exiting the staff lounge. When in the lounge (or when working / meeting together from any room), staff should adhere to the six feet distance guidelines.

Safety Main Office

We will install plexiglass barriers at the reception desk, the main office front desk and next to the copy machine, where it is difficult to maintain 6 feet of distance.

Safety Personal protection: Masks

All students and staff are expected to wear face masks while in the building except when eating and drinking. Each classroom will have a supply of disposable masks to be used in case a child's mask breaks during the day.

Safety Handwashing protocol

Hand sanitizer will be placed inside each building entry door, at the entrance to the stairs, and inside every classroom. Upon entering school, students will use hand sanitizer before going to their classroom.

Students will wash their hands in their classroom:

- *Every time they enter or leave the classroom*
- *Before eating*
- *After using the bathroom*
- *After coughing or sneezing*
- *Approximately once per hour (if they aren't already washing for a reason stated above)*

Safety Cleaning Protocol: Classroom

During the day, teachers are responsible for sanitizing the inside of their classroom and materials per the classroom protocols above.

iPads, laptops, computer mice, notebooks and related items are not to be shared and will be wiped before and after use by the user.

Every evening, the custodial team will sanitize classroom door handles, light switches, table and chair surfaces, white board markers, materials stored in covered bins, and sinks.

When the temperature allows (and when there is no risk of health issues from triggering asthma symptoms, falling, etc), windows should remain open to increase air circulation.

Safety Cleaning Protocol: Building

Handrails, door handles, light switches, elevator buttons in high traffic common areas etc. will be sanitized on a continuous basis throughout the day by the maintenance staff. Toilets and sinks will be sanitized on a continuous basis throughout the day by the maintenance staff.

The kitchen / cafeteria facilities will be sanitized after each meal is delivered.

Safety	Procuring cleaning & PPE supplies	<i>Disposable face coverings will be available for staff and students in the event that a mask is needed, breaks or is left at home.</i>
Safety	Before / After care	<i>We are working on plans to resume before and after care for days when children are present in person, but do not yet know the date on which we will resume these programs.</i>
Safety	Visitors in the building	<i>Other than building staff and registered students, no unscheduled visitors will be allowed in the building unless legally required (e.g. Child and Family Services).</i>

Resources

- [Department of Elementary and Secondary Education \(DESE\) Initial Fall re-entry Guidance - June 25, 2020](#)
- [DESE Summer Guidance for Special Education Programs - June 7, 2020](#)
- [Department of Early Education & Care \(EEC\) Child and Youth Serving Programs Reopen Approach Overview - June 7, 2020](#)
- [MA Child and Youth Serving Programs - Minimum Requirements for re-entry - June 8, 2020](#)
- [DESE Required Supplies for re-entry - June 5, 2020](#)
- [DESE Initial Summer School re-entry Guidance - June 4, 2020](#)
- Centers for Disease Control and Prevention (CDC) [Interim Guidance for Businesses and Employers Responding to Coronavirus Disease 2019 \(COVID-19\) - May 2020](#)
- CDC [Childcare, Schools, and Youth Programs - May 2020](#)
- [Governor Charlie Baker, re-entry Massachusetts Plan - May 18, 2020](#)