Letter from the Superintendent

August 10, 2020

Dear Seekonk School Community,

Reflecting upon last spring, I want to thank all of our families, students, and staff for their quick and amazing pivot to remote learning last year. The growth mindset, innovation, and flexibility exhibited by all was remarkable. We must continue keeping with a growth mindset in order to continue to proceed through these unprecedented times. We are trying to make the best decisions we can based on the information we have. We will continue to gather feedback to make adjustments as needed moving forward into the 2020-2021 school year.

The Massachusetts Department of Elementary and Secondary Education (DESE) has tasked school districts to develop reopening plans to cover a spectrum of possibilities:

- Full in-person learning (with additional safety requirements)
- Hybrid learning (partial in-person learning and partial remote learning)
• Full remote learning

We have worked to follow DESE and also the Massachusetts Department of Public Health (DPH) guidance. Thank you to all the parents/guardians and staff who responded to our return to school surveys. **As of now, we plan on starting the 2020-2021 school year with a hybrid learning model.**

There are still some unknowns, however. Many questions, issues, and uncertainties remain; as a result, details are still subject to change. Ultimately, the virus will determine what we can and cannot do safely. There is still a possibility that, after developing and submitting plans, a statewide remote learning model will be chosen for us by the governor.

**Reopening Plans Guiding Principles**

1. We will put safety first; we will leverage science, data, and public health leadership to inform the choices we make
2. We will be transparent; we will share what we know and what we do not know; we will be clear about what we can control and what is outside of our control
3. We will be equitable; we will center decisions on what is best for students, families, and educators, especially those most impacted by educational inequities and COVID-19; please remember that equitable does not mean equal, and we will strive to give all students, families, educators, and communities what they need
4. We will listen; we will bring together diverse stakeholders and experts to understand the realities on the ground in order to develop and share creative solutions
5. We will be decisive; given the size and scope of the challenge, we must move deliberately and make tough choices; we will need to be flexible and nimble, and we will adapt quickly as variables change
Common Elements to All Plans

Cleaning, Social Distancing, Facial Coverings

- Social distancing will be implemented as much as possible; under the hybrid model below, in-class social distancing will be possible
- Students in second grade and above, and adults, including educators and staff, are required to wear a mask/face covering that covers their nose and mouth at all times, except for designated breaks, which should occur throughout the day. Mask breaks should occur when students can be six feet apart and ideally outside or at least with the windows open. Students in kindergarten and Grade 1 are strongly encouraged to wear masks or face shields. Masks/face coverings must be worn by everyone on the bus. Teachers and parents should reinforce mask-wearing. Exceptions to mask/face covering requirements must be made for those for whom it is not possible due to medical conditions, disability impact, or other health or safety factors. Face shields may be an option for students with medical or behavioral challenges who are unable to wear masks/face coverings
- Increased classroom cleaning and school-wide disinfecting protocols will be in place
- Classroom and public spaces will be reorganized to accommodate social distancing, ease of cleaning, and to minimize the use of shared materials
- PK-8 students in particular will remain in stable groups or “pods” throughout the day, with an increased frequency of breaks and use of outdoor spaces

Remote Learning

- Under our planned hybrid learning model (partial in-person learning and partial remote learning), Monday is a district-wide remote learning
day. We understand the potential conflicts with some family schedules depending on the age of the student, but under all hybrid plans, Monday is typically a remote learning day for all students. The district will use this time for some synchronous remote learning, teacher planning time, and also for some additional cleaning and disinfecting

- **“Virtual Learning Academy” as a Choice:** In a survey to our families, 10-15% indicated they would choose a 100% virtual learning option for their student if offered this choice. Parents/guardians have the option to choose a Virtual Learning Academy (VLA) if they prefer - with the understanding that the Virtual Learning Academy may not provide as robust offerings as, or replace the full benefits of, learning in-person

**Plan #1: In-person learning (with additional safety requirements)**

- Students return full-time in person; classrooms, schedules, and protocols may be modified to meet health requirements
- A Virtual Learning Academy (VLA) option is still available for individual students who require or choose a full-time virtual learning option

**Plan #2: Hybrid learning (what SPS is choosing to start the school year with - partial in-person learning and partial remote learning)**

- Students learn both in-person and remotely
- A Virtual Learning Academy (VLA) option is still available for individual students who require or choose a full-time virtual learning option

**DRAFT Summary**

- Students will attend school on a hybrid schedule: 2 days in-person learning, 3 days remote learning
- Monday is a remote learning day for all students district-wide (some synchronous live instruction, schools deep cleaned)
➢ Student Cohort A (last names A-K) - Tuesday/Wednesday in-person learning, Monday/Thursday/Friday remote learning
➢ Student Cohort B (last names L-Z) - Monday/Tuesday/Wednesday remote learning, Thursday/Friday in-person learning
➢ Siblings with different last names within a household can be part of the same cohort - principals will manage this
➢ Our hybrid model allows six feet of in-class social distancing at all elementary and secondary grade levels

Plan #3: Full remote learning
● All learning takes place remotely
● All students are required to learn in a remote setting due to school closures caused by severe COVID-19 conditions

As you can see, the logistics of reopening our schools, resuming a quality education, and ensuring the health and safety of our students, teachers, and staff is a challenging proposition. All of us in the Seekonk Public Schools are committed to the health, safety, and success of all our students, and we will do everything we can for our students and staff in response to whatever situation or condition our community finds itself in this September and beyond.

Sincerely,

Rich Drolet, Ed.D.
Superintendent of Schools
Executive Summary

We would first like to thank the flexibility, patience, and understanding of our Seekonk parents, teachers and staff, the entire school community, and especially our students.

Next we would like to thank the members of our Superintendent Return to School Work Group. In May we started sharing informational articles with district educators and we asked teachers and staff if they would like to volunteer over the summer to participate in a work group to talk about reopening schools. We anticipated 20-30 staff would be interested, but we had over 50 dedicated members in our group! Beginning the same week the 2019-2020 school year “ended,” we convened a Superintendent’s Return to School Work Group, with subgroups that provided feedback to advise us on specific aspects of our reentry to school. We all wanted, and still want, things to return back to normal with full in-person instruction, but we knew we had to be prepared in case we were not able to do so safely.

So far we have met on June 18, July 2, July 16, and July 30. We will also meet in August. Our subgroups discussed Human Resources and Facilities, Improving Remote Learning (Secondary), Improving Remote Learning (Elementary), Safety and Physical Health, Assessing Learning Gaps and Supporting At-Risk Students, Social/Emotional Learning and Mental Health, and Transportation.

We would also like to thank all of the feedback from staff and parents/guardians. We administered a Staff Survey and Parent/Guardian Survey in July, and we plan to administer another parent/guardian survey, as well as another staff survey, in August once this plan is released.
# Table of Contents

**Seekonk Public Schools** 0  
**Translate this Document** 1  
**Letter from the Superintendent** 1  
**Executive Summary** 6  
**Table of Contents** 7  

**Getting Started-Here’s What You Need To Know** 11  
  - Initial State Guidance on the Reopening of School 11  
  - Your Return-to-School Options 12  
  - Our Option To Start School - The Hybrid Model 13  

**Reimagining** 15  

**Teaching and Learning** 15  
  - Student Orientations to New Learning Models 17  
  - A Process for Identifying Learning Gaps 18  
  - Structured Learning Time Requirements 19  

**Health, Safety, and Wellbeing** 20  
  - How the COVID-19 Virus Spreads 20  
  - Personal Protective Equipment (PPE) Preparedness 21  
  - School Safety Protocols and Training for Educators 23  
  - Home Health Screenings 23  
  - School Attendance Guidelines 25  
  - Confirmed COVID-19 Cases in Our Schools 26  
  - Local Testing Locations and Information 28  
  - Home Isolation and Quarantine 29  
  - COVID Point Person 29  
  - COVID Response Team & COVID Planning Task Force or Working Group 30  
  - Emergency Contacts 31  
  - Cleaning and Sanitization of Restrooms 31  
  - Notify Health Officials and Close Contacts 32  
  - Wearing a Mask in Public 32
About the Comprehensive Plan

On July 15, 2020, the Massachusetts Department of Elementary and Secondary Education notified all school districts that they were required to develop reopening plans through a two-step process. Step 1 was a preliminary reopening plan summary and it was due to DESE by July 31, 2020. The information in this part of the plan included findings from the district's feasibility study on in-person learning and the district's preliminary thinking about which of the three reopening models it may use to open school this fall. Each of the three models are further explained in the Models for Returning to School section later in this document.

Step 2 of the process is this Comprehensive Plan. Our Comprehensive Plan was developed to include information required from the Massachusetts Department of Elementary and Secondary Education as well as school reopening readiness considerations.

Seekonk Public Schools’ district leadership team has used the School Reopening Readiness Guide developed by Parabola Project. The Parabola Project is a collaborative endeavor between the education and health communities. The goal of the group is to rapidly identify, develop, and share guidance and tools to help school system leaders and practitioners make decisions and implement practices that support the mitigation of COVID-19 related risks while maximizing community learning and wellbeing.

The Parabola Project developed “A Balanced View of Risk” aimed to name and reduce risks of COVID-19 transmission within school environments where in-person learning (either full or partial) is taking place.
Our Comprehensive Plan was developed to address nine public health principles:

1. Leadership and Culture
2. Risk Stratification and Prevention
3. Testing and Tracing
4. Screening and Triage
5. Space Layout and Air Quality
6. Cohorting and Scheduling
7. Masks and PPE
8. Hygiene (Personal and Space)
9. Density and Distance
Getting Started—Here’s What You Need To Know

For those interested, a copy of the planned 2020-2021 SPS School Calendar can be found [here](#). We hoped our return-to-school date for students would begin on August 31, 2020; however, we needed to modify the 2020-2021 school calendar after the State reduced the school day requirement from 180 to 170 days to allow Massachusetts educators to participate in additional back-to-school planning and safety preparations.

Since the State reduced the number of required school days for students, the first day of school for all students would be Tuesday, September 15, 2020. Staff members would then participate in ten additional days of professional learning and back-to-school preparations. The School Committee approves any modifications to the school calendar, and the Superintendent of Schools will notify you of any changes. In the absence of any notification on changes to school start dates, please plan to follow the dates outlined in the school calendar.

**Initial State Guidance on the Reopening of School**

On Thursday, June 25, 2020, Governor Baker shared State guidelines for Massachusetts’ school reopening in the fall. A link to the Governor’s press conference is [here](#); a link to the Massachusetts Department of Elementary and Secondary Education (MA DESE) initial reopening of school guidance is [here](#). During the Governor’s press conference, the spokesperson for the Massachusetts Chapter of the American Academy of Pediatrics stated that
they “share [MA DESE’s] goal of bringing most children in the Commonwealth back to in-person learning this fall, while minimizing risk to them, the school staff, and their families.”

The MA DESE guidance sets forth the several guidelines for public schools, including but not limited to the following:

- All students in grades 2 through 12 will wear face-masks in school;
- All students and staff will stay three to six feet apart;
- We should organize students at the middle and high school levels by cohorts to minimize interaction.

The health, safety, and wellbeing of our students and staff is our top priority. As noted in the “Health, Safety, and Wellbeing” section of this document, we are working with the local Board of Health to plan the safest return-to-school in the fall. We know that some epidemiological studies suggest we could experience a “second wave” of the pandemic in the fall. **It is important to keep in mind that the health metrics may dictate a full return to remote learning, and we should all be prepared to make a rapid transition if needed.** Conversely, we should not lose sight of the fact that once the virus has run its course or a vaccine is made, we may be able to return to school as we once knew it under pre-COVID-19 conditions. In making the decision to open with a Hybrid Model, many factors were taken into consideration, and most important was the safety and wellbeing of our students and staff.

**Your Return-to-School Options**

Until such time as we are able to return to school as we once knew it, we are providing two options for teaching and learning for the 2020-2021 school year: Hybrid Learning Model or Virtual Learning Academy. We anticipate that
students who are immunocompromised and can provide medical documentation will be able to participate in the Virtual Learning Academy that is offered online. After weighing the pros and cons of many models of learning, it was determined that these two return-to-school options best meet the needs of the Seekonk school community at this time. We will start the school year with the Hybrid Learning Model (HLM) two days per week with in-school instruction and three days remote learning each week. If you choose the Virtual Learning Academy, you should plan to remain in that model until at least the first week in February, 2021 (when the 1st semester ends), or until such time that we return to pre-COVID-19 conditions. Note that in either scenario, students on IEPs and 504s will receive their required services. These services will take place either virtually or in-person, depending on individual circumstances.

Our Option To Start School - The Hybrid Model

The “Hybrid Learning Model” is a combination of remote and in-person learning. For now, our focus is on the framework of the model, and the details will follow. Once this document is finalized, staff members and families can arrange daycare and finalize plans for the fall. There are many additional details that are either under development or noted elsewhere in this document. Families have expressed a desire to have siblings be on the same schedule for in-person and remote learning with a hybrid learning model. We will make every effort to keep siblings on the same schedule.

Under the Hybrid Learning Model, here is what you can expect in the fall:

- The PK-12 student population will be divided into two cohorts: Cohort A and Cohort B;
• Cohort A (last names A-K) will include about 50% of the PK-12 student population who will attend school in-person 2 days per week (usually Tuesday/Wednesday);
• Cohort B will include the other 50% of students (last names L-Z) who will attend school in-person 2 other days per week (usually Thursday/Friday);
• In this hybrid learning environment and remote learning, each group will learn remotely the other three days per week. Some synchronous learning with Cohorts A & B combined may be able to take place on the district-wide remote learning day (usually Monday). This will also allow all PK-12 educators to have some time to develop and send weekly lessons ahead of time, to communicate with families, and to provide additional support to the students who need them the most;
• One of the benefits of participating in the Hybrid Learning Model is that we will be able to build on what we have learned and convert quickly to a remote teaching and learning model should the health metrics indicate the need to be fully remote. Cohorts will be diverse, inclusive, and heterogeneous (mixed ability groups). The learning students do during the in-person days will be the same for both cohorts. The learning students do during the remote days will be the same for both cohorts.
Reimagining Teaching and Learning

On March 13, 2020, the Superintendent of Schools announced a one week school closure amidst the COVID-19 pandemic. Two days later, Governor Baker extended the period of school closure through April 5, 2020, and on March 25, 2020, he announced closures through May 4, 2020. During this period of time, Seekonk Public Schools first paused to thoughtfully plan the approach to learning, still not knowing with certainty the duration of school closures. On April 21, 2020, Governor Baker announced that schools would be closed through the end of the 2019-2020 school year.

Given the differences between a remote and in-person approach to learning and the suddenness of the closures, the District has engaged in evolving and adapting teaching and learning throughout the spring, continuing this work over the summer months. This evolution necessitates a redesign of our curriculum, significant adaptation or creation of new teaching materials, and creating new professional learning opportunities to enhance the capacity of our educators to deliver remote instruction. In doing so, we also had to take into account that as a community, Seekonk residents and our staff were experiencing significant and traumatic disruptions to their own lives.

Based on family survey responses, some faced challenges during remote learning, including differentiation, engagement, teacher feedback and consistency. Teaching is an art, and no two classrooms are alike. Moreover, some staff needed more time to build their skill to deliver remote learning, while others were able to hit the ground running. In other instances, a lack of
consistency was due to communication challenges and varying individual interpretations of guidance and its subsequent impact on implementation.

Although remote learning was challenging for some, parents and students shared many positive examples of effective approaches (e.g., how some staff organized and delivered materials to students, created tutorials for the technology tools for students and families, and engaged in multi-disciplinary project-based learning opportunities). Families also reported that remote learning provided more direct access to curriculum and instruction, more communication with educators and support staff, and the opportunity to see what their child is learning. The switch to remote learning led more staff to adopt technology-based tools (e.g. Google Meet, Screencastify, and Google Classroom) and further develop websites to communicate and exchange learning materials with students and families. These examples illuminate potential new ways we might communicate and partner with SPS families beyond the current period of remote learning.

In accordance with Massachusetts law, Seekonk Public Schools will assess all students based on the District’s and educator’s performance criteria for students during the 2020-21 academic year. This performance criteria will be consistent across in-person, hybrid, and remote learning environments. For example, if students typically receive a letter grade (A-F) for a particular course, students who are participating remotely will also receive a letter grade. We will consider exemptions for students under extreme circumstances (e.g., students in households with family members experiencing significant health issues related to COVID-19) and ensure they receive the appropriate support and wraparound services to accelerate learning.
All students – whether learning in-person or remotely – will have access to grade-level instruction in all content areas included in the Massachusetts Curriculum Frameworks. While the scope and sequence of the instruction teachers provide will vary depending on student needs and other requirements, at this time all students will be required to take the MCAS tests in spring 2021. Students learning remotely will also have opportunities to engage in enrichment opportunities and receive intervention and support as needed.

While planning for the 2020-2021 school year, SPS will seek opportunities to grow from these positive examples and target areas of challenge, aiming for better consistency across classrooms and schools and to scale up innovations. We will continue to provide targeted high quality professional learning for our staff. During the ten days prior to the start of school, our staff will participate in professional development for the new protocols for health and physical safety, as well as in-depth information and instruction to improve remote learning.

**Student Orientations to New Learning Models**

Students will return to school in September—whether as part of the Hybrid Learning Model or the Virtual Learning Academy. SPS staff recognizes the need to spend time reconnecting with students and helping them reflect on their identity as learners following the emergency school closure and a summer hiatus. This need to build strong relationships with students will be true in the fall of 2020, more than ever. In order to prepare our community to engage with the levels of challenge and rigor appropriate to each individual student within these new learning models, SPS staff will work collaboratively with each other and with families and students to provide the solid social
emotional foundation and conditions for thriving during the coming school year.

We all will be learning how to function within this new educational landscape, and to that end, SPS staff will orient themselves and their students to the social norms of the physical and digital environments in which we will operate. As has become the expectation for all staff in the SPS, this orientation will include explicit instruction in health and safety protocols and extensive review of acceptable- and responsible-use policies for synchronous and asynchronous virtual learning activities.

**A Process for Identifying Learning Gaps**

During the period of emergency closure, some families and staff expressed concern that their students were “falling behind,” as were families across the Commonwealth and nationwide. On April 24, 2020, DESE released [Updated Remote Learning Guidance](#) including the Prerequisite Content Standards—those standards that they felt were essential for students to focus on at the end of the 2019-2020 school year, helping to smooth their entry to the next grade this fall. Upon return to school in the fall, we will utilize online resources to assess student progress and learning gaps to determine the individual instruction required to support student learning success. These assessment tools can be utilized throughout the school year to assist in data collection to further help inform our instruction, both in-person and remote, to prevent further learning gaps.
Structured Learning Time Requirements

Students in Massachusetts must receive a minimum of 900 and 990 hours of structured learning time for elementary and secondary students, respectively. Remote learning constitutes structured learning time so long as a district’s remote learning model is consistent with the requirements of DESE. Structured learning time is defined in state regulations as time during which students are engaged in regularly scheduled instruction, learning activities, or learning assessments within the curriculum for study of the ‘core subjects’ and ‘other subjects.’

In addition to classroom time where both teachers and students are present, structured learning time may include directed study, independent study, technology-assisted learning, presentations by persons other than teachers, school-to-work programs, and statewide student performance assessments. All the activities listed in this definition may be incorporated in or adapted to hybrid and remote learning programs, and DESE encourages districts to incorporate learning time activities that are both computer-based and non-computer-based.

As with in-person programming, some activities that may occur during the school day, while organized by a teacher or school staff member, do not constitute structured learning time. Unless directly incorporated into standards-based instructional time, the following activities do not meet the criteria described above and do not count toward meeting the minimum structured learning time requirement: recess, social or informal check-ins, non-instructional games, unstructured study periods, and participating in optional school programming (such as social clubs).
Health, Safety, and Wellbeing

The health, safety, and wellbeing of our students and staff is our top priority. When developing our District’s plans, we are adhering to guidelines from the Massachusetts Department of Elementary and Secondary Education. We understand that some epidemiological studies suggest the pandemic will continue in the fall. It is important to keep in mind that the health metrics may dictate a full return to remote learning, and we should all be prepared to make a rapid transition if needed. Conversely, we are aware of the fact that once the virus has run its course or a vaccine is made available, hopefully, we will be able to return to school as we once knew it under pre-COVID-19 conditions.

How the COVID-19 Virus Spreads

Coronaviruses are respiratory viruses and are generally spread through respiratory secretions (droplets from coughs and sneezes) of an infected person to another person. There is preliminary evidence that airborne transmission in which the virus spreads in the much smaller particles from exhaled air, known as aerosols - is occurring. Because of this, it is important to do what we can to improve ventilation of indoor spaces and encourage outdoor activities when possible. Given the nature of the pandemic, we know it is impossible to completely eradicate the risks associated with COVID-19.
In Massachusetts, however, we have seen evidence that risk can be mitigated if we engage in good respiratory hygiene, proper handwashing, maintaining appropriate social distances, wearing a covering on the face to stop the spread of germs, avoiding touching our eyes, nose, mouth or face, and, most importantly, by staying home when we are sick. We expect that all students and staff will incorporate these healthy practices, making them a part of their daily routine when we begin the 2020-2021 school year.

If a student is reported to a nurse’s office as being suspected of COVID-19 exposure or infection, and that suspicion is well grounded as defined by public health guidance, that student will be returned home by means not utilizing a Seekonk bus driver or monitor. Within student and health privacy requirements, bus operations will be notified of any students removed from bus routes so as to ensure that the health and safety of our transportation staff is appropriately protected.

As we prepare to return to our school buildings, all members of the Seekonk community must do their part to ensure the health and safety of students, families and staff by strictly complying with public health requirements.

**Personal Protective Equipment (PPE) Preparedness**

Seekonk Public Schools have on-hand or on order the supplies that will help to keep our staff and students healthy and safe. Supplies purchased or ordered to date include:

- Disposable masks
- Reusable clear masks
- Face shields
- Child-size face shields (special programming)
- Plexiglass sneeze guards for all teachers/main office/guidance/etc.
- Disposable gowns
- Eye goggles
- Isolation tents for nurses
- Floor operated sanitizer holders
- Water bottle filling stations
- Backpack and hand held foggers
- Nitrile and vinyl gloves (assorted sizes)
- Masks (adult and child-size)
- Infrared Thermometers
- Hand Sanitizer, Cleaning Products, and Facial Tissues (classroom)
- Hand Sanitizer Dispensers (common areas)

Prior to the opening of schools for the 2020-2021 school year, the District has purchased all recommended DESE K-12 Health Safety Care/PPE items to cover the first 12 to 16 weeks of school. As the year progresses, the Head Custodian at each school, along with their school administrator and the purchasing department, will work together to reorder as needed in a timely fashion. The purchasing department will utilize a working inventory spreadsheet of each item ordered, received, distributed, vendors used, and turnaround time for all items.

There will be two gallon size hand pump sanitizer dispensers in each classroom. In addition, offices and other common spaces in the schools will be furnished with additional hand sanitizer pumps. Mobil foot operated sanitizer stands have been purchased for the library, cafeteria, gymnasium, and main office areas throughout the district.
School Safety Protocols and Training for Educators

The School Nurses, in collaboration with our School Physician, Dr. Wendy Cohen, administrative team, and local health department, have been developing protocols to keep our students and staff safe.

The School Nurses will provide Professional Development to all staff members at the start of school via remote and in-person training where all will review safety protocols to ensure that we create the safest return to school possible. The educators are encouraged to submit questions in advance and the School Nurses will answer these questions during professional development sessions in September.

Videos and health protocols for reentry will be available on the Seekonk District website in August 2020. Nurses will provide additional information regarding protocols (masks, hand-washing, cohorts, cleaning procedures, etc.) specific to teachers and instructional supports specific for students with disabilities.

Home Health Screenings

Every day, before sending their students to school or allowing them to board a school bus or public transportation in order to get to school, parents/guardians must complete a home health screening checklist for each Seekonk student.

The home health screening checklist should at least include the following items. If staff or students have any of the following symptoms, they should
stay home and get a test for active COVID-19 infection prior to returning to school:

- Fever (100.4° Fahrenheit or higher), chills, or shaking chills
- Cough (not due to other known cause, such as chronic cough)
- Difficulty breathing or shortness of breath
- New loss of taste or smell
- Sore throat
- Headache when in combination with other symptoms
- Muscle aches or body aches
- Nausea, vomiting, or diarrhea
- Fatigue, when in combination with other symptoms
- Nasal congestion or runny nose (not due to other known causes, such as allergies) when in combination with other symptoms
- New rash, especially on the toes or fingers
- Exposure to someone recently diagnosed with COVID-19

Although the written results of the checklist do not need to be submitted to the school, if the checklist reveals that a student has any COVID-19 related symptoms, the parent/guardian must:

- Keep the student home; do not send the student to school
- Report the absence to their school administration, noting if the absence is COVID-related
- Call the family’s primary care doctor or community health center to schedule testing for COVID-19

If positive, this will allow Seekonk Public Schools to advise the family on how to work with the Seekonk Board of Health to determine the risk to others through any advised contact tracing.
As recommended by the CDC and DESE, detailed safety protocols are being developed to address the following:

- Protocols for what to do if sick - steps to take if a child or staff member is sick and presents with COVID-19-like symptoms
- Handwashing and proper respiratory hygiene
- Instruction on masks/face coverings (how to wear, remove, and store)
- Student transportation options and capacities
- Safe ways for students to enter and exit the school building and classrooms
- Safe ways for students to eat lunch (most likely in classrooms)
- Plans to monitor bathrooms, disable air dryers/water fountains, and provide paper towels
- Frequent risk assessment checks by administrators to ensure that all safety measures are being followed and supplies are kept in stock at each school
- Administrator safety protocols and/or procedures

**School Attendance Guidelines**

As required by Massachusetts law, schools and districts must take daily attendance whether a student is in-person or remote. Districts must have a daily attendance policy and system for remote learning that can be reported to the state.

Parents/caregivers are responsible for ensuring their child attends school every day, whether for in-person or remote learning. Seekonk Public Schools will continue to investigate extended absences and make and document reasonable efforts to locate the student and determine the reason for nonattendance. In addition to attendance officers, schools may identify staff members who are unable to return to school in-person who could support
more robust efforts to follow-up with absent students. We will work directly with families to identify barriers to student attendance and to support families in alleviating these challenges.

Staff and families are encouraged to perform the health/home self-assessment checklist (provided on the District website and noted on the previous page) before coming to school. School Nurses will screen everyone, students or staff, coming to the nurse’s office. Students and staff must stay home if they do not feel well. This is very important in preventing the spread of COVID-19. This means that schools will need to have enhanced protocols in place for managing staff and student absences.

Given the nature of this public health crisis, all absences (student and staff) must be accurately reported to the school so that proper documentation and records can be kept and so that our school can help protect the safety and wellbeing of all. Absences must be reported even for those participating in Distance Learning Programs/Days.

Students and staff with a temperature above 100.4 degrees should not attend school until they have been fever-free (under 100.4 degrees) for three days without the use of medication such as Tylenol, Motrin, Advil, or Ibuprofen. Students and staff members should not return to school until they have met the criteria established by the Massachusetts Department of Health to Discontinue Quarantine.

**Confirmed COVID-19 Cases in Our Schools**

Schools, working together with local health departments, have an important role in slowing the spread of diseases to help ensure students have safe and healthy learning environments. Our schools serve students, staff, and visitors
throughout the community. All of these people may have close contact in the school setting, often sharing spaces, equipment, and supplies. Information about COVID-19 in children is somewhat limited, but the information that is available suggests that children with confirmed COVID-19 generally had mild symptoms. However, a small percentage of children have been reported to have more severe illness. People who have serious chronic medical conditions are believed to be at higher risk. Despite lower risk of serious illness among most children, children with COVID-19-like symptoms should avoid contact with others who might be at higher risk, such as older adults and adults with serious chronic medical conditions.

When a confirmed case of COVID-19 has entered a school, regardless of the town of Seekonk’s community transmission rate, the District may implement a short-term closure in consultation with the local Department of Health Agent and DESE. In accordance with guidance, the District will immediately notify local health officials. These officials will help the District determine a course of action for our schools based on the specific information known at the time. Short-term closures allow for time for local health officials to gain a better understanding of the specific situation(s) impacting the school(s). In consultation with local health officials, the District will determine if an extended school or district closure is needed to stop or slow further spread of COVID-19. Closure determinations will be made on a case-by-case basis using the most up-to-date information about COVID-19 and the specific cases in the community.

During school closures due to confirmed COVID-19 cases, all extracurricular activities, school-based afterschool programs, and large events will be cancelled. Staff, students, and their families will be discouraged from gathering or socializing anywhere. This includes group child care
arrangements, as well as gathering places like a friend's house, restaurants, or local shopping centers.

It is critical to maintain the confidentiality of students or staff members as required by the Americans with Disabilities Act and the Family Education Rights and Privacy Act. The name of any student or staff member who tests positive for COVID-19 will not be shared with any individual under any circumstance without parent/guardian consent.

If there are confirmed COVID-19 cases, the school(s) will undergo a deep cleaning. All areas used by the individual with COVID-19 will be closed off and the area will be cleaned and disinfected in accordance with CDC guidelines. Outside doors and windows will be opened to increase air circulation in the area and if possible, the area will not be cleaned for up to 24 hours in order to minimize potential for exposure to respiratory droplets.

During school closures, teachers will develop and deliver lessons and materials remotely in order to maintain a continuity of teaching and learning.

Local Testing Locations and Information

<table>
<thead>
<tr>
<th>Site</th>
<th>Address</th>
<th>City</th>
<th>Phone</th>
<th>Drive Through</th>
<th>Mass Health</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sturdy Memorial Hospital</td>
<td>211 Park Street</td>
<td>Attleboro</td>
<td>508-222-5200</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>CVS</td>
<td>19 Summer Street #9</td>
<td>Bridgewater</td>
<td>508-697-6946</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Hawthorn Medical Associates</td>
<td>535 Faunce Corner Road</td>
<td>Dartmouth</td>
<td>508-996-3991</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>Location</td>
<td>Address</td>
<td>City</td>
<td>Phone</td>
<td>Return</td>
<td>Clearance</td>
</tr>
<tr>
<td>----------------------------------</td>
<td>--------------------------</td>
<td>---------------</td>
<td>----------------</td>
<td>--------</td>
<td>-----------</td>
</tr>
<tr>
<td>Charlton Memorial Hospital</td>
<td>363 Highland Avenue</td>
<td>Fall River</td>
<td>508-973-1919</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>SSTAR</td>
<td>400 Stanley Street</td>
<td>Fall River</td>
<td>508-679-5222</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>SSTAR</td>
<td>1010 South Main Street</td>
<td>Fall River</td>
<td>508-679-5222</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Rite Aid</td>
<td>10 Stafford Road</td>
<td>Fall River</td>
<td>N/A</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>North Attleborough Urgent Care</td>
<td>40 Cumberland Avenue</td>
<td>North Attleboroug h</td>
<td>508-455-4009</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>Tristan Medical</td>
<td>465 S. Washington Street</td>
<td>North Attleboroug h</td>
<td>508-316-0725</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Morton Hospital</td>
<td>88 Washington Street</td>
<td>Taunton</td>
<td>508-828-7000</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>CVS Westport</td>
<td>599 State Road</td>
<td>Westport</td>
<td>N/A</td>
<td>Yes</td>
<td>Yes</td>
</tr>
</tbody>
</table>

**Home Isolation and Quarantine**

Students and staff will check with their school nurse prior to returning to school after an illness. A safe return to school is based on symptoms, duration of symptoms, test results, and clearance by each Seekonk school nurse.

**COVID Point Person**

The school nurse is the COVID Point Person for each school. Every Seekonk school is supported by a school nurse. Within the school setting, our nurses
are our first responders when it comes to keeping our community as healthy and safe as possible. The following supports have been put in place to support our school nurses as our COVID points of contact:

- As necessary, nurses’ offices will be reconfigured for heightened infectious disease control so as to better protect both the health of the school community and the medical privacy of students
- Isolation areas have been identified in every school building
- Nurses will be provided personal protective equipment (PPE) appropriate to their role as health care professionals

**COVID Response Team & COVID Planning Task Force or Working Group**

Each school has identified a COVID Response Team inclusive of the building principal, nurse, custodian, and/or school crisis team members. The school nurse shall serve as the school COVID Point Person.

In order to better manage all matters related to COVID-19, school leaders must appoint a school-based COVID-19 planning task force/working group, with an identified point person (school nurse) other than the school leader. In addition to monitoring compliance and managing decisions related to COVID-19 planning, the school nurse will serve as a subject matter expert on school reopening guidance from health experts, government officials, and the administrative office. Team members within the task force will help support the school nurse and ensure that their school is doing everything in its power to ensure the health and safety of students and staff this fall.
Emergency Contacts

Families must provide the school nurse with at least four emergency contacts, indicating individuals who will be able to come to the school and pick up their child if they become sick during the school day. Dismissing sick students (and staff) in a timely fashion (within 30 minutes) is important for the safety of all.

Cleaning and Sanitization of Restrooms

Seekonk Public Schools will continue to follow the guidance from the Centers for Disease Control, which includes the ongoing maintenance of restrooms, ensuring they have functional toilets, clean and disinfected surfaces, and handwashing supplies. We will continue to take the following precautions:

- Ensure that we operate with functional toilets
- Clean and disinfect regularly using EPA-registered disinfectants that are effective against SARS-CoV-2, the virus that causes COVID-19, particularly high-touch surfaces such as faucets, toilets, doorknobs, and light switches
- Clean, and disinfect restrooms repeatedly throughout the day
- Instructions for proper hand washing will be posted in restrooms
- Follow the Guidance for Cleaning and Disinfecting to develop, implement, and maintain a plan to perform regular cleanings to reduce the risk of exposure to COVID-19
- Regularly stock with supplies for handwashing, including soap and paper towels, for drying hands or utilizing hand sanitizer with at least 75% alcohol and no-touch trash cans

Notify Health Officials and Close Contacts

In accordance with state and local laws and regulations, school nurses/administrators should notify the local health department, staff, and families immediately of any case of COVID-19 while maintaining confidentiality in accordance with the Americans with Disabilities Act (ADA), FERPA, and HIPPA. The school nurses will work collaboratively with the local department of health to identify individuals who have tested positive and/or who had close contact with a person diagnosed with COVID-19. Individuals and families will be instructed to stay home and self-monitor for symptoms, following CDC guidance if symptoms develop.

Wearing a Mask in Public

Health experts agree that people should wear face coverings (masks) whenever they are within six feet of another person in order to reduce the spread of COVID-19. Everyone is expected to wear a mask whenever inside a Seekonk School District building or vehicle, or outside on school grounds when others are within a distance of six feet or less. Accommodations will be made for our youngest learners, students with sensory issues, and for our most vulnerable and medically fragile special needs students, as appropriate and necessary.

Seekonk Schools expects all students in grades 2-12, and staff, to bring and wear their own cloth masks whenever possible and appropriate. Anyone who forgets their reusable mask will be provided a disposable mask to wear on the bus and within the school building. Staff will be provided written protocols on how to teach appropriate mask wearing and storage, to aid them in teaching
their students how best to protect themselves and their classmates and teachers/staff.

Facilities and Operations

In preparation of a full return model or a hybrid model, Seekonk Public Schools has conducted feasibility studies at each of the four district schools. Our feasibility studies looked at the space in classrooms, cafeterias, common learning spaces, offices and other environments that students, faculty, and staff would use during the school day.

Each school has a HVAC system that provides fresh air into the schools. Our district has rooftop units, air handling units, make-up air units, room ventilator units, exhaust fans, and working windows. All systems throughout the District are checked on an annual basis during the summer as well as periodically throughout the school year to ensure that all systems are operational. This process also includes the replacement of filters and belts in accordance with the manufacturer’s guidance. All HVAC systems start at 5 AM prior to the start of the school day to provide proper ventilation in the schools.

An HVAC preventative audit is currently being performed during the PM hours to confirm that all HVAC systems are operational prior to the start of the 2020-2021 school year. A full report will be provided to the District.

Some learning spaces and offices that had been used in previous years will not be utilized during the 2020-2021 school year due to lack of proper
ventilation. These locations have been identified by the school administration and signage will be posted on the doors outside of these locations letting faculty, staff, and students know that these locations are not to be used.

Mental Health and Social Emotional Learning

The social and emotional health of our students remains one of our top priorities. During this challenging time, we understand that many students have increased levels of anxiety, depression, fear, and concern. In order for students to be able to access our rigorous curriculum, these social and emotional competencies must be adequately addressed.

During remote learning, all of our students will have access to a robust social and emotional learning curriculum. This program, created by Edgenuity, helps students form relationships, find identity, and face adversity.

The elementary program provides a powerful foundation for students across two grade bands: K-2 (Feelings Factory) and 3-5 (Transform My Emotions). As students move through the lessons, they focus on recognizing, understanding, and regulating six basic emotions and feelings: sadness, anger, fear, happiness, love, and peace. Students also learn about respect and inclusive behavior along with communication skills that are helpful for building a positive classroom and school culture.

The program scaffolds teaching and learning with a comprehensive set of teacher- and student-tested resources including:

- Short conversational videos
Standards alignments for English/Language Arts & Literacy
Downloadable worksheets and storyline sheets
Online call-to-action activities, games, and sing-alongs
Downloadable posters

The secondary program, for grades 6-12, provides solutions that can reduce behavior referrals and negative behaviors, increase student success, and build invaluable social skills. The content provides hundreds of dynamic and unique activities across a wide library of courses, all of which are taught by more than 80 engaging and diverse experts. The program is aligned to the Collaborative for Academic, Social, and Emotional Learning (CASEL) competencies, the Seekonk Public Schools Social and Emotional Learning Action Plan, multi-tiered systems of support (MTSS), and positive behavioral interventions and supports (PBIS) best practices.

Our mental health professionals (SEL Coordinator, guidance counselors, school psychologists, and adjustment counselors) in collaboration with nurses will be providing support for families, staff and students when dealing with trauma and supporting the social and emotional needs of students during this public health crisis. In consultation with the district SEL coordinator, we will assist teachers to create trauma sensitive classroom environments, and create optimal learning environments at home. Training opportunities will begin to support schools toward a successful reopening. Counselors and school psychologists will continue to be available to support students.

A protocol on accessing these services in school and remotely will be available at the start of school on the District website.
High Needs Students
Definition and Description

Students with disabilities, high needs special education population (those with significant and complex needs), English learners (ELs), former EL students, preschool, students with 504 plans, and those with underlying medical conditions will be supported within each of the three reopening models.

The COVID-19 crisis affects our most vulnerable students who may experience more drastic declines in their motivation, connection to school, and self-efficacy, compared to their peers. Educators will be prepared for the possibility that the students who benefit the most from the structures and support from schools may feel abandoned and not see the benefits anymore. We have an opportunity from this crisis to reimagine school for true equity; to implement innovative and best educational practices that build students’ identities.

When school resumes in the fall, the Massachusetts Department of Elementary and Secondary Education (DESE) has advised school districts that students with disabilities, particularly preschool-aged students and those with significant and complex needs, should be prioritized for receiving in-person services during the 2020-2021 school year. Our District will continue to offer comprehensive general education and special education services, and more specific information about our fall education schedules will be included in each individual school-based plan, which will be shared with stakeholders in August.
Preschool

Seekonk Public Schools will continue to offer preschool services for families. We believe that inclusive opportunities are critical for preschool-aged children with disabilities. Inclusion promotes acquisition of developmentally appropriate language, social emotional skills, and early learning skills. Seekonk Public Schools will continue to plan for inclusionary programs by:

- Recruiting peers for public preschool programs; or
- Identifying ways to provide services in natural environments (in-person, virtually, or through collaboration and consultation)

Special Education

All students will receive all services as outlined in their IEPs through either in-person instruction, remote instruction, or a combination of both, with a strong emphasis on providing in-person instruction to the greatest extent possible, while abiding by the current necessary health and safety requirements. If in-person instruction cannot be provided and students with disabilities must receive instruction remotely in full, or in part, through a hybrid model, they must receive special education instruction and related services necessary to provide FAPE (Free Appropriate Public Education) through an Instruction and Services model of delivery (e.g. structured lessons, teletherapy, pre-recorded video-based lessons, etc.) along with resources and supports. By prioritizing in-person learning, we are addressing the most vulnerable students academically. Structured learning time will be provided and full implementation of IEPs will be addressed.
In particular, the Department of Elementary and Secondary Education (DESE) urges schools and districts to prioritize in-person instruction for two particular groups of students with disabilities: preschool-aged students, and students with significant and complex needs who meet at least two criteria listed below. Remote learning is often more challenging for these students. Understanding that the state has advised us that these populations of students will need to receive the greatest amount of in-person instruction, our District remains committed to ensuring that education for all students will continue, through in-person, remote, and hybrid models.

DESE outlined specific recommendations in a recent guidance document about special education services. The document emphasized that even if the rest of the school has entered into a hybrid or remote model of instruction, schools and districts must make every effort to maintain in-person instruction for students with disabilities, in particular those with the most vulnerable, complex, and significant needs along with all preschool-aged students.

Students identified as “high needs” through the IEP process on the IEP form entitled “Primary Disability/Level of Need-PL3” must meet at least two of these criteria - one of which is special education services which constitute removal from the general education classroom 60-75% of the student’s school day in a substantially separate classroom. The additional criteria required may also be one or more of each of the following:

- Services provided outside of the general education classroom
- Service providers are special education teachers and related service providers
- Students who cannot engage in remote learning due to their disability-related needs
- Students who primarily use aided and augmentative communication
Special education services will look different, since the health and safety of students, parents/guardians, and school personnel remain the top priorities. Schools will not be able to provide remote services in the same manner they typically do. However, all students will receive FAPE and have access to the services described in their IEPs, whether remotely for most students or in-person on a limited basis for high-priority students, and potentially for all students if COVID-19 forces widespread school closures in the future. Our Seekonk Public Schools District Website has COVID resources from DESE below.

https://sites.google.com/seekonkschools.org/coronavirus-resources/dese-department-of-elementary-secondary-education-resources

Special Education Service Learning Plans will be provided for each student that outlines the specific service delivery and structured learning time, which may be modified to ensure the health and safety of our students and to minimize the amount of exposure students may have from moving in and out of classrooms to receive their services.

**Individual Learning plans for Students with IEP or 504 plans**

The school district will obtain parental input regarding the proposed differences in provision of special education services whether in-person, hybrid, and remote instruction. Each individual learning plan for students with an IEP or 504 plan may describe how modifications and services
outlined in the student’s IEP/504 may be provided differently than as written in the current, signed IEP. Each learning plan describes the District’s commitment to collaboration and communication between families and district.

Three models:

- In-person learning with new safety requirements
- Hybrid learning
- Remote learning

**In-Person Instruction**

The school district will obtain parental input regarding the proposed provision of special education services. Modifications and services outlined in the student’s IEP will be provided differently than as written in the current, signed IEP. Differences in the child’s schedule will be outlined as compared with the school/District’s overall instructional plan.

**Hybrid Instruction**

The school district will obtain parental input regarding the proposed provision of special education services in a hybrid model. Any differences will be outlined in the child’s schedule as compared with the school/District’s overall instructional plan. All modifications and services will be outlined in the student’s IEP that will be provided differently than as written in the current, signed IEP. The plan will describe how the IEP accommodations, modifications, and services will be provided remotely. There will be a description to the parent of how ongoing communication from their child’s special education liaison will occur.
Remote Instruction

The remote instruction and related services necessary to provide FAPE will occur through an Instruction and Services model of delivery (e.g. structured lessons, teletherapy, video-based lessons, etc.). These services will be provided by their teachers and support staff as appropriate. The learning plans will describe how and when the school district obtained parental input regarding the proposed provision of special education services in a remote model. The accommodations, modifications, and services outlined in the student's IEP will be provided differently in the remote environment than as written in the current, signed IEP.

Remote instruction will include both synchronous and asynchronous instruction, doing supplemental reading, completing independent tasks and projects, and engaging in small-group activities. These remote sessions will take many forms: individual, small group, and classroom.

Special Education Service Delivery

Special Education Students will receive all services documented in their Individual Education Program (IEP) through in-person instruction, remote instruction, or a combination of both which is the hybrid version. Family engagement will be a critical factor of success for students with disabilities; we look forward to communicating and partnering with families to ensure that students have what they need to be successful.

Schools will carefully develop classroom assignments and service delivery schedules for students with disabilities so that they receive services consistent with their IEPs in the least restrictive environment, as defined in
603 CMR 28.02(12), while also maintaining the current health and safety protocols. School staff will connect with families before school begins so that families understand their child’s special education learning plan. For the 2020-2021 school year, DESE guidance provides that special education instruction and services must include the following components:

- A regular and consistent schedule of classes, interventions, services, and therapies as required by the student’s IEP, offered synchronously or asynchronously and made transparent and available to parents and families through their student schedules;
- Structured instructional time (as defined by DESE) designed so that the student can access state standards; and
- Frequent interactions with teachers and other staff members to ensure their participation in the student’s learning.

The consistent schedule of classes, interventions, services, and therapies must include time students spend interacting directly with teachers and related service providers on a regular basis, as well as some independent work time, as appropriate, and opportunities for interacting with classmates.

Synchronous remote lessons or teletherapy sessions can be provided via telephone or video conferencing. Students might also benefit from asynchronous pre-recorded videos of lessons to follow at home.

For students receiving the majority of their daily instruction through special education, teachers and therapists should assign supplemental work (beyond lessons taught synchronously or asynchronously) during the school day that can be accomplished independently with guidance from and accountability to the teacher or therapist.
Over the coming weeks, the Office of Special Education will ensure that practices, systems, instructional materials, and content are accessible to students with disabilities and that staff members provide accommodations for students where necessary, including with regard to school bus transportation. DESE will provide guidance, alongside the input and feedback from the DPH, CDC, and school reopening working group.

Seekonk Public Schools will train paraprofessionals to serve as facilitators for push-in services and remote services. Training will address technology-related issues, such as device use, electronic platform use, troubleshooting procedures, and other student-specific needs and strategies.

If service providers are not able to provide special education services in the general education setting remotely within the school building via video conference, the educators or related service providers may schedule services in a manner that maintains physical distancing requirements and avoids overlapping with other staff in the classroom or physical setting.

Some classrooms might need to have a marginally reduced number of students in order to accommodate the additional educators and staff members who are needed to support students with disabilities throughout the school day.

Over the coming weeks, the Office of Special Education will ensure that practices, systems, instructional materials and content are accessible to students with disabilities and that staff members provide accommodations for students where necessary, including with regard to school bus transportation.
Transportation and Instructional Support will need specialized PPE which will be provided when the instructional needs require closer proximity with our special need populations. The school nurses will provide training to all bus drivers and educators. Transportation will address safety procedures for students with disabilities (including those who require close contact with adults). In addition, school nurses will provide training for bus drivers and monitors.

**Individualized Education Programs (IEPs)**

Ongoing engagement will help educators, nurses, IEP team chairpersons, related service providers, and parents develop a comprehensive plan for students to receive individualized instruction and related services for special education.

IEP team members will consider information from parents regarding their children's experiences during this pandemic, including primary areas of need, ability to access remote learning during the past months, and other information critical to meet students’ needs as schools reopen. Keep in mind that school closures can be traumatic; students may have regressed, and may have developed new disability-related areas of need, e.g. anxiety.

IEP Team meetings will occur to review three types of services and supports if needed. We wish to allow the students to acclimate to school again for a period of time of adjustment. Of course, the team or parent may convene at any time if there are any significant concerns.

IEP meetings and issuance of IEP meetings will continue to be held remotely to limit the number of people in a building. The District will continue to work
with families to meet timelines or agree to extensions for Initial Evaluations, Reevaluations, and IEP Team Meetings.

**Testing**

In-person testing will require 6 feet of distancing and masks and plexiglass dividers if it is a small space or in an alternative space. Speech and Language Pathologists, Occupational Therapists, Educators, and School Psychologists may use a portable plexiglass divider for testing and therapies. Educators may use the plexiglass shields when testing or teaching. If the room is very small, then, moving to a larger area will be more appropriate for testing or servicing students.

DESE will provide more guidance regarding the following in weeks to come:

- General Education Recovery Support – to mitigate regression and gaps in learning for all students (e.g. MTSS, DCAP)
- COVID-19 Compensatory Services – determined by the team as what's needed to remedy skill or knowledge loss or lack of progress resulting from delayed, interrupted, or suspended IEP services because of the emergency extended suspension of in-person education related to the COVID-19 pandemic
- Additional IEP Services – to address new areas of the disability-related need after an evaluation occurs

**Monitoring Student Progress**

Schools and districts must continue to issue Progress Reports at least as often as report cards or progress reports are provided for students without disabilities. Educators and service providers will collect data, whether
in-person or remotely, and use this data to monitor each student’s progress and develop Progress Reports.

Out-of-district students will continue to receive their services either remotely or in-person as directed by the individual schools. Seekonk Public Schools will continue to receive remote learning plans and progress reports on all students as appropriate. As always, please do not hesitate to contact the Out-of-District Coordinator/Pre-K Coordinator, Holly Flanagan, with any questions or concerns.

**Balancing Consistency with Cultural Responsiveness**

We are hoping to bring our most vulnerable students (certain English learners and PreK students) along with students in our Special Education Intensive Programs (out of the general education classroom 60 - 75% of the time) to school on all non-remote learning days as is feasible while maintaining social distancing. The special education students must meet at least two criteria from DESE's list. Benefits of this approach would include a strong in-person instruction for these categories of students.

**504 Plans**

Meetings and issuance of 504 plans and learning plans will occur remotely to limit the number of people in a building. The School 504 Coordinators (SHS & HMS Guidance Counselors, Elementary Assistant Principals) will continue to contact families to review the 504 plans and write an Education Service Learning Plan.
Education Service Learning Plans will be provided for each student with a 504 plan that outlines the specific service delivery, which may be modified to ensure the health and safety of our students and to minimize the amount of exposure students may have from moving in and out of classrooms to receive their services.

**English Language Learners (ELLs) or English Learners (ELs)**

All students will be provided services based on their English language development (ELD) level. English language learners who are also dually identified as special education, meet the criteria as high needs or significantly vulnerable students. These students are recommended for in-person, full-time instruction on all non-remote learning days.

In addition, English language learners who are newcomers to the country and/or those students who have had “limited or interrupted formal education” (SLIFEs) require significant pull-out instruction as a result of the ACCESS 2.0 assessment for students in WIDA Levels 1-2+. Given the schools’ closure and abrupt continuance of online remote learning, it is important to determine the effect of each student’s academic status to conclude if there has been significant regression in English language acquisition. This will be done during the fall using the WIDA Model.

Based on recommendations from last year’s classroom teacher/content teacher(s), ESL teacher, and Special Educators, a student who exhibits any other needs should also be included in as much face-to-face time in school, as possible.
The EL educator will be reaching out to each of the EL families with a letter describing each child's individual learning plan as it will be customized for each EL student. This learning plan will be sent home in their native language as requested before August 31st.

Education Service Learning Plans will be provided for each EL student that outlines the specific service delivery; these may be modified to ensure the health and safety of our students and to minimize the amount of exposure students may have from moving in and out of classrooms to receive their services.

Educators continue to empower ELLs by providing instruction that leverages their cultures, families, and experiences and supports them to take academic and linguistic risks (e.g. reducing teacher talk and increasing student conversation, leadership opportunities, and cooperative learning).

EL educators will collaborate with school administrators to create and adhere to English language learners’ schedules that ensure no disruption to core content instruction or ESL, two mandated instructional components in ELE programs.

EL educators will provide instructional supports and services tailored to the unique academic and linguistic needs of all ELs (including SLIFEs, ELs with disabilities, and newcomers) with the expectation that regular educators work collaboratively with their special education and English Learner (EL) counterparts to co-plan lessons that support learning for all students. For limited English proficient parents and guardians, the District must provide interpreters, translated special education notifications sent to families, as well
as schedules, learning plans, IEPs, and Progress Reports. Districts and schools must also use interpreters at all IEP Team meetings.

The school or district will arrange for parents to contact the child's special education Team Chairperson who will arrange with the Office of Special Education to provide access to interpretation if needed. The communication should be provided in a language understandable to the general public. Many limited English proficient parents will require ongoing support in their own language so that they know what to expect from the school or district and how to support their child.
Survey Results

On July 9, the school district sent a survey to all Seekonk Public Schools’ parents and guardians to learn more about their initial thoughts about returning to school for the 2020-2021 school year. 1,337 parents/guardians completed the survey (some took it multiple times - one for each child).

If all recommended and mandated safety precautions are in place, do you intend to send your child to school in the Fall if all other students intend to return?
1,337 responses

If all recommended and mandated safety precautions are in place, do you intend to send your child to school in the Fall if we return in a Hybrid Model ...pate in remote learning the other half of the time)?
1,337 responses
The school district also surveyed all staff. This included members of the Seekonk Educators’ Association (SEA), members of the American Federation of State, County and Municipal Employees (AFSME), and administrators. 205 SPS employees completed the survey.
If public health officials believe it is safe to allow in-person instruction, how comfortable would you be returning to your school this fall?

205 responses

- Somewhat comfortable with guidelines in place: 18%
- Comfortable with no concerns: 21%
- Not comfortable: 61%

Assuming all guidelines for reopening of schools have been met, and if given a choice and SPS is given the flexibility from the Department of Ele...ould you prefer to return to school in 2020-2021?

205 responses

- All students and staff return for full in-person instruction (with 3 foot distancing). No remote learning: 45.9%
- Hybrid model of some remote learning/some in-person instruction (with 6 foot distancing): 14.1%
- Full remote learning with staff working in the buildings: 33.7%
Models for Returning to School

The Massachusetts Department of Elementary and Secondary Education (DESE) has required all school districts to develop and submit a plan that articulates how each school within the district will implement three models of instruction for the 2020-2021 school year: all in-school, a hybrid model, and a fully remote model. Developing three models of instruction will allow for us to be able to shift to a model quickly, if needed, based on how the school year progresses and based on the status of COVID-19 throughout the region.

An **all in-school** model best mirrors our traditional model of instruction where students and teachers report to school every day for teaching and learning. We believe that this model provides the most consistent support for students, allows students with disabilities and those with other needs to receive services in the most effective way possible, and for students to socially interact with peers. In addition, we realize that this model best supports parents and guardians who would require child care when students are not in school.

For many reasons, this model represents what the district hopes to be able to provide to our community this fall; however, it does provide challenges as well. If we are able to return to an all in-school model, many aspects of what we are used to within our schools will have to change. Based on CDC guidance and guidance from the Massachusetts Department of Elementary and Secondary Education, students must be spread out within all classroom spaces no less than 3-6 feet away from others. Plans must be made for
students to eat in locations other than the cafeteria. In addition, student transitions to and from classes must be addressed to ensure proper distancing. Furthermore, health guidelines pertaining to transportation will greatly impact the school district’s ability to implement an all in-school model. If guidelines require increased distancing of passengers on school buses the school district will need to secure additional buses.

A **hybrid** model is one in which teachers and staff report to their school each day but students report to on a part-time basis. When students are not in school, they are participating in remote learning activities. This model does allow for students to have face-to-face interactions with their teachers and classmates, but on a limited basis. With approximately half as many students in the building on a given day, a hybrid model allows for classrooms, common areas, and other spaces within the school to be arranged in a way that allows for safe distancing. This includes on the school bus and within the school.

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Cohort A</strong></td>
<td>Remote</td>
<td><strong>In-Person</strong></td>
<td>Remote</td>
<td>Remote</td>
</tr>
<tr>
<td><strong>Cohort B</strong></td>
<td>Remote</td>
<td>Remote</td>
<td>Remote</td>
<td><strong>In-Person</strong></td>
</tr>
<tr>
<td><strong>Cohort A/B</strong></td>
<td>Remote</td>
<td><strong>In-Person</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

During remote learning days in a hybrid model, students will be provided with work to complete while not in school. This work may include activities that support and reinforce content and skills they were taught on the days they were in school. There could also be activities that will help introduce and preview concepts and skills that will be taught on the next day when they
return to the classroom with their teacher. Through various online platforms, teachers can personalize student learning by assigning remedial assignments for students with learning gaps, enrichment work for students who have already mastered skills and content.

In a full **remote** learning model, students will participate in teaching and learning activities outside of the school setting. Students can have the opportunity to participate in some synchronous learning (more likely on Mondays) through live video conferences and instruction with teachers/classmates. In addition, they can participate in asynchronous learning which will allow for increased flexibility regarding when students participate in and complete assignments. Through the use of various online platforms such as SeeSaw and Google Classroom, students, teachers, and parents can communicate, share resources, and stay up to date with assignment due dates and other expectations.

Unlike last spring, if the district adopts a remote learning model, expectations for participation in learning activities will be increased and more robust. Student work will be graded and attendance will be taken.

Seekonk Public Schools has identified four pillars that are to be addressed within each model of the plan: Student and Staff Safety, Instruction, Physical Space, and Transportation. Each pillar includes numerous focus areas that have been explored in order to ensure success within each model.
Virtual Learning Academy

Understanding that there is a great level of uncertainty this school year and understanding that some of our students have compromised health conditions, Seekonk Public Schools is providing families with the option of enrolling their child in the SPS Virtual Learning Academy. Students enrolled in the Virtual Learning Academy will remain enrolled in the Seekonk Public Schools.

The Seekonk Public Schools will offer a full-time virtual learning format to students beginning in the fall of 2020-2021. The Seekonk Public Schools Virtual Learning Academy (VLA) is an entirely remote, PK-12 virtual learning option available to students and families for the 2020-2021 school year. The Virtual Learning Academy is designed to respond to the needs of those students, families, and staff who are immunocompromised or have chosen to keep their child(ren) home during COVID-19.

Students who opt for the Virtual Learning Academy will be enrolled in Edgenuity. Edgenuity offers an engaging, content-rich program for Elementary and Secondary students that is customized to meet the unique needs of all students. The curriculum is aligned with the Massachusetts Curriculum Frameworks and the content is delivered by highly qualified state-certified virtual instructors. In addition to the highly qualified instructors, students have access to a concept coach for real-time on-demand tutoring in secondary core courses when they need it most. Additionally, virtual instructors will work in tandem with Seekonk Public Schools staff, special education coordinators, and concept coaches to provide students and
staff with the multiple layers of support needed to ensure program and student success.

**Elementary Distance Learning Curriculum**

- English/Language Arts & Literacy
- Mathematics
- Science and Technology/Engineering
- History and Social Sciences
- Health/Physical Education
- Art
- Technology
- Other Optional Electives

**Middle/High School Distance Learning Curriculum**

- English/Language Arts & Literacy
  - ELA (Grades 6-12)
  - Literacy & Comprehension I
  - Literacy & Comprehension II
  - Expository Reading and Writing
  - Introduction to Communications & Speech
  - Classic Novels & Author Studies

- Mathematics
  - Mathematics (Grades 6-8)
  - Pre-Algebra
  - Algebra I
  - Geometry
  - Algebra II
○ Precalculus
○ Mathematics I
○ Mathematics II
○ Mathematics III
○ Mathematical Models with Applications
○ Financial Math
○ Trigonometry
○ Statistics
○ Concepts in Probability and Statistics
○ Advanced Quantitative Reasoning

● Science & Technology/Engineering
  ○ Science (Grades 6-8)
  ○ Physical Science
  ○ Biology
  ○ Chemistry
  ○ Earth and Space Science
  ○ Environmental Science
  ○ Introductory Physics

● History & Social Sciences
  ○ World Geography and Ancient Civilizations I
  ○ World Geography and Ancient Civilizations II
  ○ Grade 8 Government and Civic Life
  ○ U.S. History I
  ○ U.S. History II
  ○ World History I
  ○ World History II
  ○ Government
- Economics and Personal Financial Literacy
- Human Geography

- Massachusetts Test Preparation Courses
  - MCAS English Language Arts 10
  - MCAS Math
  - MCAS Biology
  - MCAS Chemistry
  - MCAS Physics

- World Languages
  - Spanish I
  - Spanish II
  - Spanish III
  - French I
  - French II
  - French III
  - Chinese I
  - Chinese II
  - German I
  - German II
  - Latin I
  - Latin II

- Electives
  - Art History I
  - Computer Applications: Office® 2016
  - Contemporary Health
  - Foundations of Personal Wellness
○ Healthy Living
○ Introduction to Arts
○ Introduction to Computer Science
○ Keyboarding and Applications
○ Lifetime Fitness
○ Online Learning and Digital Citizenship
○ Personal Finance
○ Psychology
○ Sociology
○ Strategies for Academic Success

● Social and Emotional Learning
  ○ Character & Leadership Development
  ○ Climate & Culture Transformation
  ○ College & Career Readiness
  ○ Mental Health & Wellness
  ○ Personal Development
  ○ Restorative Practices and Principles
  ○ Social & Emotional Success
  ○ Unlock Your Purpose
  ○ Trauma-Informed Living

● Advanced Placement®
  ○ Biology
  ○ Calculus AB
  ○ English Language & Composition
  ○ English Literature & Composition
  ○ Environmental Science
  ○ French Language & Culture
○ Human Geography
○ Psychology
○ Spanish Language & Culture
○ Statistics
○ U.S. Government & Politics
○ U.S. History
○ World History: Modern

In addition to the courses listed above, students will also have access to a personalized intervention program from Edgenuity. For elementary students, this program is called Pathblazer. Pathblazer is a personalized intervention program that provides supplemental online instruction with fun, motivating content that builds foundational skills in math and ELA. Using existing student data or results from a screener and pretest, Pathblazer immediately identifies where students are struggling and provides the targeted instruction they need to close early learning gaps. The enjoyable instruction in math and reading helps educators engage students, keep their attention, and accelerate them to grade level. And the data that Pathblazer collects as students complete their work gives teachers the power to monitor learning and maximize results.

For secondary students, this program is called MyPath. MyPath is an age-appropriate intervention program for middle and high school students that offers data-driven differentiated instruction in math and ELA. Designed to meet students at their learning level, the age-appropriate instruction in MyPath spans skills and concepts covered in grades 3 through 11, and is designed to help students get back on track. The data and reporting features in MyPath empower educators to monitor student performance at a glance, and quickly step in to offer additional help where needed.
The expectation is that parents who choose this Virtual Learning Academy model for their child(ren) will be actively involved in the education process and will support SPS in delivering the most robust and successful learning experience possible. Students choosing the Virtual Learning Academy will only be allowed to transition back to in-person/hybrid instruction the first week of February, 2021. Extenuating circumstances will be considered by the Superintendent's Office.

Parents may request that their child attend the Virtual Learning Academy by completing this form. The deadline for submission is Wednesday, August 19, 2020, at 5 PM. If you have any questions or need assistance with this process, please contact your child’s school.

**Virtual Learning Academy (VLA) Agreement**

Students enrolled in the Virtual Learning Academy are expected to make weekly progress and attend class on a daily basis. Students will complete course requirements independently and within designated timelines. Due to the nature of a virtual course(s), it is important that the teacher, student, and parents agree to commit the time and energy needed to successfully complete the course(s). In order to earn credit and/or a passing grade for the course(s), students must meet set minimum criteria as established by the teacher. Those choosing to enroll in the Virtual Learning Academy are making a commitment to do so until at least the first week of February, 2021, which is the first semester/half of the school year.
Student Expectations

Ethics: Students enrolled in the VLA are expected to complete their own work at all times, and complete assignments according to class guidelines. If a student breaks this code of ethics, the student will not receive credit for the assignment, assessment, or course. A student must also read, sign, and follow the Acceptable Use Policy available in the student handbook regarding technology and the Internet.

A student will be counted present when they have logged in, engaged in the course content, and made adequate progress on the assigned activities for the day. Students may be asked to attend mandatory meetings and/or attend one-on-one virtual conferences with the teacher. These requirements may be for orientation, pupil accountability, and/or for proctored exams. In the event a student is unable to access the Internet, a specialized virtual learning plan will be developed for your child. Please contact the school in the event there are issues with Internet accessibility.

Participation in Athletics and Other Extracurricular Activities: While we await further guidance from the state, students who choose the Virtual Learning Academy option will not be allowed to participate in interscholastic athletics and other extracurricular activities should they resume in the fall.

Parent/Student Acknowledgment:

Student: I have read, and I am aware of the above criteria for the VLA. I accept responsibility for the preparation needed to complete the coursework. I am aware that I must attend class remotely and be active in the course in order to stay on pace for completion by the end date. I agree to organize my time,
communicate with my teacher as needed, and contribute positively to the virtual learning process. I understand that if I do not meet these guidelines, I may not receive credit and/or receive a failing grade for the course.

*Parent/Guardian:* I have read and I am aware of the above criteria for the VLA. I acknowledge that adult supervision is necessary for elementary students and also recommended for middle school and high school students who choose to participate in the VLA. I agree to assist my child(ren) with their work in order to be successful in all VLA courses. I am aware there will be attendance requirements for my child, as well as daily work requirements and assignment due dates. I understand if my child does not meet the above-stated criteria, he/she may receive a failing grade and/or will not receive credit for the course.

For additional information about the SPS Virtual Learning Academy, please contact Assistant Superintendent for Teaching and Learning, [Zachary Waddicor](#).

**Transportation**

In preparation for the 2020-2021 school year, Seekonk Public Schools had already planned on adding one additional bus to bring the number of regular education routes to ten. In response to COVID-19 and in anticipation of needing additional space and time, two additional routes were added at a cost of $147,967. This brings the total number of regular education routes to twelve. Each of these buses has a capacity of seventy-seven passengers.
In a typical school year our goal is to operate with no more than sixty elementary students and fifty-one middle/high school students on any given route. Of the 2,096 students enrolled in Seekonk Public Schools, 1,253 were registered for bus transportation in the 2019-2020 school year. This is equivalent to approximately 60% of our student population.

Seekonk Public Schools uses a 3-tier busing system. For the 2019-2020 school year, ridership was comprised of the following:

<table>
<thead>
<tr>
<th>School</th>
<th>2019-2020 Bus Ridership</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aitken ES</td>
<td>280 Riders</td>
</tr>
<tr>
<td>Martin ES</td>
<td>260 Riders</td>
</tr>
<tr>
<td>Hurley MS</td>
<td>434 Riders</td>
</tr>
<tr>
<td>Seekonk HS</td>
<td>279 Riders</td>
</tr>
</tbody>
</table>

Additional measures have been taken to promote the health and wellbeing of all of our bus riders. While our buses can support seventy-seven students, we will be running our buses at less than half capacity. One student will be assigned per seat. Students will sit in alternating spaces on each seat. The only exception to this process would be for siblings.

**SOURCE:** National Council on School Facilities and Cooperative Strategies
Social distancing requirements apply both while waiting at the bus stops and while in transit. Students and adults at bus stops should ideally maintain 6 feet of distance from other individuals, with the minimum being 3 feet of distance. Everyone on the bus and waiting at bus stops must wear masks that cover the nose and mouth at all times. Parents/guardians should provide masks for their children. Students who do not have a mask will be provided with a mask as needed for the bus.

In addition, to provide additional layers of safety, the district will work with our transportation company to hire bus monitors. The monitors will be responsible for ensuring social distancing is taking place as students enter the bus and exit the bus. Students will be assigned seats on their bus. Students who are picked up first will assume the seats in the back of the bus. As students get on the bus, they will fill seats from the back of the bus to the front of the bus. As students arrive at school, they will exit the bus with students in the front of the bus exiting first and progressing to the back of the bus while maintaining social distancing.

In accordance with guidelines from the Massachusetts Department of Elementary and Secondary Education (DESE), all buses will operate with all windows completely open. This will be the case unless there is inclement weather. Eating and drinking will be strictly prohibited on all bus routes. All buses will be sanitized between all tiers and routes. These cleanings will be completed by the bus drivers.

Seekonk Public Schools will adhere to our July 31 bus registration deadline. This will provide enough time for bus routes to be designed based on anticipated ridership and our proposed hybrid model. All students' families
who submit bus registrations received after July 31 will be placed on a waiting list and added to routes if time and space allow.

If a student is reported to a nurse’s office as being suspected of COVID-19 exposure or infection, and that suspicion is well grounded as defined by public health guidance, the guardians will be contacted to pick up the student within a 30 minute timeline. Within student and health privacy requirements, the Transportation Director will be notified of any students removed from bus routes so as to ensure that the health and safety of our transportation staff is appropriately protected.
Technology

During the spring the Technology Department, with the assistance of the district, was able to respond quickly and thoughtfully to the need for devices. We quickly developed and refined a process to deploy over 600 devices to families to support remote learning. While our district was able to provide access to technology to our students and families, we did face challenges in providing devices that would allow students in need to access Wi-Fi. The sudden closure of schools across the nation provided an opportunity for a call to action by a variety of companies to support online learning. This was true for internet providers as well. Many companies offered families affordable or free options to access Wi-Fi at a reduced rate. The Technology Department provided information and support to families to help them access the providers to get access to Wi-Fi for their homes. Although this process helped our families it was still a challenge for our families in need. As a result of our experience this spring, we are working to proactively acquire additional Wi-Fi devices that can help support families during remote learning experiences if needed. We have purchased portable Wi-Fi devices called “Kajeet hot spots” for our students. The SPS Technology Department is maintaining this webpage to provide up-to-date information on student and family access to technology.

1:1 Devices

During the 2019-2020 school year the Hurley Middle School Principal, Library Media Specialist, and the Director of Technology and Digital Learning planned to move to a 1:1 environment for the students in the 2020-2021 school year. The intention was to provide a Chromebook for each student grades six
through eight. However, with the spring closure we discovered a need to expand our 1:1 environment to include the high school students to ensure equitable access for our students. This summer we will provide students in grades six through twelve with their own Chromebook to use until they leave the district or graduate from Seekonk High School. In preparation for the deployment, the Hurley Middle School and Seekonk High School principal, along with the Director of Technology and Digital Learning, held informational meetings with students and parents to prepare for the transition. This website was also developed to keep our parents and students informed about the 1:1 Chromebook program.

**Technology and Professional Learning**

During the spring closure, teachers received ongoing professional development to learn technology tools they could use for remote teaching. Teachers had multiple opportunities per week to participate in a variety of sessions to learn numerous tools. The goal was to train teachers with technology tools that would improve remote learning. In preparation for the coming school year we have continued to offer professional development focused on technology integration. Teachers have been learning to use various online tools to support instruction in the classroom and remotely. Based on staff feedback and analytical data, a set of core tools will be encouraged and supported through ongoing professional learning. These tools enhance the Google Classroom experience, which is our desired Learning Management System for our grade three to twelve population. Seesaw is the desired Learning Management System for our preschool to grade two population.
Professional learning opportunities will be provided before school begins with the ten days we have been provided by DESE for our staff. Our focus for the several days of professional learning will be to support educators in the safety protocols that will be necessary when returning to in-person instruction and also prepare them for the delivery of instruction that will be taking place this school year. Educators and families need to feel confident that the protocols employed are understood and are being followed by all. Professional learning will also focus on best pedagogical practices for a remote and/or hybrid learning environment, which will include but not be limited to: using digital tools for in-person and remote learning, social emotional learning, equity, curriculum, and assessment. In addition to the days prior to the start of the school year, non-instructional time on Mondays throughout the school year, will be utilized for any necessary professional learning as the year progresses. A professional learning website was developed to provide tutorials and ongoing learning opportunities for our teachers.

In addition, prior to the start of the school year, we will survey our families to learn what needs they have to return to school. Besides supporting learning for our staff, we will also offer ongoing opportunities to support our students and families to gain technology skills. The ongoing parent and student training on the devices and applications will be provided throughout the school year. A website was created to provide video tutorials for our students and parents to access to better understand how to use the tools being utilized during remote instruction. Besides professional learning opportunities for our teachers, parents and students we will also be providing a Virtual District Technology Help Desk to offer technical support for our district and community.
The Seekonk Public Schools will utilize the Google platform and Seesaw (grades prek-2) as our main platform for conducting all other remote learning, including Google Classroom (grades 3-12) and Google Meet. However, individual teachers and grade levels may supplement Google with other online platforms to enhance the student experience. Additionally, the Seekonk Public Schools will provide every child in need with a Chromebook to ensure equity of access.

- **Google Classroom** Required for Grades 3-12
- **Seesaw** Required for Grades Preschool - Grade 2
- **IXL**
- **Screencastify**
- **Google Meet**
- **Remind**

Connecting with students to provide a more personalized approach to learning was critical during school closure. Some teachers used Zoom for this task, but with so many security issues we tried to move staff towards Google Meet. The difficulty presented itself because Google Meet did not have the same features and functionality that Zoom provided, causing some educators to want to still use this tool. However, this coming September, Google will be releasing its new features and functionalities (see [here](#) for recent enhancements) that are quite similar to Zoom. Google Meet is rapidly evolving, and Google Meet makes more sense for our district to utilize with its seamless integration with Google Classroom, GMail, Calendar and the entire Google Suite. It is also more secure and better equipped to keep everyone safe while utilizing this service.
Educators will also continue to have access to communication tools which will allow them to share information with parents and families through websites, email, and conferencing tools. Besides these tools, educators were looking for a communication tool which would allow them to send text messages to families while protecting their personal information. After much research, it was decided that we would provide district access to Remind. Remind is a website and app utilized to send text messages, images and files similar to a cellular phone without impacting the user’s privacy. It can also translate any message in up to 90 different languages. Remind is also connected to Google Classroom and other applications, making it the best choice for our educators to communicate with our students and their families.

**Teacher Websites**

Educators in Seekonk will use a variety of communication tools with parents and families to share information related to the student learning experience. The intent this year will be to have all teachers develop and use a website as one of the forms of communication. During the ten days prior to the opening of our schools, one of the professional learning opportunities will focus on developing a teacher website through Google Sites. The website will provide information about how to contact the teacher, share information about assignments and/or curriculum, and will also have detailed information about instructional tools that teachers are using with students. Ongoing professional learning throughout the year will be available to support all educators through the creation of a site and the skills to update it.
Student Data Privacy

As a district, we will continue to follow student data privacy laws which help keep our students safe during their online experiences. Educators will continue to work with the Director of Technology and Digital Learning to investigate tools that most appropriately support the curriculum and are safe for students to use. We understand that students need tools that promote engagement and learning, while at the same time ensure a level of safety while working online. Our district continues to maintain and refine processes for using software and apps and how to request the use of those software/apps, as we work to protect student data. Prior to using any new technology tool, app or website teachers are required to fill out this form in order for the tool to be properly vetted for COPPA compliance. We utilize the Student Data Privacy Consortium to ensure the sites, apps and tools are safe for our students to access and to prevent any of their personal data from being accessed in an inappropriate manner. Digital literacy content will be part of the first week of school activities—before academic and specialist classes begin—to help make students safe users and consumers of digital tools and resources. In addition, we are planning continued professional learning opportunities for parents and families around technology and curriculum and instruction.

GoGuardian

While your child is online it is our legal responsibility to keep your child safe. Whether we are in school, utilizing a hybrid or full remote option we will utilize a monitoring and filtering system, GoGuardian, to assist us in ensuring your child is safe online 24 hours a day seven days a week. GoGuardian is a filtering, monitoring, and management system, as well as usage analytics,
activity flagging, and theft recovery program for any device running the Chrome Operating System. GoGuardian also offers filtering functionality for third-party tools such as YouTube. These services enable school administrators to monitor student activity online, filter potentially harmful or distracting content, and recover lost or stolen devices. Through an email notification administrators will be made aware of any potential site your child may be visiting. A process has been put in place to contact the student and their parents to prevent further harmful or inappropriate behavior.
Resources/References:

Massachusetts Department of Elementary and Secondary Education (DESE)
Massachusetts Department of Public Health
Centers for Disease Control
Parabola Project
Lexington Public Schools
Hadley Public Schools
Taunton Public Schools
Boston Public Schools
North Smithfield Public Schools