



School Reopening Plan 2020-2021

Comprehensive Plan
Version 1.0
August 14, 2020

Updates will be provided as plans are finalized in negotiation with the Malden Education Association and approval of the Malden School Committee.



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August 14, 2020

Dear Malden School Families:

We will begin the 2020-2021 school on Wednesday, September 16, 2020 using a remote learning model based on a unanimous vote of the Malden School Committee on August 6, 2020. While the majority of students will learn remotely, we will also be aiming to provide services in-person for our highest needs students, in a safe and productive manner. Negotiations with the Malden Education Association are ongoing. This document represents the best drafted plans to date. Expect to see regular updates from the district over the next few weeks.

Our school staff will return and begin preparing on August 31, 2020. Students in grades 1-12 will begin learning remotely on Wednesday, September 16, 2020. Kindergarten screening will take place on Thursday and Friday, September 17 and 18. The Department of Elementary and Secondary Education (DESE) has reduced the number of required school days from 180 to 170 and has designated the first ten days of the school calendar for staff professional development.

In order to guarantee that our families are able to access the remote learning, we are taking steps to ensure that every student, PreK-12 will have a Chromebook or device to use. In addition, we are making plans to offer training and assistance in using those devices. Knowing that internet access is also essential, we will be providing a hotspot to families in need of one. We will begin a distribution program before school starts.

We appreciate your partnership, continued patience and understanding as we do our best to work through this unprecedented challenge. We look forward to partnering with you throughout this process and making sure the experience for our students is the best that it can be.

Stay safe,

John Oteri

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Executive Summary

Malden Public Schools is prioritizing the health, safety, and well-being of the Malden School community and will return to learning using the remote learning model while also providing services in-person for our highest needs students, in a safe and productive manner. ** MPS may pivot to another learning model during the school year at the direction of the Malden School Committee in response to changing community health conditions. To this end, this plan provides an outline of all potential three learning models. Curriculum and assessment, grading policies, and student supports will be consistent across models. MPS staff, our most important instructional resource, will guide activities daily across all three models.

(1) Remote learning

Students will meet daily with teachers utilizing video conferencing technology and an on-line learning platform, Google Classroom, to access the Malden Public Schools curriculum. Students will participate in synchronous and asynchronous learning activities aligned to state learning standards and complete state assessments. Students with the highest level of need will meet for in-person learning and services, in a safe and productive manner. High-needs students are those with Individualized Education Plans with sub-separate services (for example, students in PASS or Pathways programs), nascent English language learners (level 1), and students who do not have access to a suitable learning space at home (homelessness, foster care or congregate care).

(2) Hybrid learning

When deemed appropriate by the Malden School Committee, MPS will work to phase in a hybrid learning model, allowing students to attend in-person classes in small cohorts some days while continuing to learn remotely other days. This model prioritizes in-person contact between the teacher and students while maintaining the recommended safety guidelines provided by the Center for Disease Control. Families and students may choose to remain in remote learning through the remainder of the school year, if desired.

(3) In-person learning

A full in-person learning model will be utilized when safety guidelines restricting social distancing are lifted. Based on the current CDC physical distancing requirements of six (6) feet, it is not possible to return all students for full in-person learning safely at this time. Therefore, MPS is prioritizing the full-time return of high needs students as health and safety conditions permit. While in-person learning will return the students to the school building, the experience of school will be dramatically changed to ensure the health, safety and wellbeing of the MPS school community. All students and staff will wear masks daily. Physical distancing protocols will be in place. Arrival and dismissal times will stagger.

LEARNING MODELS

Remote Learning Model

Through this district-designed and district-run program, students engage in synchronous and asynchronous learning daily under the supervision of a highly qualified Malden Public Schools teacher(s). The curriculum and lessons are aligned to grade-level state learning frameworks. Students will be provided with a Chromebook and Internet access, as needed.

Learning in this format, as in the other models, will be aligned to grade-level instruction in all content areas included in the Massachusetts Curriculum Frameworks. In this fully remote model, Google Classroom will continue to be utilized as the main platform for learning. As in the other two models, grading in the remote learning format will mirror the existing grading policies and procedures of the district. Educators will use the time reserved for asynchronous activities to check in with families, individual students, and/or small groups. In addition, at the beginning of the school year, building principals will inform families of the communication structures within their schools that will serve to ensure regular, two-way communication. District communication will be included on the website (with the ability to translate into languages other than English), social media, and automated calls home.

The official school day for all students is defined by the Malden Education Association contract as follows:

Full day kindergarten and grades 1-6	8:15 a.m. - 2:15 p.m.
Grades 7 & 8	8:00 a.m. - 2:20 p.m.
High School	7:45 a.m. - 2:15 p.m.

At grades K-8, morning circle times launch the synchronous learning. High school students will participate in six courses daily. An online MPS teacher leads core instructional blocks and exploratory activities for the entire class at given times throughout the day. Students also have time for independent, asynchronous work or synchronous small group work with teachers. Teachers will provide one hour per week beyond the scheduled day to provide additional tutoring and personalized support for students. It is anticipated that class size will average 25-30 students.

Attendance will be taken for each block and recorded by the teacher in the X2 / ASPEN student information system. Teachers will utilize the following options:

Present	Student has engaged in at least one synchronous activity this day.
Absent	Student is absent from synchronous learning activities on this day.
No Contact	The teacher has been unable to make contact with the student during this time. Students with consecutive "No Contact" codes in all of their classes will be flagged for the SST and, if necessary, a safety/wellness check.

English Learners will receive supports based on need and defined in the section of this document entitled, "Special Education, English Learners and Early Childhood."

Students with Individualized Education Plans are also eligible for this learning model; however, MPS will maintain in-person services and instruction for IEP students, particularly those with

complex and significant needs and preschool-aged students. Families may arrange for students to come to the school on a part-time scheduled basis for related therapies, social skills groups, or Applied Behavior Analysis (ABA) services. In-person services may be provided in the home or in community-based settings where feasible for students with significant and complex needs, if it is not possible to provide services in the school setting.

Grading and Time on Learning - Regardless of the mode of delivery - remote, hybrid, in-person - grading will be based on the traditional grading structures in place. In addition, whether school exists in a remote, hybrid, or in-person format, each school within the district will meet the required student learning time of 170 days and 850 hours (for elementary schools) and 935 hours for secondary schools.

SAMPLE Remote Learning Schedules by Grade Level

Reminder: Attendance will be taken and reported for all synchronous learning activities.

Please note that these are sample schedules to demonstrate what a day might look like from the perspective of a student and are subject to change. The teacher work day is defined by the existing contract. Final schedules are subject to negotiations.

K Students	
8:15-9:00	Independent, asynchronous work
9:00-9:30	Morning circle (attendance, daily agenda review, share, etc.) <i>Launch of synchronous learning!</i>
9:30-10:00	Core 1 (Math or ELA)
10:00-11:00	Independent, asynchronous work and/or small group instruction
11:30-12:00	Exploratory (30 min sync on weekly rotation)
12:00-12:30	Lunch
12:30-1:00	Core 2 (Math or ELA)
1:30-2:15	Independent, asynchronous work and/or small group instruction

Grades 1-6	
8:15-8:45	Morning circle (attendance, daily agenda review, share, etc.) <i>Launch of synchronous learning!</i>
8:45-9:30	Core instruction block #1: English Language Arts
9:30-10:15	Independent, asynchronous work and/or small groups
10:15-11:00	Core instructional block # 2: Mathematics

11:00-11:45	Independent, asynchronous work and/or small groups
11:45-12:15	Lunch
12:20-1:00	Core instructional block #3: Science, 2 days; Social Studies, 2 days; Social-emotional learning – 1 day
1:00-1:30	Closing Circle
1:30-2:15	Independent, asynchronous work/Exploratory (Teacher office hour for parents 1x weekly)

Grades 7-8	
8:00-9:00	Independent, asynchronous work /Exploratory
9:00-9:30	Morning circle (attendance, daily agenda review, share, etc.) <i>Launch of synchronous learning!</i>
9:30-10:15	Core 1 (Math, ELA, Science, or Social Studies)
10:15-11:00	Independent, asynchronous work and/or small groups
11:00-11:45	Core 2 (Math, ELA, Science, or Social Studies)
11:45-12:15	Lunch
12:20-1:00	Core 3 (Math, ELA, Science, or Social Studies)
1:00 – 1:30	Independent, asynchronous work and/or small groups
1:30-2:20	Core 4 (Math, ELA, Science, or Social Studies)
2:20 - 3:20	Optional: Synchronous office hours with teachers, small group work <i>Each teacher will schedule 1 hour per week of extended office hours.</i>

Grades 9-12	
Time	Day 1
7:45-8:15	Independent, asynchronous work for students (Faculty PLC Time 7:30-8:15)
8:15-9:05	Period 1
9:15-10:05	Period 2
10:15-11:05	Period 3

11:05-12:00	Lunch and Asynchronous Work
12:00-12:45	Period 4
12:55-1:40	Period 5
1:50-2:35	Period 6
2:35-3:35	Optional: Synchronous office hours with teachers <i>Each teacher will schedule 1 hour per week of extended office hours.</i> Small group work Independent, asynchronous work

Hybrid Learning Model

In 2020-2021, MPS Public Schools will utilize a hybrid learning model to maximize the instructional interactions between students, peers and teachers while prioritizing the health, safety and wellness of the community. While students will return to school for in-person learning every other week, the experience of school will be different to implement the required and necessary health and safety protocols. (See in-person learning for an overview of the student experience while on campus.) Students with Individualized Education Plans and students learning English are eligible for services and supports through the hybrid learning model.

Implementing the hybrid model across MPS requires K-12 students to be divided into two cohorts: Blue and Gold. (Efforts will be made to have students from the same household in the same cohort.) The blue cohort will attend in-person learning, while the gold cohort participates in remote learning activities. The next rotation, the blue cohort participates in remote learning activities while the gold cohort attends in-person learning. While initial plans supported a week on / week off rotation with an early release on Friday for deep cleaning, MPS will define the hybrid learning model rotation upon conducting learning from other districts' early implementation efforts and negotiations with the MEA. The students' daily schedule will remain the same as listed in the remote learning model section above; but the location of learning will shift. Families may choose to remain in the remote learning model if there is a pivot to hybrid learning.

In-person Learning Model

Malden Public Schools will offer full-time, in-person learning for a small group of students requiring specialized supports. Students qualifying for in-person learning are described below:

- Students already identified as “high needs” through the Individualized Education Planning (IEP) process on the IEP form entitled “[Primary Disability/Level of Need-PL3.](#)”
Such students must meet at least two of these criteria:
 - Services provided outside of the general education classroom;
 - Service providers are special education teachers and related service providers;
 - Special education services constitute more than 75% of the student’s school day;
- Students who cannot engage in remote learning due to their disability-related needs;
- Students who primarily use aided and augmentative communication;
- Students who are homeless;

- Students in foster care or congregate care;
- Students who are dually identified as English Learners, SEI Level I.

Note: Students meeting the criteria above may opt-out to either the hybrid or remote learning models with parent/guardian approval.

Each in-person classroom will accommodate up to 14 students with desks facing forward six feet apart. If tables are utilized in a classroom, students are to sit at opposite ends and the tables are to be six feet apart from one another. At the elementary level, students will stay in “classroom bubbles” throughout the day, and teachers will rotate to the students for exploratory offerings. At the high school, transitions will be limited to the extent possible and supported with unidirectional travel and the staggering release of students into the hallway.

Students will access core classes and exploratory courses in alignment with their peers participating in other models. The in-person learning instructional day for students will begin and end at the following times:

Sample Daily Student Schedule for In-Person Learning		
K-6	Mondays – Thursdays Fridays	8:15 a.m. – 2:15 p.m. 8:15 – 11:00 a.m. 11:00 a.m. - Dismissal for Asynchronous learning
7-8	Mondays – Thursdays Fridays	7:45 a.m. – 2:20 p.m. 7:45 – 11:00 a.m. 11:00 a.m. - Dismissal for Asynchronous learning
9-12	Mondays – Thursdays Fridays	7:45 a.m. - 2:15 p.m. 11 a.m. Dismissal for Asynchronous learning

While in-person learning will return the students to the school building, the experience of school will be changed to ensure the health, safety and wellbeing of the MPS school community. This includes, but is not limited to:

- Daily health screening will be required of families and staff prior to coming to school. Staff or students exhibiting any symptom of the COVID-19 virus are not to attend school.
- Assigned entrances and exits by grade level to each school building.
- Staff and students wearing personal protective equipment at all times, including masks over the mouth and nose.
- Lunches being delivered to and eaten in the elementary classrooms. At the high school, classroom groups will be assigned to particular spaces across the building for lunch.
- No off-site field trips are allowed.
- Assemblies gathering groups of students into the same location are prohibited. Assemblies may be streamed into the classroom.
- Recess being scheduled by classroom and students trained to physically distance themselves from one another.
- Lockers not being used.
- Disinfecting frequently touched surfaces during the school day and deep cleaning on Fridays. To support this effort, school will dismiss at 11:00 a.m. on Fridays. During this time, students will engage in asynchronous learning and teachers will be able to use

time to collaborate on plans for the following week and reach out to students and families as necessary.

Out-of-School Time Plan

The district has received a vacation learning grant from the Department of Elementary and Secondary Education. Funds from this grant will be used to implement a small vacation program that will target a select number of high needs learners in grades 3, 4, and 5 and provide them with academic and SEL support during the February and April breaks. Instruction will be in a virtual format so that students can participate at home while buildings are being cleaned and prepped for the return of students post-break.

The district is currently engaged in discussion to develop a plan to support students beyond the school day in a virtual setting. Additional programming will be determined at a later date.

STUDENT SUPPORTS

MPS seeks to partner with families and community agencies to access and provide the support needed to increase students' emotional, physical, social well-being in order to fully engage in learning each day. The district commits to connecting with families in a variety of ways to continually assess their needs; examples include but are not limited to virtual town hall meetings by ward, school-based meetings, surveys, outreach through the faith-based community, ALANA groups, etc. Additional details regarding supports for families is outlined in the Learning for Families section below.

Safety, wellness and social emotional supports

At the beginning of the school year, time will be spent on helping students transition to this new phase of learning. Appropriate time will be spent on establishing strong relationships between home and school. Building administration is currently in contact with families during the summer months to ensure families' needs are met.

Morning meetings or advisories are built into each student's weekly schedule to ensure time for social emotional wellness checks, the previewing and organizing of academic learning for the day, personal goal setting and reflection, and problem-solving with a trusted adult. Social emotional learning lessons will be embedded into check-in / check-out routines, advisory offerings and elective offerings. Teams across the district's schools have been trained in PBIS (Positive Behavior Interventions and Supports), and will create environments - both in person and in remote settings - that are welcoming and supportive of all students and families. In addition, principals have worked to incorporate elements of SEL into the school day.

The school adjustment counselor / social worker will be available at each site to proactively support the behavioral and mental health of students. They will work with teachers on best practices for helping students process the grief of the end of school year 2019-2020 and transition into 2020-2021.

A nurse will be on-site at each campus to respond to any student or staff member exhibiting symptoms related to COVID-19. They follow and train on all health and safety protocols put forth by the MA Department of Elementary and Secondary Education.

A community resource connector will be identified at each campus and will serve as a point of referral for internal information and community supports regarding food security, grief, health care assistance, COVID-19 symptoms, housing, transportation, mental health and/or other needs.

Intentional transition activities for students moving into 9th grade at the high school will be conducted in August and September. College and career counselors will continue to support students in grades 9-12 in academic and post-secondary planning. For assistance, students may contact Malden High School's guidance department and/or their House Principal.

Communication regarding planning and instruction

At the start of the year, communication will focus on building relationships with families and students through 1:1 or small-group meetings either virtually or in person. Families will identify a contact person, preferred language, and preferred means of communication. Interpretation services will be provided where needed.

Vertical collaboration conversations among teachers will be coordinated prior to September 16, 2020. Teachers will identify students challenged by the implementation of remote learning in spring 2020 and provide intentional outreach and monitoring of engagement. The school day for staff will be structured in a way that allows for data meetings and student support team meetings where specific needs of students can be discussed.

Each Friday, teachers will post plans for the upcoming week of learning on Google Classroom. Academic progress updates will be provided (as scheduled during a traditional school year) to the student and families through the iAspen X2 system portal. Grades will be updated by teachers according to the teachers' contract. Grade reports will be formally provided quarterly. Progress reports will be provided at the midpoint of each quarter.

Assessment

MPS will participate in the mandated state assessment system. MPS will design assessment practices in alignment with guidance from the Department of Elementary and Secondary Education when it is issued.

In an effort to identify students' needs, assessments will be administered at the beginning of the school year and at periodic check-points throughout the year. The district will employ diagnostics such as DIBELS, iReady, iXL, iLearning (for English Learners), and writing samples to gather baseline data in the academic areas. In terms of assessing students' social-emotional health, members of the school counseling department will work with students to assess social emotional needs. As stated in the wellness section above, the school adjustment counselor / social worker will be available at each site to proactively support the behavioral and mental health of students. They will work with teachers on best practices for helping students process the grief of the end of school year 2019-2020 and transition into 2020-2021.

Intervention and Out-of-School Plans

As a result of scheduling a teacher day that aligns to a schedule in a traditional school year, teachers will have the ability to access the normal supports and interventions available to students as they would in an in-person format. Data and SST meetings and benchmark assessments help identify students in need of intervention, and full-time coaches are available to assist teachers in securing the specific help students need. Daily check-ins / office hours will be scheduled by teachers during remote learning. Students and families may maximize the daily check-in opportunities to seek additional tutoring, counseling support, and/or direction.

Teachers may request scheduled small group or individual synchronous learning time with students to provide additional supports beyond whole class instruction. This will be communicated through Friday projections of weekly learning.

Formalized intervention programs will be identified through the Student Support Team. Schedules may be modified to ensure access to required supports for success. Struggling students will be invited to participate in district-wide vacation week academies to extend learning time and participate in learning with personalized supports.

Technology access and training

Students will access a MPS Chromebook for instructional activities and need internet access for connectivity to synchronous learning. To facilitate access for our younger learners to a variety of learning platforms, the district will employ “single sign-on” technology. Technology distribution will be conducted through each school site. Hot spots will be available for check-out, as needed.

During the first two weeks of school, families and students will be trained in the use of technology resources and instructional platforms, in particular Google Classroom and related learning platforms. Trainings will be available as synchronous or asynchronous learning opportunities. A schedule will be publicized before the start of school for students. Topics to be addressed include:

- Logging in and using learning platforms safely
- How to access technology support (the district is planning for a family help desk)
- Accessing curriculum and content
- Monitoring progress (i.e. accessing grades)
- Engaging with teachers and school personnel

Learning for Families

Recognizing the important role our families play in the success of remote learning, the district will work on the creation of an online family resource center, an information hub that will connect families to the resources and tools they need to be effective partners in this venture. Learning sessions will include technology workshops, technology support, social-emotional support sessions, and tips on creating an environment that maximizes remote learning success. These support structures will include both synchronous and asynchronous opportunities as well as links to access at any time. In addition to training and an online resource center, the district will survey families to give them voice in the supports offered. Moreover, the district will seek to engage family volunteers to act as liaisons between the schools and families.

School calendar

Malden Public Schools will implement 170 student days of instruction for the 2020-2021 school year in accordance with guidance from the MA Department of Elementary and Secondary Education. The first day of instruction for students is September 16, 2020.

A drafted calendar, to be approved by the Malden School Committee upon the completion of MEA negotiations, may be found here: [Draft 2020-2021 Calendar](#). The approved final calendar will be posted on Malden Public Schools website as soon as it becomes available.

Multi-Tiered System of Supports

MPS is committed to using its Multi-Tiered System of Supports (MTSS) to address the needs of students, including potential learning loss, well-being challenges, and participation in the chosen learning models. Each school will identify and utilize a Student Support Team (SST) to implement the MTSS process. Student Success Plans will be developed and monitored for any student identified as needing targeted, group intervention (Tier 2) or intensive, individualized intervention (Tier 3).

Tiers of Support
Tier One (Homeroom teacher, content teacher, specialty teacher)
<ul style="list-style-type: none"> ● Daily Face-to-Face online Morning circle/homeroom ● Daily Face-to-Face online Afternoon circle/homeroom ● Students have a predictable daily & weekly schedule ● Instruction in the prerequisite content standards and SEL ● Office Hours and small group sessions ● Feedback on assignments 4 ● Individual family check-in/office hours every week ● Monitor attendance in Aspen
Tier Two (Targeted, group support with short cycle monitoring of 3-6 weeks)
All of the above and the Student Success Plan defines a few targeted supports such as small groups to complete assignments, support in accessing food, troubleshoot access to technology, more frequent check-ins.
Tier Three (individualized support with increased intensity)
All of Tier One and Tier Two, plus plan, defines more intensive supports requiring increased frequency, increased interaction, and increased need to monitor progress towards prerequisite content standards.

Each school will collect and share data on which students have success plans and the level of tiered support each student is receiving with central office staff and curriculum directors. central office and curriculum directors access to the plans they create. Student success plans must include Student Name, MPS ID, and Tier of support.

SPECIAL EDUCATION, ENGLISH LEARNERS, AND EARLY LEARNING CENTER

Instructional and related services will be provided across all models for students with Individual Education Plans (IEP) or 504 plans and students learning English. English learners will receive their ESL instructional services based on their English proficiency levels whether students are learning in-person, in a hybrid, or a remote learning model. Parent meetings (i.e., IEP meetings or EL meetings about services) with parents and outside providers will be conducted remotely.

Students with Diverse Learning Needs

High need students are invited to attend in-person learning every day to the extent possible based on health and safety needs. High need students are identified as students with significant or complex instructional needs and include students in the PACE Program, Pathways and the English Language Program (Level 1). Services, PPE, and training will be provided in-person or through teletherapy when appropriate.

If a student is participating in the hybrid learning model, they will receive their services either in-person at the school or virtually in the remote setting. If the required services can be provided in individual or small group settings virtually, efforts will be made to prioritize student's time with peers and the teacher of record during the in-person learning week. Virtual related services will be provided during asynchronous learning times to the extent possible.

For health and safety reasons, families may choose the remote learning option for their child throughout the school year. Teachers and related service providers will provide parents a copy of the Individualized Education Plan and meet to review the child's goals. Efforts will be made to facilitate "meet and greet" sessions for students transitioning to a new teacher for 2020-2021. Students participating in the Remote Learning Model will have scheduled synchronous learning support as directed by the IEP. Families may also elect to schedule walk-in services at their assigned school such as related therapies, social skills groups, or Applied Behavior Analysis services, if available. In-person services may be provided in the home or in community-based settings where feasible for students with significant and complex needs, if it is not possible to provide services in the school setting. The school will provide instructional materials and supplies for use in the remote learning environment for each student with specialized supports.

English Learners

The goal during virtual learning is for English Learners students to continue to meet language progress benchmarks, moving at least one English Language Development level (ELD) as measured by ACCESS and WIDA Standards. While teachers will embed language development strategies and goals into all core classes, English as a Second Language (ESL) teachers will provide additional support to students individually or in small groups according to proficiency levels. This service will vary from open office hours to up to 5 scheduled hours per week according to the schedule below:

English Language Development Level	Time [^]
1	1 hr/day or 5 hours/week
2	45 min/day or 3 hours 45 min/week
3	25 min/day or 125 min/week
Additional Option for 1-3	Half hour daily
4-5	Continue to embed ESL within ELA
All	Access to ESL and content teachers office hours for support

[^] English Learners with Diverse Learning Needs in substantially separate classes may have approved modified ESL delivery.

The master schedule of a school will reflect how English Learners are scheduled for English Language Development (see English Language Learner section). English Learners' program is one component of the success plan. Master schedules must reflect the requirements based on ELD level. Elementary and Secondary ESL staff will record daily attendance weekly in Aspen using the Grade 6-12 directions in the attendance section. LATF and ESL staff, in collaboration with the school leader, ensure master schedules reflect appropriate programs for ESL.

Supplemental Supports for English learners also include:

1. Specific supports outlined in the WIDA Can Do language descriptors.
 - a. On-demand OEL webinars and other WIDA trainings
 - b. Embedded ESL strategies in content area instruction and instructional technology tools such as Imagine Learning and Nearpod
 - c. Office hours with ESL teachers providing differentiated or specific support for individuals or small groups with targeted interventions/support ESL teachers collaborate with content teachers in lesson construction
2. ESL teacher meeting with students to preview new skills
3. ESL teachers providing learning opportunities for students to review prior material through recordings or screencasts (with consideration to maintain student privacy)

English as a Second Language teachers will use a combination of whole group, small group, partner, and one-on-one activities when planning units of instruction. Each unit of instruction is designed for students to practice new skills across the four domains of listening, speaking, reading, and writing. Asynchronous activities will also be assigned.

EARLY LEARNING CENTER

We continue to assess the needs of our youngest learners in the district. We acknowledge that students who attend our Early Learning Center have unique needs and we will be working in the coming weeks to address the needs of those individual learners.

PUBLIC HEALTH & SAFETY PROTOCOLS

Malden Public Schools is working in partnership with the Malden Board of Health to implement protocols prioritizing the health, safety and wellness of the school community and make decisions regarding learning models based on community health conditions. Protocols and learning models may be modified throughout the school year in response to local needs. They are designed in direct alignment with the [DESE Protocols for Responding to COVID-19 Scenarios in School, on the Bus, or in Community Settings](#) (7.17.2020).

Daily Self-Screening of Students and Staff

All families must conduct a daily screening of their child(ren) for symptoms of COVID-19, including a temperature check, prior to coming to school.

- Students with a temperature of 100 or greater must stay home and consider COVID-19 testing if symptoms of COVID-19 are present.
- Families will be provided with information on how to screen and monitor for symptoms of COVID-19.
- The presence of any symptoms listed below will prompt the family to keep the student home from school and to follow up with a primary care provider. :
 - Fever or chills
 - Cough
 - Shortness of breath or difficulty breathing
 - Excessive fatigue
 - Muscle or body aches
 - Headache
 - New loss of taste or smell
 - Sore throat
 - Congestion or runny nose
 - GI Symptoms: Nausea, vomiting, diarrhea and/or abdominal pain

If a child becomes ill at school, families will be notified and for everyone's safety asked to pick up the child within 30 minutes.

All staff must conduct daily self-examinations for symptoms of COVID-19, including a temperature check, prior to coming to work.

- Staff with a temperature of 100 or greater must stay home and consider coronavirus testing if symptoms of COVID-19 are present.
- Staff will be provided with information on how to conduct self-examinations for symptoms of COVID-19.
- The presence of any symptoms listed below will prompt the staff to stay home from work and follow up with a primary care provider. :
 - Fever or chills
 - Cough
 - Shortness of breath or difficulty breathing
 - Excessive fatigue
 - Muscle or body aches
 - Headache
 - New loss of taste or smell

- Sore throat
- Congestion or runny nose
- GI Symptoms: Nausea, vomiting, diarrhea and/or abdominal pain

Personal Protective Equipment (PPE) including Masks

All K-12 students, staff and visitors are to wear masks throughout the day, when on the bus, and when on school grounds. Families are to provide masks for students. Families unable to provide masks should request assistance. The use of cloth masks are recommended as they are easy to buy or make and are safe to clean and reuse. Surgical masks are designed for hospital staff to protect their faces from liquids. They are disposable and must be discarded after a single use. Students or staff with verified medical conditions preventing the wearing of a mask will be considered on a case by case basis for appropriate accommodations for the in-person or hybrid learning models. If appropriate PPE can not be accommodated, the remote learning model is available for instruction.

Mask breaks will be permitted in designated mask-free zones where students can be spaced at least 6 feet apart (i.e. gym, cafeteria, outdoors, etc.). If social distancing can be maintained, a 15 minute break at least every four hours is preferred.

MPS will purchase personal protective equipment (PPE) and essential protective gear (EPG) for all school staff - such as masks, face shield, gloves, gowns, hand sanitizer, trash receptacles, etc. as recommended by DESE - to ensure everyone is doing their part to stop the spread of COVID-19. Workers with a medium risk of exposure (i.e. bus drivers and educators with unusually high student contacts) will be provided with a combination of N-95 masks, gloves, face masks, and/or face shield or goggles. Workers deemed high risk that may involve aerosol generation or bodily fluid generation (nurses, some special educators, early childhood educators, etc.) be provided with an N-95 mask or respirator, nitrile gloves, face shields and goggles, scrub tops and bottoms and lab coats. Protective barriers will be installed on desks of staff in the main offices of each school, the payroll department, the Parent Information Center, and the Human Resources Office.

Protocols for Students and Staff Exhibiting Symptoms of COVID-19 at School

Each school and worksite in the MPS District will have a designated isolation area and a medical professional to care for students who become ill at school.

- If a student becomes ill with symptoms of COVID-19 while at school the following actions will take place:
 - The student will be placed in a designated isolation area and will wear a surgical mask until they can be picked up.
 - Medical staff caring for these students will wear a surgical mask and any other appropriate PPE.
 - Symptomatic students sent home from school must stay home until they have tested negative for COVID-19 or have completely recovered according to CDC guidelines.
 - Appropriate documentation from their physician must be provided stating that they are able to safely return to school.

- If a staff member becomes ill with symptoms of COVID-19 while at work the following actions will take place:
 - The staff member will leave work and receive a COVID-19 test.
 - Symptomatic staff sent home from work must stay home until they have tested negative or have completely recovered according to CDC guidelines.
 - Appropriate documentation from their physician must be provided stating that they are able to safely return to work.

Testing Protocols for Students

Students who develop a fever or begin to show symptoms consistent with COVID-19 while at school will be taken by their parent/guardian for testing. Symptomatic students sent home from school will stay home until they have tested negative for COVID-19, or have been released from isolation according to CDC guidelines.

Testing Protocols for Staff

Staff who develop a fever or begin to show symptoms consistent with COVID-19 at work will wear a mask and go for testing. Symptomatic staff sent home from work will stay home until they have tested negative for COVID-19, or have been released from isolation according to CDC guidelines.

Responding to Positive COVID-19 Cases

Families/staff will be notified of the presence of any laboratory positive/clinically diagnosed cases of COVID-19 in the school/worksites so closer observation for any symptoms can occur at home.

- When there is a laboratory positive/clinically diagnosed case of COVID-19 in a school/classroom/worksites, close contacts will be contacted immediately so that they can begin a 14 day quarantine at home.
- A close contact is defined as any person(s) who spent more than 15 minutes less than six feet away from the student or staff member.
- Students and staff should be closely monitored for any symptoms of COVID-19.
- The presence of symptoms, including cough or shortness of breath, will prompt staying home from school/work and following up with a primary care provider.
- Upon discovery of a laboratory positive/clinically diagnosed case of COVID-19 in a school or classroom, the District shall close off the area used by the individual, wait 24 hours and then clean and disinfect all areas they were in, including common areas. When possible, the District shall increase outside ventilation when cleaning and follow CDC guidance.
- All schools/worksites in the District must cooperate with the Malden Board of Health if a confirmed case of COVID-19 is identified.
- Schools/worksites must collect the contact information for any close contacts of the affected individual from two days before they were symptomatic to the time when they were last present at the school/worksites.

- School/district administration will notify local health officials, staff, and families immediately of any possible case of COVID-19.
- Confidentiality consistent with the Americans with Disabilities Act (ADA) and any and all other applicable federal and state privacy laws will be maintained.
- Students with a confirmed case of COVID-19 will only return to school after they have provided documentation that they are cleared for safe return to school.
- Staff with a confirmed case of COVID-19 will only return to the workplace after they have provided documentation that they are cleared for safe return to work.

Staff Training

Training will be provided for all staff members prior to the return of students to campus on screening for symptoms of COVID-19, bloodborne pathogen and bodily fluid exposure safety, correct use of PPE, and confidentiality laws and statutes that protect student and staff health information.

Hygiene

Free standing hand sanitizer stations will be distributed throughout the building in key locations including, but not limited to, the lobby, entrances and each floor. Hand sanitizer pumps or wall-mounted sanitizing stations will be placed in each classroom. Students, parents and staff will be trained in how to wash their hands, use sanitizer and sneeze etiquette. Students will be required to hand wash or sanitize at the entry door, before mask breaks, after using washrooms, before/after meals, at scheduled intervals of 2-3 hours and at the exit door.

MPS will provide adequate amounts of soap, water, paper towels, tissue, lined garbage cans, hand sanitizer (60% alcohol) and disinfectant wipes will be available at cleaning stations. Hot and cold water will be operating in all sinks. Visual cues and posters will be displayed throughout the building to show proper usages and techniques of sanitization.

Only touchless water stations may be used by staff or students. Bubblers and classroom / hallway water fountains will be blocked off and not used. Bathroom and hygiene breaks will be scheduled for all students per school protocols.

Students' personal items will be kept separate and in individually labeled cubbies, containers, or lockers.

Health and Safety Committees

School-based Health and Safety Committees will be in place for staff, students, and families to voice safety concerns and/or cleanliness concerns. School-based Health and Safety Committees will report to a district-wide Health and Safety Committee.

PERSONNEL, STAFFING & PROFESSIONAL LEARNING

All teachers will have an assigned schedule including instructional responsibilities, participation in professional learning groups, virtual check-ins with students, collaborative planning and student/family feedback communication as indicated in the collective bargaining agreement. Teachers with verified high-risk medical conditions will be prioritized for remote teaching assignments if there is a pivot to another learning model during 2020-2021. Expectations for performance will remain consistent and high regardless of the assigned learning model.

The teacher's work day is defined by the MEA contract in Article 5:

Elementary staff	8:10 a.m. - 2:45 p.m.
Grades 7-8 staff	7:45 a.m. - 2:45 p.m.
High school staff	7:30 a.m. - 2:45 p.m.

In addition, middle and high school staff will be available one day each week for one hour beyond dismissal time for the purpose of providing extra instruction for students who need or seek it.

Regardless of the mode of learning, teachers will adhere to the contractual workday schedule, and will be required to attend meetings as outlined in the Collective Bargaining Agreement.

Professional Learning

Malden Public Schools' professional staff engaged in professional learning at the end of June and throughout the summer. Three hours of professional learning was provided on June 22, 2020 and addressed topics including but not limited to: social-emotional learning; diversity, equity, and inclusion; technology; and planning for re-entry. Over the summer, all professional staff were invited to participate in up to two of the following virtual workshops:

- Collaborative Learning: Work Together in New Ways
- Social-Emotional Learning 101: Develop Self-Regulation and Growth Mindset
- Culturally Responsive Teaching: Move from Awareness to Action
- Meaningful Tasks: Design Engaging Learning Experiences
- Flexible Assessment Design Authentic Assessments to Check Progress
- Synchronous Learning: Bring Live Learning to Life
- Asynchronous Learning: Pathways for Students to Learn at Their Own Pace
- Communication and Feedback: Build a Two-Way Street Between Teachers and Students
- Learning Cadence: Use Time to Organize Learning

In addition to the offerings above, all staff members were invited to participate in grade level technology sessions on G Suite (google apps) and Creating Digital Learning Experiences for Students; these workshops were hosted by EdTechTeacher.

Finally, over the summer, approximately 100 teachers from across the district's grade levels and disciplines were engaged in the development of scopes and sequences for an array of courses and the creation of units and resources. This curriculum development work will eventually be

housed in a “curriculum hub” for teachers to draw upon during the year, regardless of whether the school day is remote, in-person, or hybrid.

Beyond the work that has already begun this summer, we will continue to provide professional learning and training for all staff at the beginning of the year. Staff members return for 10 days of professional learning beginning on August 31, 2020. Professional development time will include but not be limited to sessions related to safety protocols, learning model structure implications, curriculum readiness, social-emotional learning, classroom/building set-up and family and student connections. MPS will provide new school safety protocol and technology training to all personnel regardless of assignment location.

FACILITIES & OPERATIONS

Students returning to school will find the experience changed due to increased protocols for health, safety and wellness in response to the COVID-19 virus. The district certifies that it has taken the necessary measures to meet the final health and safety requirements issued by the Department of Elementary and Secondary Education.

Arrival / Dismissal and Building Flow

Students' entry to and exit from the building will be staggered to minimize contact with other individuals. Multiple entrances will be used at each campus and students assigned to one door. Markings to promote social distancing will be placed on sidewalks. Family members must wear face coverings over the mouth and nose while in line for arrival. Exit doors will also be assigned for students to maximize unidirectional movement. It is imperative that children are ***picked up on time or begin to walk home immediately upon release.*** Directions for your child's procedures will be communicated by the school. Attention to the timeliness of arrival and dismissal will ensure safer conditions for all.

Building flow within the school will be unidirectional and staggered when possible. Clear movement plans with visual cues and reminders for physical distancing, mask wearing, hand-sanitizing and directional movement will be in place. Floor tape or other markers will be used at six-foot intervals where line formation or waiting is anticipated. Every effort shall be made to keep six feet of distance between people in the hallways, offices and common areas. Teachers must issue disposable paper passes for students to move through the hallway. Communal, reusable passes are not permissible.

Elevators may only be used by one person wearing a mask at a time. The only exception is a student with disabilities or a person requiring medical attention to be accompanied by a staff member.

Schools are to limit scheduled transitions of students and staff in an effort to contain potential outbreaks of COVID-19 and engage in effective contact tracing.

Building Access

Family members or guests will not be allowed in the school building except under extenuating circumstances determined by district and school officials. Adult guests entering the building will be screened for symptoms of COVID-19, must wear a facial covering, and wash/sanitize hands prior to entering. Records, including date/time and phone number, will be kept of non-school employees or other visitors entering and exiting buildings.

Calendar

Malden Public Schools will open for students on September 16, 2020. Staff will engage in professional learning and planning beginning August 31, 2020. A revised school calendar is attached to this document in the appendix.

Classrooms and Materials

Students, in groups not exceeding 14 persons, will be assigned to classrooms for instruction. Desks will be placed six feet apart facing forward. In classrooms where tables are utilized, tables will be spaced no less than six (6) feet apart and students will be seated at opposite ends of the table. Teachers and education support professionals should maintain six feet of spacing between themselves and students as much as possible. Signage will be posted to indicate proper social distancing.

For courses requiring additional safety regulations such as physical education and classes in visual and performing arts, the district will follow guidance outlined in DESE's "Guidance for Courses Requiring Additional Safety Considerations for Fall 2020." (A complete list of DESE guidance documents can be found here: [DESE Guidance Documents](#). Prior to a return to in-person learning, whether full in-person or hybrid, district personnel will revisit the guidelines to ensure the highest level of student and staff safety.

Assigned seating will be required to support contact tracing. When possible, students will be expected to remain in one classroom throughout the day with teachers rotating to the students. Communal furniture such as bean bag chairs or rugs will not be permitted. All students and teachers are to have individual supplies and materials. There are not to be shared crayon bins, whiteboard markers or clipboards, for example.

Schools are encouraged to repurpose communal spaces such as the library, gym and auditorium as learning spaces for designated cohorts. Outdoor learning space is also encouraged.

Students will not have access to personal storage areas within the school such as lockers or locker rooms. Cubbies within classrooms are only allowed if each student has their own unique space and it is not shared with other students throughout the week.

The use of whistles is not permitted.

Cleaning

Prior to the return of staff and students, school leaders will conduct and document a facility walk-through with the district-based custodial services team and the privately managed custodial services team to ensure that the classrooms, common spaces, and the exterior of school buildings are ready for staff and students.

During each school day, custodial staff and cleaning crews will conduct routine cleaning. Deep sanitation will occur after dismissal on Fridays and over the weekend. Cleaning supplies will be made available for teachers to spot clean and will be replaced at their request. Cleaning schedules for teacher or student areas between movements will be developed and implemented at each school site. The Center for Disease Control and the Environment Protection Agency CDC and EPA guidelines for cleaning hard and porous surfaces will be followed in every school and work site.

Principals will work with custodians to develop plans to disinfect light switches, door handles, high touch surfaces and high traffic areas multiple times throughout the school day approximately, every 2-3 hours. Hands-on learning spaces such as libraries, fine and performing arts classrooms, computer labs, and STEM labs will undergo cleaning after every class period. Student desks will be wiped down with an EPA-approved disinfectant.

Staff will wear gloves, surgical masks, and face shields when performing all cleaning activities. All custodial staff will receive updated training in regard to CDC guidelines for disinfecting and sanitizing, as well as EPA cleaners.

Food Services

For on-campus learning, students shall bring lunch / breakfast or receive individual meals in the classroom or other assigned space (indoor or outdoors), maintaining six feet of physical distancing. Disposable dishes, paper products and utensils will be used and disposed of into a lined container using appropriate PPE. Additional housekeeping will be provided surrounding meals and pest management services engaged in places where eating occurs.

Unfortunately students cannot be permitted to talk while masks are off, including for lunch, to avoid spreading respiratory droplets. Movies or music should be played to provide some degree of entertainment at these times.

For students participating in remote or virtual learning activities, meals will be distributed at multiple school sites throughout the district. The district will work to minimize students' travel to meal sites, and if approved, will distribute both breakfast and lunch at one pick-up to reduce the burden on families of making multiple trips to the distribution site. In addition, students will not have to report to their own school for meal pick up; they will be able to pick up the meals at the site closest to where they live. To ensure physical distancing and minimal contact, meals will be packaged for "grab and go."

The food services program will continue to work to be able to effectively switch back and forth between in-school and remote models so that students can be ensured continuation of school meals with no disruption in service.

Hand-Sanitizing, Bathrooms and Water Fountains

Free standing hand sanitizer stations will be distributed throughout the building in key locations including, but not limited to, the lobby, entrances and each floor. Hand sanitizer pumps will be placed in each classroom. Students, parents and staff will be trained in how to wash their hands, use sanitizer and sneeze etiquette. Students will be required to hand wash or sanitize at the entry door, before mask breaks, after using washrooms, before/after meals and at the exit door..

Adequate amounts of soap, water, paper towels, tissue, lined garbage cans, hand sanitizer (60% alcohol) and disinfectant wipes will be available at cleaning stations. Hot and cold water will be operating in all sinks. Visual cues and posters will be displayed throughout the building to show proper usages and techniques of sanitization.

Only touchless water stations may be used by staff or students. Bubblers and classroom / hallway water fountains will be blocked off and not used.

Bathroom and hygiene breaks will be scheduled for all students per school protocols. Every other sink / urinal / stall in bathrooms will be blocked off from usage. Bathrooms will be cleaned and disinfected periodically throughout the day based on rotating through cleanings or as needed after high usage. All available bathrooms should be opened to increase capacity with additional staff as necessary. A cleaning log will be accessible to staff. Bathroom monitors should limit capacity, maintain distancing for those waiting when needed, and note when increased cleaning is warranted.

Isolation Room

Each principal will designate an isolation space with the school building and will designate a staff member to supervise the room. Protocols for entering the isolation room will be directed by the nurse and defined by the Board of Health and DESE regulations. When identified, staff or students with COVID-19 symptoms or diagnosis will trigger specialized care and formalized responses.

Safety drills

All required safety drills will be conducted with efforts to maintain 6 foot social distancing.

Transportation

Bussing services will be provided as required by students' Individualized Education Plans. Vehicle capacity will be reduced to approximately 33% to insure proper physical distancing. Each vehicle will be disinfected after each route.

Bus Regulations

- All riders, including drivers and staff, are required to wear masks at all times.
- Each student is sitting in an assigned seat alone, unless sitting in an assigned seat next to a sibling or family member from the same household. Students will be seated in a staggered fashion to ensure maximum distancing.
- Seat assignments will be based on the order of pick-up. The first students picked up are assigned to the furthest seats towards the back of the bus to avoid passing other students.
- Riders are to sit facing forward.
- Attendance and seat assignments will be monitored by a bus monitor.

Attendance will be reported to the school each day. Upon arrival at school, only one bus will be permitted to unload at a time to avoid clusters of students. Bus drivers will direct the loading of the bus one student at a time with those getting dropped off last sitting in assigned seats at the rear of the bus.

Students not adhering to the behavior expectations may become ineligible for transportation services.

Ventilation

Classroom windows will be kept open to ventilate with outdoor air as much as possible, weather permitting. For classrooms/workspaces that do not have windows, a portable air purifier will be provided.

The HVAC system will be activated 1 hour prior to any occupants arriving at the building. HVAC fans will run continuously within the building while it is occupied. Return grills and registers are to remain open. Outdoor air intake and controls will be set at the maximum level and cleaned regularly to prevent obstruction. The highest efficiency filter (at least a MERV 13 filter) will be used. The Chief Facilities Manager will verify proper ventilation in all buildings, classrooms and offices. The district will contract with a DESE approved vendor to provide MEP and Technology Facility Conditions Assessments. The vendor will conduct a full audit of the HVAC systems in all buildings. Their reports will identify any corrections needed which will be completed prior to the opening of the building. Concerns about ventilation are to be reported to the building principal. Additional updates will be made as research supports.

Free standing fans are not to be utilized in a group setting as they blow air from one person past another.

CERTIFICATION of HEALTH and SAFETY PROTOCOLS

The district certifies that it has taken the necessary measures to meet the final health and safety requirements issued by the Department of Elementary and Secondary Education.

