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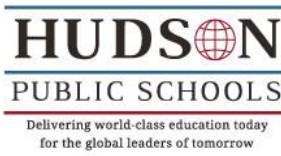for the global leaders of tomorrow

Please note the updated instructions below for public participation

Pursuant to Governor Baker's March 12, 2020 Order Suspending Certain Provisions of the Open Meeting Law, G.L. c. 30A, §18, and the Governor's March 15, 2020 Order imposing strict limitation on the number of people that may gather in one place, this meeting of the Hudson School Committee will be conducted via remote participation only. Committee members will participate using the online Google Meet platform, and the proceedings will still be broadcast live on the Public Cable Access Channel – Comcast Channel 8, Verizon Channel 47and Hud TV.

For the public participation item on the agenda, the following process will be used.

- Persons wishing to make public comment will send an email to the School Committee's email address hps_schoolcommittee@hudson.k12.ma.us indicating that they would like to make a public comment at the School Committee meeting. This email must be received by 3:00 pm on the day of the meeting
- The School Committee will submit the list of names and emails wishing to make public comment to HUD TV no later than 5:00 p.m. the day of the meeting.
- Hud TV will send a meeting invite to those community members on the School Committee list for Public Comment.
- Hud TV will accept them into the Google Meet and mute their microphone.
- When the School Committee Chair recognizes someone wishing to make public comment, Hud TV will unmute that person's microphone and they will have two minutes to speak.
- When public comment is finished their microphone would be muted again by Hud TV.

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HUDSON SCHOOL COMMITTEE
August 6, 2020
155 Apsley Street – Administration Building
7:00 p.m.
Virtual Meeting – Google Meet

AGENDA

I. Call to Order

II. Approval of Minutes

III. Public Participation:

IV. Reports and Presentations
   a) Report of the Superintendent
   b) Subcommittee Reports
   - Budget Subcommittee (if any)
   - Policy Subcommittee (if any)
   - Strategic Goals Subcommittee (if any)
   - Superintendent's Evaluation Subcommittee(if any)
   - Buildings and Grounds Subcommittee (if any)
   c) Student Presentation (if any)

V. Matters for Discussion:
   a) Old Business
   b) New Business

VI. Matters for Action:
   a) Old Business
      1. Approval of Plan for Re-Opening of Schools
   b) New Business
      1. Approval of contract with WB Mason in the amount of $30,240.00 to purchase COVID 19 PPE: KN95 Masks, N95 Masks
      2. Approval of contract with WB Mason in the amount of $18,234.00 to purchase 400 Disinfecting Wipe Tubs of 500 wipes

VII. Items of Interest to the School Committee
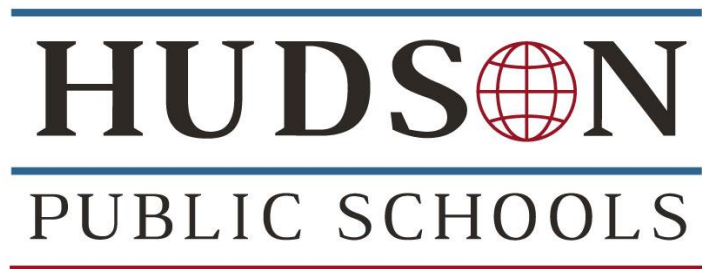
VIII. Executive Session

IX. Adjournment

The Agenda reflects topics that the Chairperson reasonably anticipates will be discussed.

Matters for Action
Old Business

1. Approval of Plan for Re-Opening of Schools

2020-2021

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REOPENING OF SCHOOLS
MASTER PLAN

REOPENING OF SCHOOLS

Introduction

The 2020 Coronavirus pandemic resulted in statewide closure of all schools and shifted the way schools provide learning options to students. The tremendous effort and transformation to continue providing remote learning options for all students cannot be understated. These unprecedented times have forced us all to rethink many aspects of the day-to-day school operations. Much was learned over the past few months of school closure and we must embrace the opportunity to continue innovating based on these learnings.

The Department of Elementary and Secondary Education (DESE) released the initial guidance for the reopening of schools in the fall. This guidance prioritizes getting our students back to school in person, safely, by following a comprehensive set of health and safety requirements. DESE is requiring each school district to also plan for remote learning and a hybrid school model. Specifically, DESE has directed the Districts to submit their reopening plans through a two-phase step process:

1. **Step 1: by July 31st**, Districts must complete and submit a *preliminary reopening plan summary* to DESE. Districts will fill out an on-line form that consists of two parts. The form will allow DESE to collect key summary information about District's reopening models and other planning considerations.
2. **Step 2: by August 10th**, District must finalize their *comprehensive plan documents*, submit them to DESE, and release them publicly to their communities. This additional time will provide Districts with the opportunity to incorporate any desired changes based on additional guidance DESE may release later in July.

The guidance and planning process are fundamentally anchored on public health metrics. State guidance calls for protocols and practices that need to be in place to mitigate risks of possible COVID-19 transmission and in response to the safety of our students and staff during this period of health crisis. While there is no guarantee that COVID-19 will not affect our schools, there is much that can be planned and enforced in response to this possibility.

Assumptions about health and safety requirements, schedules, instructional models, daily operational activities, facilities, and community input play a significant role in developing these plans. In addition, the unique needs presented by each school, students in grades Pre-K to 12, community partnerships, Adult Education, etc. should also be considered in these plans.

This document has been developed by the Hudson Public Schools through the efforts of a Task Force group composed of administrators, teachers, support personnel, parents, and community members. We are grateful for everyone's participation and input. The information contained in this document is subject to change and it may be modified based on future information and additional guidance from DESE.

Reopening Task Force Committee Participants

Many thanks to the members of the Reopening Task Force Committee for their efforts.

Elizabeth Albota – Teacher

Wendy Anderson – EL Director

Karl Baldrate – Adult Ed Director

Lara Beach – Reading Specialist

Len Belli – Facilities Director

Sue Bowen – Nurse

Yvonne Breen – Finance

James Brosnihan – Clinician

Chris Callahan – Chartwells

Kelli Calo – DPH Director

Denise Caravoulias – Parent

Dave Champigny – Principal

Melissa Clonan – Sch. Counselor

Victoria Cordeiro – EL Teacher

Katherine Crothers – Nurse

Melissa Cruz – Psychologist

Michelle Daigneault – Rdg. Specialist

Julie Daniels – Psychologist

Sarah Davis – Science Director

Patricia Emmons – Nurse

Cindy Fensin – HR Director

Tatiana Firth – Parent

Heather Fisher – Instructional Coach

Steve Freitas – CHAPS

Matt Gaffny – Assistant Principal

Jeffrey Gaglione – Principal

Daniel Gale – Director of Finance

Meghan Gasek - Technology

Jamie Gravelle – Adj. Counselor

Andrea Haapanen – Teacher

Stacy Hartford – Parent

Tracy Hatfield - Parent

Bruce Hedison – Teacher

Tina Hill - Nurse

Shauna Hoffey - Clinician

Samantha Holmgren – Psychologist

Kristina Hughes - Psychologist

Kristin Jacobson- Parent

Danica Johnston – Asst.Principal

Cathy Kilcoyne – St..Svcs. Director

Bob Knittle – Math Director

Patricia Lange – Director/Finance

Cheryl Langill – SEPAC Pres.

Debra Lazaros – Psychologist

Jennifer Letourneau - Instr.Coach

Denise Mansfield - Finance

Jessica Marois - Clinician

Dan McAnespie – Asst. Principal

Melissa McIntyre – Parent

Jason Medeiros – Principal

Judith Merra – Asst. Principal

Brianna Miele – Secretary

Sarah Mielke – Adj. Counselor

Catherine Murphy – Teacher

Erin Nugent – Parent

Tanya O'Connell – Asst. Dir. St. Svcs.

Brooke Patterson - Teacher

Mike Petracca - Clinician

Ana Pimentel – WL Director

Kim Primeau - Teacher

Melissa Provost- Principal

Kathy Provost – Asst. Superintendent

Linda Quinn – First Student

Shane Riordan - Chartwells

Marco Rodrigues - Superintendent

Heather Rogers – Parent

Maria Rossini - Nurse

Betsy Russell - Technology

Carlene Ryan – EL Coach

Kelly Sardella - Principal

Rachel Scanlon- Asst. Principal

Ellen Schuck –Technology Director

Rita Smith - Teacher

Ann Thomas - Nurse

Heather Thomason - Parent

David Tingloff - Parent

Christie Vaillancourt - Nurse

Laura Walker - Paraeducator

Todd Wallingford – Humanities Dir.

Brian Walsh - Parent

Nora Watkins - Paraeducator

Angie Wilcox-Flynn– Sch Couns.Dir

Jessica Winders – Athletic Dir.

Maggie Woodcome – Teacher

Sara Worrest - Teacher

Background and Context

We recognize that the reopening of schools in the fall is a high priority that must be weighed against the need to protect the health and safety of our students, faculty, staff, and the broader community. Governor Baker, Commissioner Jeff Riley, and the State Department of Public Health continue to closely monitor, and work on controlling, the spread of COVID-19 in Massachusetts. We are also monitoring the fluid and evolving guidance on school reopening. The State continues to provide up-to-date research on the role of children in COVID-19 transmission and continues to make evidence-based decisions regarding prevention measures and school reopening.

However, the course of the pandemic remains difficult to predict. As the pandemic continues to evolve over the next few months, our understanding and recommendations will evolve as well. This document provides a roadmap that will be used to inform planning efforts for the three different scenarios.

This planning process requires thoughtful, intentional, and deliberate efforts on the part of school leaders to create the conditions for schools to reopen safely. At the same time, the challenge to provide for the physical, social, and academic needs of students will be critical in this new environment. Teaching and learning will be different, however, this is an opportunity to rethink traditional models, equitable practices, and to be prepared to address the needs of ALL our students.

As the planning process evolves, it is important for us to hold on to core principles that are embedded in strategic objectives of our District Improvement Plan.

- Protect the Safety and Health of Students, Staff and Families
- Ensure Equity, Access, and Inclusion
- Eliminate Opportunity Gaps, Address Learning Loss, and Accelerate Achievement
- Promote Innovative High Quality Teaching and Learning Across All Environments

Process

The Task Force was created in mid-May to begin discussions relative to the best approach to develop the three potential scenarios for school reopening. As a result, four Work Groups were formed to discuss and evaluate areas related to:
- Teaching and Learning
- Behavioral Health and Social, Emotional Learning
- Learning Environment, Operations and Services
- Business and Finance.

Below are most areas explored by the Work Groups to advise the Task Force Team.

I. Taking Inventory of District's Resources

Plan Component	Guiding Considerations
Students	1. How many students are expected to be enrolled in the fall? 2. How many of these students have pre-existing conditions that may compromise their immune systems?

	3. What is the breakdown (%) of how students arrive at and depart from school (i.e., school bus, dropped off via car, drive themselves, walk, public transportation)?
Personnel	1. How many adults are on staff in the school and expected to return for the new school year? 2. What is the breakdown of the staff – administrators, licensed teachers, support staff with a teaching license, support staff without a teaching license, full-time nurses, part-time nurses, etc.? 3. How many substitutes do you have identified and available by school? 4. How many of these individuals have a higher health risk related to coronavirus (e.g., how many of these individuals have a known pre-existing condition or are 65 years or older)? 5. What is the supply of bus drivers across the district? How many of these individuals have a higher risk with coronavirus? By bus route?
Building and Operations	1. How many classrooms are available? 2. What is the size of each classroom? 3. Can desks or tables be organized in each classroom to adhere to a minimum of 3 ft. of social distancing? 4. What additional spaces are available (e.g., gym, lunch room, auditorium, etc.)? 5. What additional spaces does the district have access to outside of the schools that could be used for learning? 6. How many devices (tablets, laptops) does the district have in inventory? 7. How many internet accessibility devices (hotspots) does the district have in inventory? 8. What partnerships (if any) does the district have with internet providers in the region? 9. How many students do not have access to reliable internet at home? 10. How many buses are or could be made available in the district? 11. How much variation is there in the size and maximum capacity of buses in the district? 12. How have the buses been currently or historically used (i.e., transportation to/from school, transportation for multiple schools, athletic events, food service delivery)? 13. What cleaning protocols for the buses are currently in place? 14. What cleaning and disinfecting protocols are currently in place at schools?

II. Operational Considerations

Scenario I – In-person learning with new safety requirements

Plan Component	Guiding Considerations
Designing Physical Learning Spaces in Accordance with Social Distancing Guidelines	1. Based on the number of students and classrooms available, identify areas of challenge. 2. Based on the inventory and identified areas of challenge, identify guidance for school leaders regarding how students will be physically distributed in the school to facilitate learning.

	3. Based on the guidance for physical distribution of students in classrooms, identify staffing needs and a plan for how staff (e.g., teachers, support staff, etc.) will be distributed across the district. 4. Create school schedules that minimize transitions. 5. Create alternative plans for large group activities (e.g., lunch, recess) 6. Based on the guidance for physical distribution of students and teachers in classrooms, develop protocols for regular cleaning of school spaces and materials. 7. If the decision is made to open up the facility to other organizations, how will the district and school leaders communicate expectations with any other community groups or organizations that use the facilities?
Bus Transportation	1. Identify the maximum number of students who ride the bus, expected number and size of buses, expected schedule needs for buses, and expected number of bus drivers. 2. Based on estimates for the number of students who typically ride the bus and identified school schedules, identify any necessary alterations that need to be made to bus routes if any have potential to exceed maximum capacity in the morning or afternoon. 3. Identify bus procedures for bus drivers and students. 4. Identify budget needs in terms of buses, gas, and staffing and any funding that may be available.
Parent/Family Transportation	1. Identify the approximate number of car drop-offs and pick-ups. 2. Identify procedures for student drop-offs and pick-ups.
Health and Safety Checks	1. Establish procedures for wellness checks or other checks recommended by state and local health officials as students, teachers, and visitors enter school. Procedures should be implemented safely and respectfully, with measures in place to ensure confidentiality as well as in accordance with any applicable privacy laws and regulations. 2. Identify procedures for monitoring absenteeism to identify any trends in staff or student absence due to illness. 3. Identify procedures for staff, families, and students to self-report symptoms or exposure to individuals with symptoms of coronavirus. 4. Identify procedures to reduce congestion in the health office. 5. Create a plan for how the district and school will handle any confirmed case that has entered the school.

Modality Transition Preparation	1. In order to prepare for quick transitions to remote learning for all or specific students, develop policies and procedures that clarify expectations for students.
	    a. What materials and devices should students and staff members take home with them daily?
	    b. What online platforms and technology should be used regularly in the in-person classroom to ease transition to higher usage of these online tools during remote learning?
	    c. What opportunities can the district or schools provide to "practice" transitioning to and engaging in remote learning (e.g., sending transition checklists home for review, providing opportunities for students to learn with remote learning platforms and devices in the

	classroom for practice logging in and utilizing programs with direct teacher assistance, etc.?) d. What protocols will need to be developed or professional development provided to ensure differentiation for students (e.g., EL students, IEP students)?
Training for Families, Students, and Staff on Operational Procedures	1. Based on new procedures identified in the operations plan related to preventing the spread of the virus, identify training and resources needed to support students, families, and staff in understanding their role in executing the operational procedures. a. How will families, students, and staff learn about new operational procedures around cleaning procedures, entering and exiting school procedures, self-reporting exposure procedures, bus transportation procedures, and any other procedures in place to reduce the spread of the virus? b. What signage, markings, and resources will be made available and posted around the school to support students, families, and staff in implementing identified procedures?

Scenario II and III – Hybrid Learning and Remote Learning

Plan Component	Guiding Considerations
Designing Remote Learning	1. Identify successes and challenges of remote learning in spring 2020. 2. Based on learnings from previous remote learning experiences and the number of students, supply of devices, and online accessibility, identify a plan regarding the modalities (e.g., synchronous, asynchronous) and platforms (e.g., Google Classroom) through which remote learning will be delivered. 3. Based on the modality identified for remote learning, create a set of procedures for disseminating devices and materials for remote learning. 4. Based on the modality identified for remote learning, create a set of expectations for all staff during remote learning. 5. Create school-wide routines and schedules for remote learning at each school. 6. In a hybrid model, create a plan for staff to balance remote and in-person teaching responsibilities.
Technology Support	Based on the identified plan for designing remote learning, identify staffing and processes for providing technology support to staff, family, and students.
Communication Regarding Available Resources	1. Create a communications plan for communicating procedures and processes for accessing remote learning and district-provided instructional and food resources. 2. Identify opportunities for supporting families in implementing remote learning at home.
Additional Considerations for Transitions	1. As health risks are reduced, identify a plan for how students will transition back to in-person learning. a. Which students might benefit most from in-person learning (e.g., younger students, high school juniors or seniors who need support with college preparation and transitions, etc.)?

	b. How might the district and schools provide the opportunity for all students to engage with teachers in the building, potentially on a rotating schedule or on specified days? c. What can/should be taught in the physical classroom compared to remotely?

III – Academic Considerations For All Scenarios

Plan Component	Guiding Considerations

Progress Monitoring	1. Identify a districtwide set of tools and processes to identify student and educator needs and monitor progress.
	    a. What subject areas will be the focus of district and schools monitoring of student progress?
	    b. How can district leaders, school leaders, and teachers identify student needs at the beginning of the year related to focus standards and key skills identified for the previous grade?
	    c. How can district leaders, school leaders, and teachers monitor student progress throughout the year on acquiring necessary knowledge and skills for the current and previous grade?
	    d. How can the tool and processes be adapted to be administered in-person or remotely?
	    e. How will progress monitoring results be shared with teachers, school leaders, and district leaders?
	    f. How will the school system assess students' academic needs through the use of high quality screeners for students in grades K-3 and high-quality ELA and math diagnostics in grades 3 to high school?
	    g. How will school systems assess and determine the teacher gaps (content vs. technology) to ensure that the appropriate supports are provided?

Academic Content	1. Based on the review of previous learning as well as any assessment conducted at the beginning of the year, create weekly plans for the year and pacing guides for standards and curriculum that integrate skipped focus standards and skills and support potential transitions between in-person and remote learning. 2. Identify focus standards with arts, wellness, technology, and music programs. 3. Create a plan for content areas and courses that focus on the use of hands-on materials (e.g., arts, science). 4. Establish a grading and accountability system that incorporates in-person and remote learning. 5. Plan for how coaches and teacher leaders can support instruction.
Supplemental Learning Opportunities	1. Based on initial assessments of students, identify student needs and guidance for schools in providing opportunities for delivering supplemental academic support in both, in-person and remote learning. 2. Develop a plan for how educators will be supported.

Developing Individualized Plans for Students Representing Special Populations	1. Identify guidance for schools in creating and/or adjusting individualized plans for all students representing special populations that include in-person and remote learning supports. 2. Plan to address federal, state, and local requirements.
Modality Transition Preparation	Identify opportunities for teachers and staff to use online platforms and structures during in-person learning to build student and staff comfort with the tools.

Additional Guidance for Supporting Specific Student Populations	1. Identify additional guidance specific to remote learning for serving specific student populations.
	    a. How should schools plan inclusion and pull-out structures for special education students in need of additional support during remote learning?
	    b. What expectations are there for classroom teachers and special education teachers to co-plan and coordinate teaching during remote learning?
	    c. What additional structures and technology may be needed to supplement instruction for English Language Learners (e.g., interpreters, software options, etc.)?
	    d. What additional support might be needed for families supporting younger students in accessing online instruction or progress monitoring assessments.

IV – Students, Families, Staff Supports Considerations

Plan Component	Guiding Considerations
Trauma Impact Support	1. Identify in-person and remote opportunities for counseling and non-academic trauma-related supports. 2. Create guidelines and recommendations for counseling staff and/or school nurses to develop individual and group support plans for staff, family, and students for the 2020-21 school year.
Student Programming	1. Create a plan for implementing or strengthening a character development program attending to SEL skills and/ or whole child programming that connects academics to character. 2. Identify the timing and guidelines for resuming specific extra-curricular activities.
Elevating Student Participation	Identify opportunities for schools to elevate student participation during transitions and remote learning.

Building Community During Remote learning	1. Identify consistent opportunities for students and families to connect with one another and their teachers and be invested in the school culture while some or all students are remote.
	    a. How can district and school leaders ensure that they are connecting with all students and identifying academic and non-academic needs?
	    b. How can students who are remote all or most days contribute to discussions and activities remotely with students who are present in the building?

	c. How can teachers and school administrators connect remotely with families and students (e.g., consider a whole school and individual classroom back-to-school remote "open house" or "meet & greet" for sharing mission, vision and expectations, making sure that the messages are consistent and that parents and community members are engaged from the start)? d. How can school administrators be consistently "visible" to parents & students in a remote setting – e.g., weekly "Principal Talk" session or "mail box" video or weekly newsletter to respond to questions or concerns? e. How can students engage with one another remotely through school events (e.g., school spirit "events") or friendly competitions?

V – Professional Development and Training Considerations

Plan Component	Guiding Considerations
Ongoing Professional Development and Coaching	1. Based on the feedback collected and the district's plan for the school year, identify professional learning areas of focus for specific types of district and school staff. 2. Based on the identified areas of focus, identify a plan for delivering professional learning opportunities for different staff members. 3. Based on the professional learning plan, identify guidance for how professional learning structures will operate during in-person and remote learning.
Training on New Operational Procedures	1. Based on new procedures identified in the operations plan related to preventing the spread of the virus, identify training and resources for all school staff. 2. Identify a process and training for onboarding new or temporary staff throughout the year.
Remote Learning Pedagogy and Support	Identify a plan for delivering professional learning on remote teaching for all teachers and school leaders.
Onboarding New Staff Remotely	Identify a plan for onboarding new staff remotely.
Student Support Staff	Identify training and resources for providing professional learning to student support staff (e.g., counselors, nurses).

Hudson Public Schools Professional Development Schedule

First 10 Days of PD (staff report to each building)

Professional Development will offer time for staff to practice and apply learned skills.

Day 1	Day 2	Day 3	Day 4	Day 5
District based	*Building based*	*Building based*	*Building based*	*Building based*
Welcome	SEL: Staff Centered Care and self-care	SEL: Staff Centered Care and self-care	SEL:Student Centered - Introduce Screener	SEL: Student Centered - Introduce MTSS Framework
Building-based	Safety	Safety	Safety	Safety
SEL: Staff Centered Care and self-care	*District and dept-based*	*District and dept-based*	*District and dept-based*	*District and dept-based*
Safety	Best practices in remote/hybrid instruction	Tech time (big chunk)	Tech time (big chunk)	Planning for first term
	-principles	Tech integration	Google platform	*-building community within your classroom*
Defining roles and how we work together: How we are going to take care of our students	*-exemplars (that demonstrate principles)*	SAMR and discussion at individual grade levels/subject areas		*- formative assessment*
	-grading principles	Roll out of Technology PD Google Classroom		Tech time (smaller chunk)
		Best practices used during remote learning		*tech might focus on building community*
				and formative assessment

Day 6	Day 7	Day 8	Day 9	Day 10
Building-based	*Building-based*	*Building-based*	*Building-based*	*Building-based*
SEL:Staff Care and self-care	SEL: Student Centered Care and self-care	SEL: Student Centered Care and self-care	SEL: Student Centered Care and self-care	SEL: Staff Centered Care and self-care
School schedules & communication protocols	Planning for first term	Building-based instructional focus	Planning for first term	Fine-tuning for first day
Schedule for assigning work	*-applying tech integration*	Review and practice reopening procedures	*-applying tech integration*	
Scheduled communications with families	*- lesson/curriculum adjustments*		*- lesson/curriculum adjustments*	
Planning for first term				
-applying tech integration				
- lesson/curriculum adjustments				

Professional Development Sessions

The District realizes that the significant changes being planned for the reopening of the school year in the fall will necessitate a host of targeted professional development opportunities for all staff members. The staff survey results will guide the District in identifying the areas selected by the staff. Other areas have been already identified as a result of the required health and safety operations. These areas may include:

Technology
- Google Drive basics

- Google Chrome/Extensions/apps/add-ons
- Google Classroom - Level 1 and Level 2 different setups for Elem, MS, High School
- Google Meet
- Screencastify
- SeeSaw at Elementary level for new teachers/ABA Therapists and Paraeducators
- Formative Assessment using Technology tools (Google forms, EdPuzzle, Kahoot, Grade Cam, Flipgrid, Loom)
- Building community using technology tools
- Google Slides - (teachers have used this as a worksheet model at the elementary level)
- Basic hardware for ABA Therapist and Paraeducators on Chromebooks
- Training on district-wide or school-wide tech resources available for families

Safety/hygiene
- Building protocols (masks, bathroom, lunch)
- Building classroom culture given new safety parameters (in-person environment)
- Care and safety of technology equipment

Best practices in remote/hybrid instruction
- Lesson planning basics/tools for a hybrid or remote classroom
- Highly effective instructional practices in a virtual classroom
- Meeting the needs of diverse learners (i.e, scaffolding for ELs in virtual environment)
- Building a virtual class community
- Facilitating class discussions/enhancing discourse through the online environment
- Assessment
- Giving feedback in a virtual environment
- Executive Functioning
- Small group in and out of the classroom

Content-specific Instructional planning

Weekly planning tool

Formative Assessments

Differentiating instruction

SEL

Daily "lessons" that take care of staff needs and models how they can support their own students
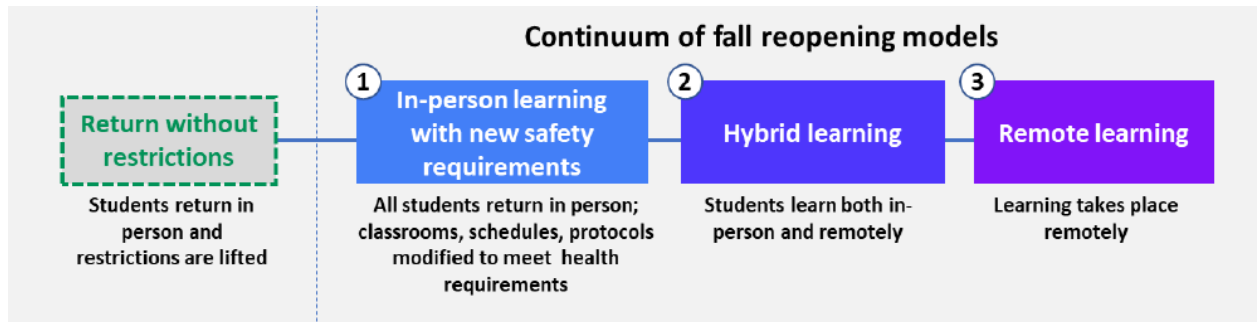
SEL Screener

MTSS

Tier I Interventions such as Mindfulness activities

Parent Technology Support

The Technology Task Force is planning a series of learning opportunities for families.

School Reopening Models

Continuum of fall reopening models

Return without restrictions	① In-person learning with new safety requirements	② Hybrid learning	③ Remote learning
Students return in person and restrictions are lifted	All students return in person; classrooms, schedules, protocols modified to meet health requirements	Students learn both in-person and remotely	Learning takes place remotely

Department of Elementary and Secondary Education

Model I – In-Person Learning Model

In-person learning with new safety requirements: **For the fall, the box in light blue represents our goal to get as many students as possible back into schools for in-person learning—safely.** In this model, all students return in person to school settings that are significantly modified to accommodate the health and safety requirements established by DESE.

In particular:

- Classrooms and seating arrangements will be modified to ensure three or more feet distance between student seats when masks or face coverings are worn. The distance will vary by classroom and it will depend on the size of the room and the number of students assigned to the classroom. Students will also have assigned seats in each classroom and must wear masks or face coverings at all times.
- All non-essential furniture will be removed from classrooms. Classrooms will contain the exact amount of desks needed to support the student enrollment and to maximize the footprint of the room. This will allow for walking spaces and adequate space for teachers to ensure safe physical distance from students.
- Alternative school space (libraries, cafeterias, auditoriums, gymnasiums) may be utilized to reduce class sizes or to accommodate a larger group.
- Specialist teachers, instructional coaches, and other support staff may be enlisted to support core instruction to reduce class sizes and/or support students remotely who could not return to school under this model.
- Student groups (grade level or cohort) will be scheduled to reduce the mixing of students during the school day. To the extent feasible, students will remain with their cohort, except when receiving target services that cannot be delivered within their assigned classroom setting.
- Elementary specials (art, music, technology, etc.) will be scheduled as a push-in model to minimize classroom transition throughout the day. Students will remain in their classroom while non-core content teachers rotate between classes.
- The middle school schedule will feature some teacher rotation to also reduce the number of students transitioning between periods.

- The high school is exploring modifying its schedule for the 2020-2021 school year to support the potential transition to and implementation of any learning model during the year. The models that are being explored strive to maintain the academic program of the high school while also being mindful of the overall course load that teachers and students need to manage when shifting from any one of the district's learning models.
- All teachers in grades K through 12 will use Google Classroom for posting assignments, submitting student work, and communicating with students. District-wide guidelines will guide teachers in the consistent use of Google Classroom by grade band. The consistent use of this platform will enable us to transition to a hybrid or remote learning model in a more efficient manner.

Model II – Hybrid Learning Model

Hybrid learning: **in the event that districts are unable to bring all students back to school under the health and safety requirements despite their best efforts, or in case of COVID-19 related circumstances.** In this model students receive academic and support services in-person and remotely. The District would deploy a schedule to reduce the number of students in the school every day with an alternate schedule for in-person and remote learning.

In particular:
- The majority of students in each school will be divided into **Cohorts A and B**. The breakdown will be alphabetical by last name. This will ensure that siblings will be on the same schedule. We will ensure that siblings with different last names and/or students residing in the same household are scheduled appropriately.
- Each cohort will attend class in person two days per week. Each cohort works remotely two days per week. All students attend classes remotely on Wednesday mornings, each week. Hours of synchronous remote time will be defined by grade band (elementary, middle, high).
- **Cohort C** will be comprised of selected students under the high needs category. It will include *selected Students with Disabilities and selected English Learners*. This cohort will attend school daily (in-person model), except on Wednesdays when they will participate remotely in the morning.
- **Cohort D** will be comprised of students who cannot return to school due to medical or other conditions and have higher risk of severe illness from COVID-19. These students will receive supports remotely from school personnel. The level of supports will vary and it will be customized to each student.

COHORT	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
A	In-Person	In-Person	Remote AM	Remote	Remote
B	Remote	Remote	Remote AM	In-Person	In-Person
C	In-Person	In-Person	Remote AM	In-Person	In-Person
D	Remote	Remote	Remote	Remote	Remote

- Wednesday afternoon (without scheduled classes) enables teachers to host office hours and provide extra help; provide feedback to remote students; and plan remote activities with collaborating teachers.

- Synchronous (live interaction via Google Meet) and asynchronous (recorded lesson or activity) learning activities will be available for students at home on remote learning days. All synchronous learning will be scheduled ahead of time so families can plan for their student to participate in these live events with their teachers and peers.
- All teachers in grades K through 12 will use Google Classroom for posting assignments, submitting student work, and communicating with students. District-wide guidelines will guide teachers in the consistent use of Google Classroom by grade band. The consistent use of this platform will enable us to transition to a hybrid or remote learning model in a more efficient manner.
- Academic work will be provided to students electronically, via Google Classroom. In some instances, or in some grade levels, teachers may prepare complementary work packets in addition to the electronic assignments.
- Student participation and work completion during remote learning days are mandatory and vital for student success under the hybrid model. All courses will be graded and all assignments will count toward grades/course credit. Attendance will be taken daily as well.
- Students, staff, and families will maintain a stable weekly schedule while affording educators necessary time to plan for various instructional needs.

Instructional Expectations for Teachers Engaged in

In-Person Learning

- Flexibility and patience for oneself, colleagues, and students.
- Communication about students who are not engaged in the learning and/or need assistance of any kind should be sent in an email to Administration, School Psychologist, Special Education Coordinators or Counselors, as is deemed appropriate.
- School staff should expect to contact students/families through direct phone calls, Google Classroom, and/or email.
- Teacher-facilitated instruction is expected during the entire period of each class. The teacher will provide a balance of direct instruction, guided practice, opportunities for independent practice and group work, and feedback during this instructional block.
- In person instruction will be robust and engaging at all times during a class period. As a result of the need for social distancing, small group instruction and discussion may include technological tools. Even in person, teachers may engage students through tools like:

  o discussion boards

  o Google Meet breakout sessions

  o Small group instruction

  o Conferring and office hours

  o Check-ins to provide specific feedback on short and long-term projects

  o Google Classroom, Screencastify, EdPuzzle, FlipGrid, Loom, Quizlet, SeeSaw, and others as approved by the district.

- Teachers will measure students' understanding of the lesson by conducting a formative assessment at the end of every class, e.g. exit ticket, in-class quick check such as a dipstick.
- Teachers should provide specific, skills-based feedback on a daily basis.
- Attendance will be taken each period.
- Special education and EL services will be incorporated into the classroom schedules per IEPs and EL service requirements.
- Teachers will collaborate with department colleagues to establish consistent expectations for the content area at each grade level for both in-person and remote weeks
- Teachers are expected to post and update Aspen on a regular basis.

HYBRID MODEL – EXPECTATIONS

Teachers at all levels are expected to be able to engage students in two kinds of instruction:

➢ **real-time instruction with remote and in-person students simultaneously** (students who are at home join a scheduled Google Meet)

Examples: a mini-lesson or morning meeting; a mini-lesson or think-aloud, a science lab demonstration; a high school mini-lecture

➢ **separate in-person and remote instruction**

Example: in-person students conduct a discussion circle (Socratic Circle at secondary level) while students working remotely at home work on a written/visual text response

Important Note: Teachers will make instructional decisions about which method to use on a weekly basis based on the content and skills students need to master.

Elementary Hybrid Plan				
Monday **Staff Present in Buildings**	**Tuesday** **Staff Present in Buildings**	**Wednesday** **Staff Present in Buildings**	**Thursday** **Staff Present in Buildings**	**Friday** **Staff Present in Buildings**
Cohort A **(In Person learning)** Morning and Closing Meetings with cohort B and C	**Cohort A** **(In Person learning)** Morning and Closing Meetings with cohort B and C	**(Remote learning for all)** Full Morning of synchronous learning for all students. Includes morning meeting, and synchronous lessons (in at least two content areas) *Possible: Related arts teachers offer synchronous choice sessions in the afternoons	**Cohort A** **(Remote learning)** Morning and Closing Meetings with cohort B and C Combination of synchronous and asynchronous lessons across content areas/ related arts	**Cohort A** **(Remote learning)** Morning and Closing Meetings with cohort B and C Combination of synchronous and asynchronous lessons across content areas/ related arts
Cohort B **(Remote learning)** Morning and Closing Meetings with cohort A and C Combination of synchronous and asynchronous lessons across content areas/ related arts	**Cohort B** **(Remote learning)** Morning and Closing Meetings with cohort A and C Combination of synchronous and asynchronous lessons across content areas/ related arts	**(Remote learning for all)** Full Morning of synchronous learning for all students. Includes morning meeting, and synchronous lessons (in at least two content areas) *Possible: Related arts teachers offer synchronous choice sessions in the afternoons	**Cohort B** **(In Person learning)** Morning and Closing Meetings with cohort A and C	**Cohort B** **(In Person learning)** Morning and Closing Meetings with cohort A and C
Cohort C **(In Person learning)** Morning and Closing Meetings with cohort A and B	**Cohort C** **(In Person learning)** Morning and Closing Meetings with cohort A and B	**(Remote learning for all)** Full Morning of synchronous learning for all students. Includes morning meeting, and synchronous lessons (in at least two content areas) *Possible: Related arts teachers offer synchronous choice sessions in the afternoons	**Cohort C** **(In Person learning)** Morning and Closing Meetings cohort with A and B	**Cohort C** **(In Person learning)** Morning and Closing Meetings with cohort A and B
Cohort D **(Remote cohort)** Morning and Closing Meetings	**Cohort D** **(Remote cohort)** Morning and Closing Meetings	**Cohort D** **(Remote cohort)** Morning and Closing Meetings	**Cohort D** **(Remote cohort)** Morning and Closing Meetings	**Cohort D** **(Remote cohort)** Morning and Closing Meetings

Combination of synchronous and asynchronous lessons across content areas/ related arts	Combination of synchronous and asynchronous lessons across content areas/ related arts	Combination of synchronous and asynchronous lessons across content areas/ related arts	Combination of synchronous and asynchronous lessons across content areas/ related arts	Combination of synchronous and asynchronous lessons across content areas/ related arts

*Synchronous lessons are based on needs of students determined by the teacher – may be conducted by classroom teacher, special education teacher, EL teacher, School Psychologist, School Adjustment Counselor, Reading or Math Specialist.

*Asynchronous lessons may be presented by the classroom teacher, special education teachers, EL teacher, Reading or Math Specialist, Psychologist, School Adjustment Counselor, or Related Arts Teacher.

Elementary Hybrid Model

Teachers will make instructional decisions about which method to use on a weekly basis based on the content and skills students need to master.

(Sample Schedule - will vary by grade level)

*Special education and ELL schedules will vary based on student needs

Time	In-Person	Home Learning
8:35 – 9:15	Attendance /Morning Meeting (Live for in-person and at home learners)	
9:15 – 9:30	Mask Break	Screen Break
9:30 – 10:30	Literacy Block: -mini-lesson -small group instruction -independent activities -read aloud	Literacy Block: -mini-lesson (video) -independent activities (or) small group instruction (live) *teacher will determine if literacy or math small group will be live each day (could also be conducted by instructional support staff)*
10:30 – 10:45	Snack / Mask Break	Snack / Screen Break
10:45 – 11:45	Math Block: -mini-lesson -small group instruction -individual work/games -conferencing	Math Block: mini-lesson (video) -small group instruction (live) or -independent activities *teacher will determine if literacy or math small group will be live each day (could also be conducted by instructional support staff)*
11:45 – 12:15	Lunch	Lunch

12:15 – 12:45	Recess	Break
12:45 – 1:25	**Science / Social Studies Block** -mini lesson -project based learning	**Science / Social Studies Block** -mini-lesson (video) -project based learning
1:25 – 1:35	**Mask Break**	**Screen Break**
1:35 – 2:15	**Special Area Block** art, music, PE, or technology (depending on day of week)	**Special Area Block** art, music, PE, or technology (video lesson)
2:15 – 2:45 2:55	**Closing Meeting** (live for in- person and at home learners) **Dismissal**	

Middle School Hybrid Plan				
Monday **Staff Present in Buildings**	**Tuesday** **Staff Present in Buildings**	**Wednesday** **Staff Present in Buildings**	**Thursday** **Staff Present in Buildings**	**Friday** **Staff Present in Buildings**
Cohort A **(In Person learning)** Morning and Closing Meetings with cohort B and C	**Cohort A** **(In Person learning)** Morning and Closing Meetings with cohort B and C	**(Remote learning for all)** Full Morning of synchronous learning in core classes for all students. *Possible: Related arts teachers offer synchronous choice sessions in the afternoons	**Cohort A** **(Remote learning)** Morning and Closing Meetings with cohort B and C Combination of synchronous and asynchronous lessons across content areas/ related arts	**Cohort A** **(Remote learning)** Morning and Closing Meetings with cohort B and C Combination of synchronous and asynchronous lessons across content areas/ related arts
Cohort B **(Remote learning)** Morning and Closing Meetings with cohort A and C Combination of synchronous and	**Cohort B** **(Remote learning)** Morning and Closing Meetings with cohort A and C Combination of synchronous and	**(Remote learning for all)** Full Morning of synchronous learning in core classes for all students.	**Cohort B** **(In Person learning)** Morning and Closing Meetings with cohort A and C	**Cohort B** **(In Person learning)** Morning and Closing Meetings with cohort A and C

asynchronous lessons across content areas/ related arts	asynchronous lessons across content areas/ related arts	*Possible: Related arts teachers offer synchronous choice sessions in the afternoons		
Cohort C **(In Person learning)** Morning and Closing Meetings with cohort A and B	**Cohort C** **(In Person learning)** Morning and Closing Meetings cohort A and B	**(Remote learning for all)** Full Morning of synchronous learning in core classes for all students. *Possible: Related arts teachers offer synchronous choice sessions in the afternoons	**Cohort C** **(In Person learning)** Morning and Closing Meetings cohort A and B	**Cohort C** **(In Person learning)** Morning and Closing Meetings cohort A and B
Cohort D **(Remote cohort)** Combination of synchronous and asynchronous lessons across content areas/ related arts	**Cohort D** **(Remote cohort)** Combination of synchronous and asynchronous lessons across content areas/ related arts	**Cohort D** **(Remote cohort)** Combination of synchronous and asynchronous lessons across content areas/ related arts	**Cohort D** **(Remote cohort)** Combination of synchronous and asynchronous lessons across content areas/ related arts	**Cohort D** **(Remote cohort)** Combination of synchronous and asynchronous lessons across content areas/ related arts

Middle School Hybrid Model

(Sample Schedule - will vary by student and grade level)

Teachers will make instructional decisions about which method to use on a weekly basis based on the content and skills students need to master.

Time	In-Person	Home Learning
7:32 – 7:47 (15)	**Attendance /Morning Meeting**	**Attendance / Morning Meeting**
7:47 – 8:29 (42)	**Science Block:** -mini-lesson -small group instruction -individual work	**Science Block:** -mini-lesson (video or live) -small group instruction (live) -individual work *teacher will determine which small group will be live each day*
8:30 – 9:12 (42)	**ELA Block:** -mini-lesson -small group instruction -independent activities -read aloud	**ELA Block:** -mini-lesson (video or live) -independent activities (or) small group instruction (live) *teacher will determine which small group will be live each day*
9:12 – 9:32 (20)	*Mask Break*	*Screen Break*

9:33 – 10:15 (42)	**Math Block:** -mini-lesson -small group instruction -individual work/games -conferencing	**Math Block:** mini-lesson (video or live) -small group instruction (live) or -independent activities *teacher will determine which small group will be live each day*
10:16 – 10:58 (42)	**Related Arts** Art, Drama/Music, PE, STEM, Directed Study (depending on cycle)	**Related Arts** Art, Drama/Music, PE, STEM, Directed Study (depending on cycle)
10:58 – 11:28 (30)	*Lunch*	*Lunch*
11:29 – 12:11 (42)	**World Language** -mini-lesson -small group instruction -individual work	**World Language** mini-lesson (video or live) -small group instruction (live) or -independent activities *teacher will determine which small group will be live each day*
12:12 – 12:44 (42)	**Social Studies** -mini-lesson -small group instruction -individual work	**Social Studies** mini-lesson (video or live) -small group instruction (live) or -independent activities *teacher will determine which small group will be live each day*
12:44 – 1:04 (20)	*Mask Break*	*Screen Break*
1:05 – 1:47 (42)	**Related Arts** Art, Drama/Music, PE, STEM, Directed Study (depending on cycle)	**Related Arts** Art, Drama/Music, PE, STEM, Directed Study (depending on cycle)
1:48 – 2:18 (30)	**SEL** -mini-lesson -small group work	**SEL** -mini-lesson (video or live) -independent activities
2:19-2:25	**Closing Meeting/Dismissal**	**Closing Meeting**

*For the most part, teachers will move between classrooms while students remain in place. Transition times are not noted in this sample schedule.

HHS Hybrid Plan				
Monday **Staff Present in Buildings**	**Tuesday** **Staff Present in Buildings**	**Wednesday** **Staff Present in Buildings**	**Thursday** **Staff Present in Buildings**	**Friday** **Staff Present in Buildings**
Cohort A **(In Person learning)**	**Cohort A** **(In Person learning)**	**(Remote learning for all)** Full Morning of synchronous learning in all classes for all students.	**Cohort A** **(Remote learning)** Asynchronous video lessons in all content areas *Some synchronous lessons may be available on remote days (depends on nature of remote cohort)	**Cohort A** **(Remote learning)** Asynchronous video lessons in all content areas *Some synchronous lessons may be available on remote days (depends on nature of remote cohort)
Cohort B **(Remote learning)** Asynchronous video lessons in all content areas *Some synchronous lessons may be available on remote days (depends on nature of remote cohort)	**Cohort B** **(Remote learning)** Asynchronous video lessons in all content areas *Some synchronous lessons may be available on remote days (depends on nature of remote cohort)	**(Remote learning for all)** Full Morning of synchronous learning in all classes for all students.	**Cohort B** **(In Person learning)**	**Cohort B** **(In Person learning)**
Cohort C **(In Person learning)**	**Cohort C** **(In Person learning)**	**(Remote learning for all)** Full Morning of synchronous learning in all classes for all students.	**Cohort C** **(In Person learning)**	**Cohort C** **(In Person learning)**
Cohort D **(Remote cohort)** Synchronous, Asynchronous choices with curriculum designed by a third party online platform and supervised by a HHS faculty member	**Cohort D** **(Remote cohort)** Synchronous, Asynchronous choices with curriculum designed by a third party online platform and supervised by a HHS faculty member	**Cohort D** **(Remote cohort)** Synchronous, Asynchronous choices with curriculum designed by a third party online platform and supervised by a HHS faculty member	**Cohort D** **(Remote cohort)** Synchronous, Asynchronous choices with curriculum designed by a third party online platform and supervised by a HHS faculty member	**Cohort D** **(Remote cohort)** Synchronous, Asynchronous choices with curriculum designed by a third party online platform and supervised by a HHS faculty member

High School Hybrid Model (Sample Schedule)

Teachers will make instructional decisions about which method to use on a weekly basis based on the content and skills students need to master.

Time	In Person	Home Learning
7:30 - 8:55 (85)	English (Semester 1) Math (Semester 2) -mini-lesson -small group instruction -individual work	English (Semester 1) Math (Semester 2) - mini-lesson (video or live) -independent assignments/projects
9:05 - 10:55 (85 + 25)	Science (Semester 1) Electives (Semester 2) -mini-lesson -small group instruction -individual work *Lunch/Mask Break Included*	Science (Semester 1) Electives (Semester 2) - mini-lesson (video or live) -independent assignments/projects *Lunch/Screen Break Included*
11:05 - 12:55 (85 + 25)	Wellness/Elective (Semester 1) World Language (Semester 2) -mini-lesson -small group instruction -individual work *Lunch/Mask Break Included*	Wellness/Elective (Semester 1) World Language (Semester 2) - mini-lesson (video or live) -independent assignments/projects *Lunch/Screen Break Included*
1:05 - 1:50 (45) 1:50 - 2:03	Social Studies (full year) -mini-lesson -small group instruction -individual work *Dismissal*	Social Studies (full year) - mini-lesson (video or live) -independent assignments/projects

Remote learning: **All districts and schools are required to have a plan for operating a remote learning program.** This model will deliver academic and support services completely remote. This model will be available for students who cannot yet return to school in-person, and for all students in the event that future school closures may occur due to COVID-19 circumstances.

In particular:
- Student participation and work completion during remote learning is mandatory and vital for student success under the remote model. All assignments are mandatory and all assignments will count toward grades/course credit. Progress will be assessed through formative and summative assessments and teachers will provide feedback for improvement.
- Attendance will be taken daily.
- Daily, synchronous learning opportunities will provide engaging learning environments and opportunities for students to develop social connections. Asynchronous learning will also be utilized under this model. Hours of synchronous remote time will be defined by grade band (elementary, middle, high).
- All teachers in grades K through 12 will use Google Classroom for posting assignments, submitting student work, and communicating with students. District-wide guidelines will guide teachers in the consistent use of Google Classroom by grade band. The consistent use of this platform will enable us to transition to a hybrid or remote learning model in a more efficient manner.
- It incorporates systematic follow-ups and check-ins for students in the high needs category.
- High school students (Cohort D), who cannot yet return to school under in-person or hybrid models, may utilize on-line course platforms for course assignment and completion.

Instructional Expectations for Teachers Engaged in
Remote Learning

- Flexibility and patience for oneself, colleagues, and students.
- Communication about students who are not engaged in the learning and/or need assistance of any kind should be sent in an email to Administration, School Psychologist, Special Education Coordinators or Counselors, as is deemed appropriate.
- School staff should expect to contact students/families through direct phone calls, Google Meet and/or email.
- During a teacher's assigned instructional blocks, a teacher is expected to interact with students in a variety of "live" ways. The teacher will provide a balance of direct instruction, guided practice, opportunities for independent practice and group work, and feedback during this instructional block. At the end of the instructional block, teachers will check for understanding to assess mastery and inform instruction.
- Any type of instruction through Google Meet, taped screencasts or breakout sessions etc. must be robust and engaging students at all times during an instructional block.
- Teachers may engage with students in any of the following ways:

○ Conduct breakout sessions on Google Meet

○ Small group instruction

○ Office hours

○ Check-ins to provide specific feedback on long-term projects

○ Google Classroom, Screencastify, EdPuzzle, FlipGrid, Loom, Quizlet, SeeSaw, and others as approved by the district

- Teachers will measure students' understanding of the lesson on a daily basis.
- Teachers working with students learning remotely will be located in the school building during school hours.
- Attendance will be taken each period.
- Special education and EL services will be incorporated into the classroom schedules per IEPs and EL service requirements.
- Teachers will collaborate with department colleagues to establish consistent expectations for the content area at each grade level for both in-person and remote weeks.
- Teachers are expected to post and update Aspen on a regular basis.

Remote Learning (WHOLE DISTRICT)				
Monday **Staff Present in Buildings** **(no state of emergency)**	**Tuesday** **Staff Present in Buildings** **(no state of emergency)**	**Wednesday** **Staff Present in Buildings** **(no state of emergency)**	**Thursday** **Staff Present in Buildings** **(no state of emergency)**	**Friday** **Staff Present in Buildings** **(no state of emergency)**
Elementary Morning and Closing Meetings One Synchronous Lesson per core subject One additional Asynchronous lesson for core and one for special	**Elementary** Morning and Closing Meetings One Synchronous Lesson per core subject One additional Asynchronous lesson for core and one for special	**Elementary** Full Morning of synchronous learning for all students. Includes morning meeting, and two synchronous lessons Afternoon planning for all staff	**Elementary** Morning and Closing Meetings One Synchronous Lesson per core subject One additional Asynchronous lesson for core and one for special	**Elementary** Morning and Closing Meetings One Synchronous Lesson per core subject One additional Asynchronous lesson for core and one for special
Middle School Morning and Closing Meetings One Synchronous Lesson per class period	**Middle School** Morning and Closing Meetings One Synchronous Lesson per class period	**Middle School** Full Morning of synchronous learning for all students. Includes morning meeting, and two synchronous lessons	**Middle School** Morning and Closing Meetings One Synchronous Lesson per class period	**Middle School** Morning and Closing Meetings One Synchronous Lesson per class period One Asynchronous lesson for core

				and one for special
One Asynchronous lesson for core and one for special	One Asynchronous lesson for core and one for special	Afternoon planning for all staff	One Asynchronous lesson for core and one for special	
HHS One Synchronous Lesson per class period Additional asynchronous lessons available as determined by teacher	**HHS** One Synchronous Lesson per class period Additional asynchronous lessons available as determined by teacher	**HHS** Full Morning of synchronous learning for all students on a shortened schedule. Afternoon planning for all staff	**HHS** One Synchronous Lesson per class period Additional asynchronous lessons available as determined by teacher	**HHS** One Synchronous Lesson per class period Additional asynchronous lessons available as determined by teacher

Remote Learning Academy (Cohort D)

We are working to develop a comprehensive program while also ensuring that we have the appropriate staff available for families who send their children to school. We may not be able to offer all of the same opportunities to our remote students as we are able to offer our in-person learners. However, we are confident that students participating in the Remote Learning Academy will receive a challenging and engaging learning experience.

- The Remote Learning Academy is designed for students who cannot, or choose not to, participate in in-person instruction in 2020-2021. This remote-based program is available to all students who do not participate in the hybrid model.

- The Remote Learning Academy will feature some live, synchronous instruction and the program will follow a full school-day schedule.

- The Remote Learning Academy will include some asynchronous (independent) learning. There will be options for students to access instruction at a time that best meets their needs.

- We will have a procedure in place for parents to send their child back to in-person learning (process could take up to 3 weeks), or to opt for remote learning in the event their circumstances change.

- Students who require special education and/or EL services will have services incorporated into their schedules per IEPs and EL service requirements.

K-4 Remote Learning Academy

Students choosing the Hudson Public School's K – 4 Remote Learning Academy will be assigned to a grade level specific classroom teacher. Students will not be assigned to the classroom from their home school, but may be mixed with students from all three elementary buildings for continuity of remote instruction.

SAMPLE Daily Schedule

(subject to change based on grade level needs)

Time	Focus	Platform
8:35 – 8:50	Morning Meeting	Google Meet
8:50 – 9:30	Phonics / Grammar lesson	Google Meet & independent work
9:30 – 9:50	Reading Mini-Lesson	Google Meet
9:50 – 10:30	Reading application time Small Group reading instruction	Independent work & small group instruction (Google Meet)
10:30- 11:00	Read- Aloud	Google Meet
11:00 – 11:45	Lunch – Eat, Hydrate, Have Fun!	
11:45 – 12:05	Writing Mini- Lesson	Google Meet
12:05 – 12:45	Writing application time Small Group writing instruction	Independent work & small group instruction (Google Meet)
12:45 – 1:00	Go Noodle or physical break	Google Meet / independent time
1:00 – 1:20	Math Mini-Lesson	Google Meet
1:20 – 2:00	Math application time Small Group math instruction	Independent work & small group instruction (Google Meet)
2:00 – 2:30	Science / Social Studies / Specials	Google Meet or watch recorded lesson
2:30 – 2:55	Independent application / reading	Independent work

Middle School Remote Learning Academy

Students choosing the Hudson Public School's Middle School Remote Learning Academy will be assigned to grade level specific classroom teachers. Students will not be part of their original assigned cohort, but instead will be part of a remote cohort with other students from the same grade level.

SAMPLE Daily Schedule

Time	Focus	Platform
7:32 – 7:57	Morning Meeting/ Routine setting	Google Meet
7:47-8:29	English Language Arts	Google Meet / asynchronous video
8:30 – 9:12	Social studies	Google Meet / asynchronous video
9:12 – 9:32	Screen break	
9:33 – 10:15	Math	Google Meet / asynchronous video
10:16 – 10:58	Independent work	
10:58 – 11:28	Lunch	
11:29 – 12:11	World Language	Google Meet / asynchronous video
12:12 – 12:44	Social Studies	Google Meet / asynchronous video
12:44 – 1:04	Screen break	
1:05 – 1:47	Related arts	Google Meet / asynchronous video
1:48 – 2:18	SEL	Google Meet / asynchronous video
2:19-2:25	Closing Meeting/Dismissal	Independent work

High School Remote Learning Academy

We are working to develop a comprehensive program while also ensuring that we have the appropriate staff available for families who send their children to school. We may not be able to offer all of the same opportunities to our remote students as we are able to offer our in-person learners. However, by partnering with a third party online learning platform at the HS level, as well as assigning Hudson content area teachers to oversee students' progress and performance, we are confident that students participating in the Remote Learning Academy will receive a challenging and engaging learning experience.

Students engaging in the Remote Learning Academy will receive instruction in the following content areas:

● English ● Mathematics ● Science ● History/Social Studies ● World Language

Students will have access to some elective courses in the HHS Remote Academy (e.g. Art, Music, Technology, Drama, Health/Wellness).

Students who require special education and/or EL services will have services incorporated into their schedules per IEPs and EL service requirements.

Students will have the same access to school counseling supports.
- Students choosing the Hudson Public Schools' High School Remote Learning Academy will be assigned a combination of:
  - Curriculum created and facilitated by HHS faculty.
  - Curriculum designed by a third party online learning platform and supervised by a HHS faculty member.

- The amount of each type of curriculum students will receive will be determined by the number of students requesting the HHS Remote Academy and the number of faculty we can allocate to designing and teaching Remote Academy curriculum.

- Students choosing the Remote Learning Academy option will work with their assigned High School Counselor / Assistant Principal to choose courses that match their grade level graduation needs.

- Students will be expected to complete all course work for each class as assigned and will receive grades for all completed work.

- Students will have scheduled check-ins with faculty supervisors for third party curriculum as well as synchronous lessons for HHS Remote Academy courses. Generally, though, students should be able to plan and work independently for parts of their school day. Assignments must be completed in accordance with the pacing guides and deadlines assigned by HHS Remote Academy staff.

English Learner Services – Pertinent to all Learning Models

English Learner Identification and Assessment

In all learning models, the district will adhere to all state timelines for assessment, identification and placement of English Learners. If the state issues a stay-at-home order, English Learners may be provisionally identified and placed in accordance with state guidelines.

English Learner Service Delivery

In all learning models, services for English Learners will continue in alignment with state guidelines. This includes English as a Second Language (ESL) coursework for state-required service times, along with Sheltered English Instruction (SEI) in core content classes. To the greatest extent possible, EL services will follow the same service delivery model as a typical school year.

Special Education Services – Pertinent to All Learning Models

Students receiving special education services through an IEP will receive special education services in each of the three educational models (in-person, hybrid or remote). Students in preschool and students with complex and significant needs will be prioritized for receiving in-person instruction as feasible within the health and safety parameters in effect at each particular time during the 2020-2021 school year. All students with disabilities will receive their special education instruction and related services through an Instruction and Services model, which includes but is not limited to structured lessons via Google Meet, tele-therapy, video-based lessons. Students with disabilities will continue to receive the services outlined in their IEPs in the least restrictive setting in the hybrid and in-person models of learning. Family input is crucial to determining how special education services will be provided if the district needs to implement the hybrid or remote model of learning.

Special Education Services / EL Services

Criteria for Cohort C

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 Students with IEPs / English Learners;

English Learners with a language proficiency level of 3.4 or lower;

All Preschool Students

Safety precautions for hybrid in-person push-in services

If students require an EL teacher, para-educator, special education provider, reading coach, for services in the classroom, staff will go into the classes to provide this service. Classrooms have small group areas for instruction. Students will be seated using social distancing. Teachers can provide services at student desks. Staff will wear masks and are encouraged to use their own writing utensils at all times. When possible, it is recommended to schedule one additional adult at a time.

Pull-out services (Grid C)

Students will continue to access the designated areas for pull out services for students. Tables will be set up for social distancing.

Push-in Services (Grid B)

Classrooms have small group areas for instruction. Students will be seated using social distancing. Teachers can provide services at student desks. Staff will wear masks and are encouraged to use their own writing utensils at all times. When possible, it is recommended to schedule one additional adult at a time.

Evaluations / Timelines

Students will continue to receive in-person evaluations as long as the state does not issue a stay at home order. Staff will be working at the school buildings so evaluations may continue to occur with social distancing, masks and shields.

Related services work (ie. speech, OT, PT) in the hybrid and remote models

Related services may continue to use tele-therapy in both the hybrid and remote models. Small groups with masks and social distancing are able to occur.

Co-teaching and paraeducator support in hybrid and remote models

If an IEP requires additional support in a classroom, this will continue. Google Meet has the ability to use "break out" sessions for small group support within the content class.

IEP and 504 Plan accommodations in hybrid and remote models / safety precautions

Should changes be needed, each liaison (special education teacher for IEPs, 504 coordinators) will reach out to talk with the family about services. A learning plan will be written. DESE has not provided this template to date.

Family contact lists for support for IEP's and 504s

The established practice continues. Each student has a special education liaison who assists with communication and is the primary contact for families involving special education services.

Protocols and supports in place to increase health and safety habits of students, who often have problems with sensory regulation, inhibiting or curbing instinct to touch/adjust masks, personal space, etc.

We are currently developing protocols to train teacher prior to the beginning of school.

Student access to sensory space/ sensory supports when they are having difficulty socially, emotionally, or behaviorally.

Students will continue to have individual sensory items as in the past.

Amendments to IEPs

Amendments are not required for COVID-19 changes. A learning plan will be written for each student should IEP services look different.

Specialized Transportation

Specialized transportation is provided when the student's disability impacts the student's ability to take general education transportation. If specialized transportation is on the IEP, parents would be able to receive reimbursement of the state rate of $.44 per mile.

Preschool

Providing education to Preschool students is a priority of the district and the state. In district programs follow the guidelines of DESE, and programs in partnership with Early Education and Care organizations will follow the EEC (Early Education and Care) regulations.

Social, Emotional Learning

As a result of the District Improvement Plan Action Steps, each school and the District developed an SEL Action Plan through the S3 Academy Project. The timely progression of S3 Academy work last year enabled us to develop the following support systems for our students:

- **SEL Screener K-12:** The SEL committee identified the Strengths and Difficulties Questionnaire (SDQ) for students in grades K-12. Students in grades 3-12 are able to complete the SDQ by themselves, while students in grades K-2 the SDQ will be completed by teachers with the face-to-face model or a combination of teacher, counselors and parents providing information about the students in a remote learning model. The screener measures:
    - INTERNALIZING- helping students identify and understand common thoughts and feelings associated with the experience of anxiety, developing positive coping strategies, and learning from the shared experiences of other students.
    - CONDUCT PROBLEMS/HYPERACTIVITY- helping students identify coping strategies to manage their uncomfortable emotions, advocate for their needs, appropriately manage their own frustrations, develop skills to help them become more resilient.
    - PEER PROBLEMS/PROSOCIAL BEHAVIOR- helping students initiate peer interactions, identify the traits of a good friend, manage challenging social situations, and better understand "hidden" social rules.

    The results of the screener are compiled into a report with students identified as needing immediate assistance, some concerns and no concerns so the counselors can easily identify students. Parent consent is obtained and parents have an "opt out" option of having their child participate in the screener.

- **Multi-Tiered System of Support:** Small groups of students (5-6) will be formed for 8 weeks of intervention using the Strong Kids, Strong Teen SEL curriculum. Strong Kids, Strong Teens (PK-12) teaches the 5 Social and Emotional Competencies areas in the CASEL (Collaborative for Academic, Social, and Emotional Learning) Framework of self-awareness, self-management, social awareness, relationship skills, and responsible decision making. CASEL is the SEL

framework chosen by our SEL committee during the 2019-2020 school year through the S3 Academy project. Progress monitoring using the curriculum will take place during the 8 weeks of clinical counseling. Counselors provide feedback and discussion with parents/guardians throughout the sessions. At the end of the 8 weeks, students will:
- o Step down to Tier I with ongoing consultation.
- o Continue in Tier II with an additional 8 weeks of the next round of MTSS intervention.
- o Move to Tier III with various options such as smaller group intervention, individual sessions, work with the family to provide outside resources. A referral for an evaluation through special education may be completed.

- **Wayside Youth and Family Services Partnership:** A Licensed Mental Health Clinician will provide support services in the District 4 days a week. Each building principal or designee will set the clinician's schedule. The clinician will be in each of the elementary schools one day a week with the HHS and QMS splitting a day of service. The clinician will be able to see individual and small groups of students, observe students, provide in the moment interventions for students, serve as a resource for teachers, and participate in meetings or IEP Teams deemed necessary by the principal.

Family Supports

Under the hybrid or remote learning models, communication with parents and guardians is vital to ensure that students remain on task and are supported remotely. The following are some additional steps being taken to support families during remote learning:

- On Google Classroom, teachers will post all learning activities and due dates for the upcoming week by the start of the school day on Monday. Within Google Classroom, families will have an opportunity to sign up as "guardians" to receive email summaries to keep them informed about current and upcoming events.
- In grades K-7, families will have an opportunity to sign up to receive a weekly calendar of class activities via email from teachers.
- Teachers will communicate about student progress as needed via multiple modalities through email, and telephone (with trained interpreters as needed).
- District communications will be sent out via multiple modalities through email, telephone, and school websites with translation in multiple languages for families who speak a language other than English.
- Social, Emotional Learning designated contacts will communicate regularly with families, as needed, via multiple modalities through email and telephone (with trained interpreters as needed).
- Short informational videos are being created, through HUD-TV, to assist families with new school protocols, technology tutorials, and remote learning expectations.

School Health, Safety, and Operations

I. Health and Safety Requirements to Support In-Person and Hybrid Learning Models

Under both models, DESE requires a series of health and safety measures to be established at each school in order to support the safe return of our students and staff.
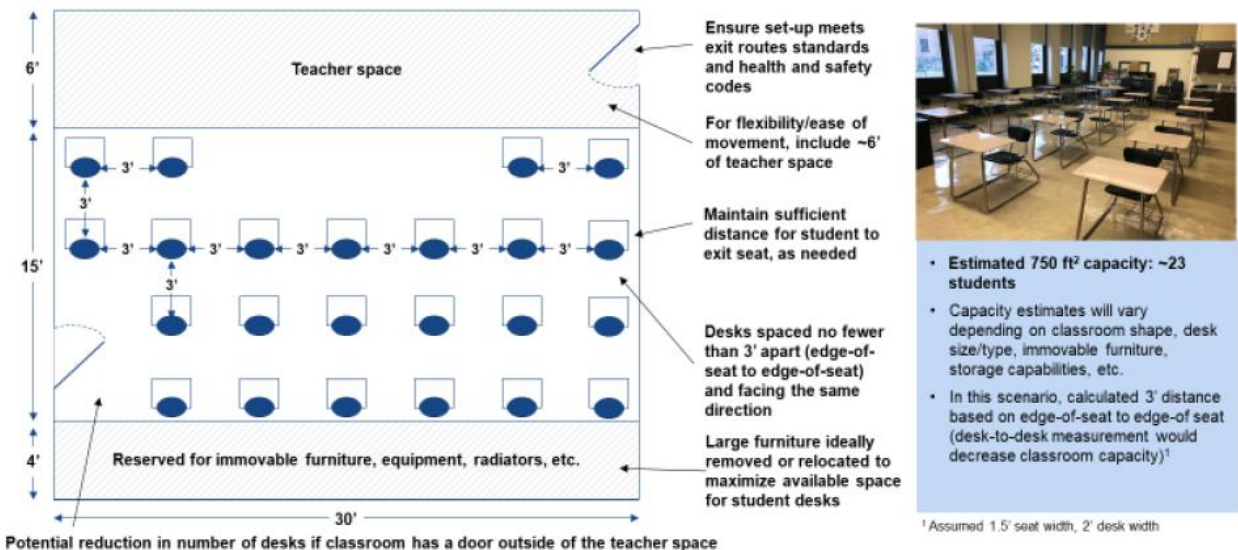
In particular:

Classroom Setting

- Classrooms and seating arrangements will be modified to ensure three to six feet distance between student seats when masks or face coverings are worn (see DESE sample illustration 1 below). The distance will vary by classroom and it will depend on the size of the room and the number of students assigned to the classroom. Classrooms will contain the exact amount of desks needed to support the student enrollment and to maximize the footprint of the room. Students will also have assigned seats in each classroom and must wear masks or face coverings at all times.

Example A4: Fits ~23 individual desks with 3' physical distancing
(Dimensions: 750 sq. ft., 25' x 30')

Ensure set-up meets exit routes standards and health and safety codes

For flexibility/ease of movement, include ~6' of teacher space

Maintain sufficient distance for student to exit seat, as needed

Desks spaced no fewer than 3' apart (edge-of-seat to edge-of-seat) and facing the same direction

Large furniture ideally removed or relocated to maximize available space for student desks

- Estimated 750 ft² capacity: ~23 students
- Capacity estimates will vary depending on classroom shape, desk size/type, immovable furniture, storage capabilities, etc.
- In this scenario, calculated 3' distance based on edge-of-seat to edge-of-seat (desk-to-desk measurement would decrease classroom capacity)[1]

[1] Assumed 1.5' seat width, 2' desk width

Potential reduction in number of desks if classroom has a door outside of the teacher space

- Alternative school space (libraries, cafeterias, auditoriums, gymnasiums) may be utilized to reduce class sizes or to accommodate a larger group.

Safety Protocols

- Kindergarten through grade 12 students and all adults in the building are required to wear masks or face coverings at all times. Exceptions will be made for those individuals whose medical conditions, disability, or other health or safety factors prevent them from wearing a mask or face covering.
- Mask breaks will occur throughout the day. Break opportunities will occur when we can safely maintain six feet separation between students and adults. Mask breaks will also occur during meal times when students will be six feet apart.

- Masks or face coverings must be provided by the student/family and staff member. Extra disposable face masks will be made available by the school for students who need them. Reusable masks/face coverings provided by families should be washed by families daily. We recommend that families send students with a spare mask/face covering to school for an emergency replacement (at school or on the bus).
- Masks or face coverings are also required to be worn by everyone on the bus during school bus transportation.
- Transparent face coverings will be utilized by staff and students as an alternative for specific student population (e.g., some younger students, students who are deaf and hard of hearing, etc.).
- Appropriate signage will be posted throughout the school building promoting social distancing, use of face masks or coverings, and hand-washing protocol.
- Students and staff will be required to exercise hand hygiene through handwashing routine or by using hand sanitizers. Handwashing with soap and water is the best option. Hand sanitizer will be available when handwashing is not available.
- Break and recess times will be scheduled for students in the elementary and middle schools. Designated outdoor spaces will be highly utilized whenever feasible. Touchless activities will be encouraged and restricted to students of the same cohort.

Building Sanitization
- All schools and the administration building will undergo a deep cleaning protocol every evening. Deep cleaning includes disinfecting high-touch surface areas in classrooms, bathrooms, cafeteria tables and chairs, and high traffic areas. It also includes steam cleaning all possible surface areas, and using the GenEon Mist System. The GenEon mist is designed to sanitize large, open areas without the need for surface contact or the use of harsh chemicals. This system is widely utilized in hospitals, schools, medical facilities, ambulances, and has been approved by the Center for Disease Control (CDC).
- Custodial staff will perform on-demand cleaning and sanitization maintenance in all building during school hours.
- Computer lab equipment and hands-on materials (daily manipulatives) will be either individualized or sanitized after each use.

Air System Performance
- The District contracted with BLW Engineering to review the air system of all schools. A report will be generated containing information relative to:
  - filter upgrades, potential for the use of UV lighting in ductwork and/or plasma disinfecting units.
  - UV and plasma to be considered for recirculated air purification.
  - recommendations to maximize each system's performance considering the original design capabilities and the age of the system.
- Recommended upgrades will be implemented during the month of August

Food Service Operations

- Breakfast and lunch will be served daily in a combination of classroom, cafeteria, and other designated spaces to ensure that students observe six feet separation while not wearing masks or facial coverings (see DESE sample Illustration 2 below).
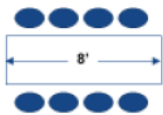
Cafeteria seating diagrams – 8' rectangular tables
All cafeteria seating should come with extra enforcement of rules and monitoring for symptoms

- Student seating
- Plexiglass barrier

8' rectangular tables

Normal capacity: 8 people

Option C Barriers: Adding a horizontal barrier allows students to sit face-to-face on opposite sides of the table. If students require more than 1' of seating space, consider adding a vertical barrier that extends beyond the table and includes necessary rubber coating to prevent risk of injury. Barriers will require cleaning and disinfection between uses if within arm's length of students.

Capacity = 50%
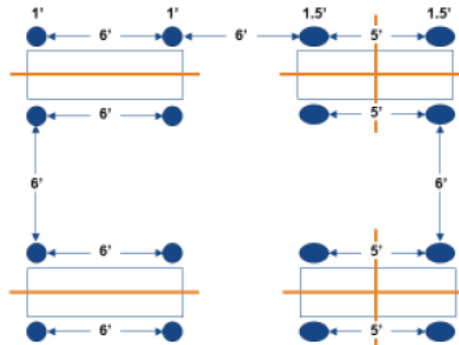
Additional considerations:
Tables will require further spacing than Option B to meet 6 feet distance requirements

Assumed 1.5' seat width

- Cafeteria tables will be sanitized between every lunch break.

Nursing Protocols
- Nursing staff will be equipped with additional Personal Protection Equipment (PPE) and will follow the protocols developed by DESE and DPH to assist schools in the event that a staff member or student is diagnosed with the COVID-19.
- A medical waiting room, outside the nurse's suite, has been identified at each school to separate any individual experiencing COVID symptoms. This space allows for individuals to be monitored while the administration and nursing staff determine the process for next steps and dismissal.
- Additional nursing staff will be hired to support the operations at each elementary school.

II. Transportation, Student Arrivals and Dismissals

In order to safely transport our students to and from school, the following protocols are being implemented.
- The District developed a transportation registration process for the 2020-21 school year. Parents/guardians of students who are eligible for school transportation (residing more than one mile from the school) and require transportation services must complete the registration process. Families will receive communication from the District informing them of the registration process and the timeline for registration.
- All bus routes will be developed in accordance to the number of students registered and will be made available to families one week prior to the opening of schools.

- Bus ridership protocols will be in accordance to <u>DESE's transportation guidelines</u> that include the following core health and safety practices:
  - **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. Face shields may be an option for students with medical, behavioral, or other challenges who are unable to wear masks.
  - **Distance:** 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 DESE sample Illustration 3 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.
- The District is coordinating with First Student, the contracted transportation provider, to ensure vehicles are properly cleaned and disinfected. ***At a minimum, high-touch surfaces must be cleaned and disinfected thoroughly after each morning route and after each afternoon route.*** The interior of each vehicle must be cleaned and disinfected thoroughly at least once each day.

Bus Model: 77-passenger bus
Max. capacity with physical distancing requirements: 25 passengers (32% full capacity)
Seat map configuration:
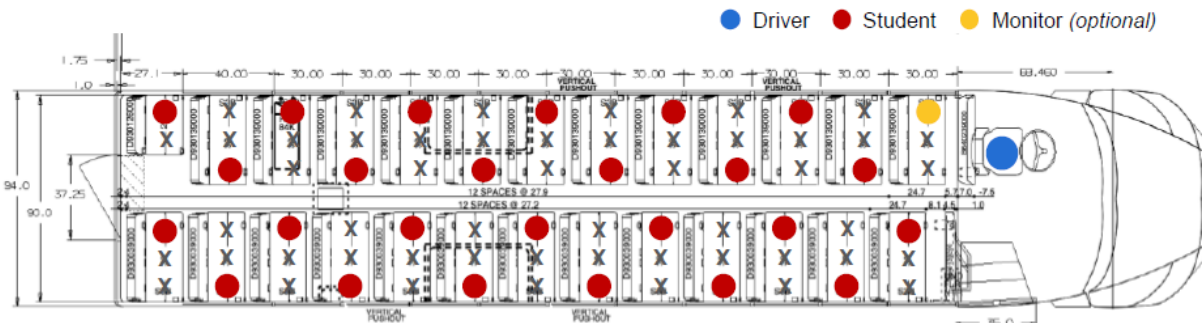
- Each school has developed arrival and dismissal protocols for parents and students. We anticipate a higher number of families opting to transport their child(ren) to school. We will monitor the morning and afternoon drop-off and pick-up activities during the first few weeks of school and will adjust the protocols as needed.

III. Visitors and Volunteers

In order to minimize the school community exposure to visitors and volunteers, the following protocols will be in place at all school buildings:

- No outside visitors and volunteers are allowed, except for contracted service providers for the purpose of special education, required support services, or program monitoring as authorized by the school or district.
- Front entrances to the building will be the designated single entry and exit point for all visitors and volunteers to be visually screened and logged in. For visitors who need to enter the building, they will be briefed on school COVID-19 policies, and verify that they do not have symptoms. Ensure that these individuals all are wearing masks covering their nose and mouth at all times and are aware of any other health and safety protocols for the school.
- A log of all visitors will be maintained, with the date, contact phone number, arrival/departure times, and areas visited within the building for each visit.
- We will ask that only one parent/guardian visit a building when needed. We will continue to utilize virtual communication options with families (e.g., for parent-teacher conferences).
- Adults dismissing students during school hours must call the office upon arrival to the building. A staff member will escort the student outside.

IV. Adult Education

The operations related to the Adult Education component of the District will resume classes in the fall under the following protocols:
- Classroom spaces will be determined in accordance to the expected enrollment of the adult education program. Program attendees will only be allowed and have access to the designated areas established for the program.
- Adult education students will observe the same District protocols for mask/face covering use, social distancing, and hand washing.
- All adult education students must report to the Director of Adult Education any potential exposure to or symptom of COVID-19, as soon as possible.
- The area designated for the program will be sanitized every night after the program schedule is concluded.

Matters for Action
New Business

1. Approval of contract with WB Mason in the amount of $30,240.00 to purchase COVID 19 PPE: KN95 Masks, N95 Masks

Funding Source: **General Fund**

Account Number: **20.4130.15.1.067.0567.4110.5.6.99**
Contract for Goods

Company Information

Company Name: **WB Mason**

Address: **1 Speen St, Framingham, MA 01701**

Social Security #/ Federal Tax Identification #:

Terms of Contract:
A. The contractor warrants that (1) the goods sold are merchantable, (2) that they are fit for the purpose for which they are being purchased, (3) that they are absent any latent defects and (4) that they are in conformity with any sample which may have been presented to the Town.

B. The Contractor guarantees that upon inspection, any defective or inferior goods shall be replaced without additional costs to the Town. Contractor will assume any additional costs accrued by the Town due to the defect or inferior goods.

C. The Contractor guarantees all goods for a period of one (1) year provided that if any express or implied warranties exist of a term greater than one (1) year, then such warranties will supersede the one (1) year warranty specified herein.

Description of Items Purchased and Prices

The Individual Contractor/Agency agrees to provide the following products to the Hudson Public Schools:

- Contract to purchase COVID-19 PPE: KN95 Masks, N95 Masks for $30,240.00. See attached.

Timeline for Shipping: August 15, 2020

Payment Schedule: The Town agrees to faithfully pay the Contractor, when due and payable, and under the terms of all such incorporated documents and instruments to this agreement, all such contracted sums.

Termination: 1. Termination for Cause: If through any cause, one party shall fail to fulfill in timely and proper manner, its obligations under this Agreement, or if one party shall violate one of the covenants, agreements, or stipulations of this Agreement, the other party shall thereupon have the right to terminate this Agreement hereunder by giving written notice of such termination. In case of termination, all finished and unfinished documents shall become the property of the Town.

In the event of termination, the Contractor shall be compensated payment of an amount equal to the services or goods provided by the Contractor as of the date of termination.

2. Termination for Convenience: The Town may terminate this Agreement at any time for any reason, upon submitting to Contractor thirty (30) days prior written notice of its intention to terminate.   Upon receipt of such notice, Contractor shall immediately cease to incur expenses pursuant to this Agreement unless otherwise directed in the termination notice. Contractor shall promptly notify the Town of costs incurred to date of termination and the Town shall pay all such reasonable and supportable costs which payment shall not exceed the unpaid balance due on this Agreement.

Vendor: **Hudson Public Schools**

_____
Signature of Vendor

Date: _____

_____
School Business Manager

Date: _____

_____
Superintendent of Schools

Date: _____

_____
Hudson School Committee

Date: _____

SUPPLY/SERVICE PROCUREMENT FORM

✓ Ch. 30B	☐ Ch. 149	☐ CH. 30 §39m

This form must be submitted to the Executive Assistant for approval of all purchases of supplies or services with an aggregate cost of more than $4999. Procurements over $4999 will also require a signed contract authorized by either the Board of Selectmen or School Committee.

Department: Facilities	Date: 7/15/2020	Department Head: _Ian Keller_ DRid Director of Facilities Finance Director (signature) _for Dan Crale 7/14/2_

Detailed Description of Items/Service being purchased (attach additional sheet if necessary):

WB Mason order of masks for school nurses and custodians for $30,240.00

NWLMASKKN95 - KN95 Face Masks (3,000) @ $3.00 each = $9,000.00

NWLMASKN95MOLD - N95 Face Masks (3,000) @ $7.08 each - $21,240.00

OSD COMMBUYS Vendor 211889 - Master Blanket PO-16-1080-OSD03-SRC02-00000007360 EXP. 3/15/22

Recommended Quote or Bid

Date Quote Received: 7/14/2020	Quote: $30,240.00	
Company Name: WB Mason	Written ✓ Verbal ☐	
Address: 1 Speen St Framingham, MA 01701		
Quote Issued By: Andrew Levine	Tel.: 508-649-8345	FAX:

Special Conditions/Notes:

Second Quote or Bid

Date Quote Received:	Quote:	
Company Name:	Written ☐ Verbal ☐	
Address:		
Quote Issued By:	Tel.:	FAX:

Special Conditions/Notes:

Third Quote or Bid

Date Quote Received:	Quote:	
Company Name:	Written ☐ Verbal ☐	
Address:		
Quote Issued By:	Tel.:	FAX:

Special Conditions/Notes:

Chief Procurement Officer Action

Approved:	Date: 7/17/20

Comments:

Please attach special conditions, notes, specifications or related documentation to this form.

☐ Posted	☐ Newspaper	☐ Central Register	✓ CommBuys	☐ Website

Matters for Action
New Business

2. Approval of contract with WB Mason in the amount of $18,234.00 to purchase 400 Disinfecting Wipe Tubs of 500 wipes

Funding Source: **General Fund**

Account Number: **20.4130.15.1.067.0567.4110.5.6.99**
Contract for Goods

Company Information

Company Name: **WB Mason**

Address: **1 Speen St, Framingham, MA 01701**

Social Security #/ Federal Tax Identification #:

Terms of Contract:
A. The contractor warrants that (1) the goods sold are merchantable, (2) that they are fit for the purpose for which they are being purchased, (3) that they are absent any latent defects and (4) that they are in conformity with any sample which may have been presented to the Town.

B. The Contractor guarantees that upon inspection, any defective or inferior goods shall be replaced without additional costs to the Town. Contractor will assume any additional costs accrued by the Town due to the defect or inferior goods.

C. The Contractor guarantees all goods for a period of one (1) year provided that if any express or implied warranties exist of a term greater than one (1) year, then such warranties will supersede the one (1) year warranty specified herein.

Description of Items Purchased and Prices

The Individual Contractor/Agency agrees to provide the following products to the Hudson Public Schools:

- Contract to purchase 400 Disinfecting Wipe Tubs of 500 wipes from WB Mason for $18,234.00. See attached.

Timeline for Shipping: August 15, 2020

Payment Schedule: The Town agrees to faithfully pay the Contractor, when due and payable, and under the terms of all such incorporated documents and instruments to this agreement, all such contracted sums.

Termination: 1. Termination for Cause: If through any cause, one party shall fail to fulfill in timely and proper manner, its obligations under this Agreement, or if one party shall violate one of the covenants, agreements, or stipulations of this Agreement, the other party shall thereupon have the right to terminate this Agreement hereunder by giving written notice of such termination. In case of termination, all finished and unfinished documents shall become the property of the Town.

In the event of termination, the Contractor shall be compensated payment of an amount equal to the services or goods provided by the Contractor as of the date of termination.

2. Termination for Convenience: The Town may terminate this Agreement at any time for any reason, upon submitting to Contractor thirty (30) days prior written notice of its intention to terminate.   Upon receipt of such notice, Contractor shall immediately cease to incur expenses pursuant to this Agreement unless otherwise directed in the termination notice. Contractor shall promptly notify the Town of costs incurred to date of termination and the Town shall pay all such reasonable and supportable costs which payment shall not exceed the unpaid balance due on this Agreement.

Vendor: **Hudson Public Schools**

_____   _____
Signature of Vendor   School Business Manager

Date: _____   Date: _____

                                                                   _____
                                                                   Superintendent of Schools

                                                                   Date: _____

                                                                   _____
                                                                   Hudson School Committee

                                                                   Date: _____

SUPPLY/SERVICE PROCUREMENT FORM

☒ Ch. 30B   ☐ Ch. 149   ☐ Ch. 30 §39m

This form must be submitted to the Executive Assistant for approval of all purchases of supplies or services with an aggregate cost of more than $4999. Procurements over $4999 will also require a signed contract authorized by either the Board of Selectmen or School Committee.

Department:	Date:	Department Head:
HPS Facilities	6/24/2020	(signature)

Detailed Description of Items/Service being purchased (attach additional sheet if necessary):

Order 400 (1 per classroom) Disinfecting Wipe Tubs from WB Mason. Each tub contains 500 wipes at $45.81 per tub.
Item # NWLDISWIPEBCKT5005ZS $45.81 x 400 = $18,324.00

OSD FAC85 Vendor – Contract Expires March 15, 2022
COMMBUYS Vendor # 211889 - Master Blanket Purchase Order PO-16-1080-OSD03-SRC02-00000007360

Recommended Quote or Bid

Date Quote Received: 6/23/20	Quote: $18,324.00
Company Name: WB Mason	Written ☒ Verbal ☐
Address: 59 Centre St	
Brockton, MA 02301	

Quote Issued By: Andrew Levine	Tel: 508-649-8345	FAX:

Special Conditions/Notes:

Second Quote or Bid

Date Quote Received:	Quote:
Company Name:	Written ☐ Verbal ☐
Address:	

Quote Issued By:	Tel.:	FAX:

Special Conditions/Notes:

Third Quote or Bid

Date Quote Received:	Quote:
Company Name:	Written ☐ Verbal ☐
Address:	

Quote Issued By:	Tel.:	FAX:

Special Conditions/Notes:

Chief Procurement Officer Action

Approved:	Date:
Comments:	

Please attach special conditions, notes, specifications or related documentation to this form.

☐ Posted   ☐ Central Register   ☒ COMMBUYS   ☐ Website

FAC85: Environmentally Preferable Cleaning Products, Programs, Equipment and Supplies Statewide Contract

UPDATED: May 21, 2020

Contract #:	FAC85
MMARS MA #:	FAC85*
Initial Contract Term:	March 15, 2015 – March 15, 2018
Current Contract Term:	March 15, 2019 – March 15, 2022
Maximum End Date:	March 15, 2022
Contract Manager:	Julia Wolfe, 617-502-8836, julia.wolfe@mass.gov
This Contract Contains:	Environmentally Preferable Products and Supplier Diversity Program
UNSPSC Codes:	See Appendix C
Notes:	This is an ALL green contract – all products on the contract are required to meet environmentally preferable specifications.

*The asterisk is required when referencing the contract in the Massachusetts Management Accounting Reporting System (MMARS).

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(NOTE: To access hyperlinks below, scroll over desired section and Ctrl + Click)

TIP: To return to the first page throughout this document, use the Ctrl + Home command.

NOTE: Contract User Guides are updated regularly. Print copies should be compared against the current version posted on mass.gov/osd.

Updated: May 21, 2020

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Operational Services Division | One Ashburton Place, Suite 1017 | Boston, MA 02108 | 617-720-3300 | www.mass.gov/osd

Contract Summary

This is a statewide contract for environmentally preferable cleaning products, programs, equipment and supplies, including green cleaning technologies. This is a multi-state contract available to Connecticut, New York, Rhode Island, and Vermont in cooperation with the lead state of Massachusetts. Other states are also eligible to join FAC85 at any time.

All the green chemicals and janitorial paper products included in this contract are required to be "Independently Third-Party Certified" which means that the environmental claims, as well as the product performance, have been tested and certified by an established and legitimate, nationally-recognized third party certification program. Contract users do not have to analyze technical data and may be assured that the product will perform well. (The only chemicals without such certification are the disinfectants and various sanitizers, for which no certification is available). In addition, vendors were selected for their ability to provide assistance in transitioning eligible entities to a green cleaning program.

Who Can Use This Contract

Applicable Procurement Law

Executive Branch Goods and Services: MGL c. 7, § 22; c. 30, § 51, § 52; 801 CMR 21.00;

Eligible Entities

Please see the list of Eligible Entities here: Who Can Use Statewide Contracts. Statewide Contract Janitorial Services contractors under FAC81 or any subsequent contract have been added to the list of eligible entities.

Contract Categories

FAC85 has 12 Categories of products/service. Information on sub-categories is found in **Appendix A**.

- Category 1:   General Purpose Cleaners
- Category 2:   Other Floor Maintenance Chemicals
- Category 3:   Disinfectants and Sanitizers
- Category 4:   Specialty Cleaners
- Category 5:   Powered Janitorial Equipment & Service
- Category 6:   General Cleaning Supplies, Equipment, and Service
- Category 7:   Hand Soaps, Hand Sanitizers, and Personal Care Products
- Category 8:   De-Icing and Snowmelt Products
- Category 9:   Waste/Recycling/Composting Liners
- Category 10:   Disposable Janitorial Paper Products
- Category 11:   Entryway and Other Matting Systems
- Category 12:   Microfiber Cleaning Service

NOTE: Contract User Guides are updated regularly. Print copies should be compared against the current version posted on mass.gov/osd.

Updated: May 21, 2020   Page 2 of 13

Operational Services Division | One Ashburton Place, Suite 1017 | Boston, MA 02108 | 617-720-3300 | www.mass.gov/osd

Vendor List and Information*

Vendor	Master Blanket Purchase Order #	Contact Person	Phone #	Email	Categories	States	Discounts (Prompt/Dock)	Minimum Order	Current Term Ends
**Conversion Vendor - Master Contract Record	PO-15-1080-OSD01-OSD10-00000003619								
Carey Wiper & Supply Company	PO-16-1080-OSD03-SRC02-00000007268	Marilyn Allen	800-759-4737	info@careyonline.net	1-7, 9-11	MA, CT, RI, NY, VT	PPD 1% in 10 days Dock 1%	$250	3/15/2022
Casey Engineered Maintenance, Inc.	PO-16-1080-OSD03-SRC02-00000007269	Craig Smith	800-333-4385	craigs@caseyemi.com	All	MA, CT, RI	PPD 1% in 15 days Dock 1%	None	3/15/2022
Clean Cut Solutions	PO-16-1080-OSD03-SRC02-00000007270	Richard Raskind	844-207-7219	rich@cleancutsolutions.com	1-7, 9-11	MA, CT, RI, VT	PPD 1% in 10 days Dock 2%	$250	3/15/2022
Conlon Products	PO-16-1080-OSD03-SRC02-00000007271	Courtney Archambeault	800-772-8482	courtney@conlonproducts.net	1-11	MA, RI	PPD 2% in 10, 1% in 20; Dock 2%	$350	3/15/2022
Corr Distributors, Inc.	PO-16-1080-OSD03-SRC02-00000007272	Carol Corr	800-536-8323	ccorr@corrdistributors.com	1-11	MA, CT, RI, NY, VT	PPD 1% in 10 days Dock 2%	$100	3/15/2022
EBP Supply Solutions *(certified WBE)*	PO-16-1080-OSD03-SRC02-00000007276	Susanne Trotta	800-287-3323 ext. 2202	strotta@ebpsupply.com	1-7, 9-11	MA, CT, RI, NY, VT	PPD 1% in 10 days Dock 2%	$400	3/15/2022
Hillyard, Inc. (DBA Rovic)	PO-16-1080-OSD03-SRC02-00000007319	Dermot Pelletier	800-832-1013	dpelletier@hillyard.com	1-11	MA, CT, RI, NY, VT	PPD 1% in 10 days, .5% in 20	$250	3/15/2022
Imperial Bag & Paper LLC	PO-16-1080-OSD03-SRC02-00000007320	Peter Parilla	516-790-6928	peterp@imperialbag.com	5-7, 9-11	MA, CT, RI, NY, VT	PPD 2% in 10 days, 1% in 30; Dock 2%	$250	3/15/2022
Likarr Maintenance Systems	PO-16-1080-OSD03-SRC02-00000007273	Marcia Rosenblatt	508-543-2138	mrosenblatt@likarr.com	1-7, 9-11	MA, RI	PPD 3% in 10 days, 1% in 15	$300	3/15/2022
MassCor Industries	PO-18-1080-OSD03-SRC02-12645	Steven K. Niland	800-222-2211	MassCor@doc.state.ma.us	All	MA, CT, RI, NY, VT	None	None	3/15/2022
Next-Gen Supply Group (Formerly M.D. Stetson) *(certified WBE)*	PO-20-1080-OSD03-SRC02-17907	Michael Glass	800-255-8651	mike.glass@nextgensupply.com	All	MA, CT, RI, NY, VT	PPD 1%-10, .75%-15, .5%-20, .25%-30	$300	3/15/2022
Richco Products, Inc.	PO-16-1080-OSD03-SRC02-00000007278	Shara Audet	800-343-3221	info@richcoproduts.com	1-7, 10	MA, CT, VT	PPD 1% in 10 days	None	3/15/2022
Simplex Janitorial Supplies	PO-16-1080-OSD03-SRC02-00000007290	Jeff Ventura	781-784-8484	jventura@simplexjanitorial.com	1-7, 9-11	MA, RI	PPD 1% in 10 days Dock 2%	$300	3/15/2022
Staples Contract & Commercial Inc.	PO-16-1080-OSD03-SRC02-00000007280	Edward Shova	845-240-2463	edward.shova@staples.com	1-3, 5-7, 10-11	MA, CT, RI, NY, VT	PPD 3% in 10 days	$50	3/15/2022
WB Mason	PO-16-1080-OSD03-SRC02-00000007360	Gregg Manning	508-846-1490	gregg.manning@wbmason.com	1-7, 9-11	MA, CT, RI, NY, VT	PPD 2% in 10 days, 1% in 30; Dock 2%	None	3/15/2022
XPEDX LLC A Veritiv Company	PO-16-1080-OSD03-SRC02-00000007281	Customer Service	800-582-7091	VeritivFacilitiesSupplies@veritivcorp.com	1-7, 10-11	MA, CT, RI, NY, VT	PPD 1% in 30 days	$350	3/15/2022

*Note that COMMBUYS is the official system of record for vendor contact information.

**The Conversion Vendor MBPO is the central repository for all common contract files.

NOTE: Contract User Guides are updated regularly. Print copies should be compared against the current version posted on mass.gov/osd.

COMMBUYS
— OPERATIONAL SERVICES DIVISION —

Master Blanket Purchase Order PO-16-1080-OSD03-SRC02-00000007360

Header Information

Purchase Order Number:	PO-16-1080-OSD03-SRC02-00000007360	**Release Number:**	0	**Short Description:**	FAC85 - Environmentally Preferable Cleaning Products, Programs, Equipment and Supplies

Status:	3PS - Sent
Fiscal Year:	2016
Organization:	Operational Services Division
Department:	OSD03 - OSD - Strategic Sourcing
Alternate ID:	
Days ARO:	0
Print Dest Detail:	If Different
Catalog ID:	

Purchaser:	Julia Wolfe
PO Type:	Blanket
Location:	SRC02 - Sourcing Group 2
Entered Date:	04/11/2016 11:28:24 AM
Retainage %:	0.00%
Release Type:	Direct Release

Receipt Method:	Quantity
Minor Status:	
Type Code:	Statewide Contract
Control Code:	
Discount %:	0.00%
Pcard Enabled:	No

Contact Instructions: Julia Wolfe, Director, Environmental Purchasing | Address: One Ashburton Place, RM 1017 Boston, MA 02108 | Phone: 617-502-8836 | Email: julia.wolfe@mass.gov

Tax Rate:	
Actual Cost:	$100,059.86

Special Instructions:

Primary Vendor Information & PO Terms

Vendor:	211889 - W.B. Mason Patricia Vacca 59 Centre St Brockton, MA 02301 US Email: Adam.oteri@wbmason.com Phone: (508)436-1850 Website: http://www.wbmason.com/off20ma	**Payment Terms:**		**Shipping Method:**	
		Shipping Terms:		**Freight Terms:**	

PO Acknowledgements:

Document	Notifications	Acknowledged Date/Time
Purchase Order	Emailed to pat.vacca@wbmason.com at 04/21/2016 12:00:31 PM	04/22/2016 01:06:44 PM
Change Order 1	Emailed to pat.vacca@wbmason.com at 11/04/2016 04:52:58 PM	11/04/2016 04:53:14 PM
Change Order 2	Emailed to pat.vacca@wbmason.com at 03/01/2017 05:33:18 PM	03/01/2017 05:35:23 PM
Change Order 3	Emailed to pat.vacca@wbmason.com at 07/05/2017 11:13:45 AM	
Change Order 4	Emailed to pat.vacca@wbmason.com at 07/05/2017 11:26:01 AM	07/06/2017 04:26:25 PM
Change Order 5	Emailed to pat.vacca@wbmason.com at 01/11/2018 03:01:02 PM	01/11/2018 03:01:04 PM
Change Order 6	Emailed to pat.vacca@wbmason.com at 01/11/2018 03:09:17 PM	01/11/2018 03:42:38 PM
Change Order 7	Emailed to pat.vacca@wbmason.com at 07/31/2019 10:22:04 AM	07/31/2019 11:52:20 AM
Change Order 8	Emailed to pat.vacca@wbmason.com at 12/19/2019 09:22:56 AM	12/19/2019 09:42:01 AM