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Meeting ID: 779 6449 8265

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AGENDA

1. Call to Order
2. Awards, Honors, and Recognitions
3. Board Committee Reports
 - 3.1. Enrollment Committee
 - 3.2. Facilities Committee
 - 3.3. Finance Committee
 - 3.3.1. FY2020 Audit
 - 3.3.2. FY2021 Budget
 - 3.4. Governance Committee
4. Special Reports
 - 4.1. Leadership Report
 - 4.1.1. 2019-2020 Annual Report
 - 4.1.2. Race and Social Justice
 - 4.1.3. Re-Opening Planning
 - 4.2. Foxborough Regional Charter School Foundation Report
 - 4.3. Partners In Education (PIE) Report
 - 4.4. English Learner Parent Advisory Committee (ELPAC) Report
 - 4.5. Special Education Parent Advisory Committee (SEPAC) Report
5. Policy Review
6. Old Business
7. New Business
8. Approval of the Minutes
 - 8.1. June 26, 2020
 - 8.2. July 14, 2020
9. Privilege of the Floor – Members of the audience who wish to address the board may do so during this portion of the meeting. Forms for Privilege of Floor for items other than those on the agenda must be submitted by noon the day before the board meeting.
10. Items for Next Board Meeting
11. Adjournment

The listed matters are those reasonably anticipated by the Chair to be discussed at the meeting. Not all items listed may in fact be discussed and other items not listed may be brought up for discussion to the extent permitted by law.

Publicly posted: August 7, 2020 at 3:00 p.m.



2019-2020 Annual Report

Submitted July 31, 2020

Foxborough Regional Charter School
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Introduction to the School

<i>Foxborough Regional Charter School</i>			
Type of Charter (Commonwealth or Horace Mann)	Commonwealth	Location of School (Municipality)	Foxborough, MA
Regional or Non-Regional	Regional	Chartered Districts in Region (if applicable)	Attleboro, Avon, Brockton, Canton, Easton, Foxborough, Mansfield, Medfield, Medway, Millis, Norfolk, North Attleboro, Norton, Norwood, Plainville, Sharon, Stoughton, Walpole, West Bridgewater, Wrentham
Year Opened	1998	Year(s) the Charter was Renewed (if applicable)	2003 2008 2013 2018
Maximum Enrollment	1,700	Enrollment as of October 1, 2019	1,658
Chartered Grade Span	K-12	Current Grade Span	K-12
Number of Instructional Days per School Year	180	Students on Waitlist as of October 1, 2019	1.089
School Hours	7:30am-3:05pm	Age of School as of 2018-2019 School Year	21 Years
<p>Mission Statement</p> <p>Foxborough Regional Charter School will provide students a challenging academic program to prepare them for college by stressing achievement, discipline, hard work and accountability. We will continually challenge all of our students, regardless of ability, so that we will lead the Commonwealth of Massachusetts in all statewide standards and assessments.</p> <p>Foxborough Regional Charter School will promote positive ethical, moral, and civic values and prepare students to serve their respective communities as leaders and good citizens. We will present students with projects and issues requiring critical thinking, problem-solving, decision-making, and real-life applications of their academic studies through our Student Life and Community Service Learning programs which are integral components of the overall educational experience at Foxborough Regional Charter School.</p> <p>Foxborough Regional Charter School will commit itself to providing a supportive, professional, and challenging environment for its teachers and staff which recognizes the value of professional development, creativity, and initiative. We will constantly seek new ways to allow our teachers and staff to perform to the best of their potential in a collegial atmosphere which recognizes unique talents and the commitment to excel.</p>			

Faithfulness to Charter

School stakeholders share a common and consistent understanding of the school's mission and key design elements as outlined in its charter. School leadership has fully implemented all of the key design elements in the approved charter, as well as all amendments to the charter. The school substantially meets the goals articulated in its accountability plan.

Mission and Key Design Elements:

Academic Goals

- Qualify every student for entrance into colleges/universities around the world
- Provide a well-rounded education based on a mastery of English and Mathematics
- Enable students to acquire a firm command of a second language
- Train students in logical reasoning and critical thinking
- Prepare students to be able to sustain an intellectual effort for long periods
- Generate excitement for life-long learning

Non-Academic Goals

- Uphold high standards of ethical, moral and civic conduct
- Encourage informed decisions on social issues
- Teach students to defend convictions and reverse negative peer pressure
- Encourage participation in extracurricular activities, school management and community work
- Foster tolerance, cooperation, guidance and teamwork
- Develop a true understanding of the peoples of the world through an appreciation of differences as well as similarities

The school provides a rigorous academic program balanced with community service learning, leadership opportunities and World Language components. FRCS has a proven track record of successfully implementing its mission and key design elements. The key to this success is (1) strong instructional practices inside the classroom, (2) solid programs in place for academic support outside of the classroom, and (3) commitment and dedication of the FRCS teachers and staff to help each student reach his/her goals.

Students begin an introduction to and awareness of the importance of college beginning in kindergarten with specific programming in grades 5, 8, 9, and 10. Each grade level participates in targeted topics and curriculum, ending in two consecutive years of weekly Advising classes in junior and senior year. Advising classes are an opportunity for every student to reflect on their own interests and strengths, research colleges that would be a good fit, learn how to locate and complete college and scholarship applications, and practice essays.

Additionally, the school has many experiential opportunities for FRCS students to learn and practice 21st Century skills. One example is the career fair program for middle and high school students, where students conduct company research, practice problem-solving, critical thinking, decision-making, communication and social skills, and exercise situational interview and interpersonal skills.

Other examples of student and school accomplishments, as well as evidence of our unique school of choice program include:

College and Career: We are proud of the unique partnerships we have built with community organizations and high tech businesses. We work closely with human resource professionals at a variety of companies to understand their needs and expectations. Together we have identified the 21st Century skills that are currently lacking in young people in the workforce and strive to develop those skill sets as well as offer opportunities for FRCS students to build relationships in our business community.

STEM: FRCS has grown to become a regional leader in STEM education.

- FRCS students can earn a STEM (Science Technology Engineering and Mathematics) Honors Diploma that gives them a jump start on college majors and careers in high demand 21st century STEM related fields.
- FRCS has formed partnerships with high tech companies to support our students' individual research and scientific experimentation.
- FRCS engages students in learning engineering and computer programming as part of our grades 2-12 robotics program.

Individual Student Supports FRCS has built a comprehensive program to support students and families. The school focuses on the whole child and understands that a student who comes to school hungry or without sleep will struggle to learn during the school day. The school works hard to support families with resources to fulfill basic needs, so that students can focus on learning. We have created an integrated and dynamic student services system that invests in all social and emotional needs of students. Current staffing and programs include:

- A Student Intervention Team made up of health, counseling, behavior and culture specialists who meet to identify and plan for social / emotional needs
- Teacher Tutoring, Peer Tutoring and mentoring programs
- Sub-separate classrooms to allow students to remain enrolled at our school and receive specialized instruction that will help them better access our curriculum by supporting their social and emotional needs

World Languages: Our K-12 World Language program is focused on graduating bilingual students, opening doors for international and cultural exchange, and providing global learning and leadership opportunities.

- FRCS has formed international sister school programs in Spain and China. Both students and teachers who are learning Spanish and Mandarin respectively participate in international exchanges with families from these schools.
- FRCS is one of the most successful schools in the nation on the National Spanish Exam. 90% of our students earn national recognition; and students score on average in the 90th percentile in the United States.
- FRCS is home to the Annual Semi Finals for the National Spanish Spelling Bee.

Community Service: Teaching students to give back and make the world a better place is central to our mission. FRCS students lead and participate in many service experiences whose impact ranges from their local community to the international stage.

- FRCS students and staff partner annually with many local, state, regional, national and international organizations to lend support through both building awareness and assistance with monetary and other in kind donations.
- FRCS students give back to their local community. FRCS students work in our local elderly community to provide our senior citizens with technology tutoring so that they can connect with family and friends around the country, conduct online research and learn to access resources. Additionally, orchestra and art students perform at assisted living centers in our sending districts.

Enrichment and Academic Competitions: FRCS engages students with opportunities to take their learning beyond the classroom walls.

- FRCS has expanded its enrichment and academic competition teams to K-12 to include over 25 teams that compete at regional, state and national levels, including Mock Trial, Geography Bee, Future City, Destination Imagination, Spelling Bees in English and Spanish, Robotics and Math teams and science fair program.
- The FRCS sports program is ranked as the number one charter school program, with the highest winning percentage across all teams in Massachusetts, with numerous championship teams.
- FRCS offers a school wide orchestra program serving students in grades 3-12. The school also offers a chorus, strings and symphony/band.

An integral piece of our transition plan for families is our Family Engagement program. Access and equity is designed for whole families through a focus on comprehensive transition, communication, and volunteer activities. This dynamic program offers numerous local and regional informational sessions and parent workshops and coordinates school/home communication through a variety of traditional and multimedia methods.

Finally, the World Language program at FRCS is a core element of the school mission and contributes to the unique identity of the school. Notably, FRCS offers a nationally recognized K-12 World Languages Program that aims to

provide all students with foreign language skills in Spanish as well as other languages. Students at FRCS begin learning Spanish as part of their Kindergarten curriculum and continue to progress through this language acquisition program up to Advanced Placement Spanish. FRCS World Language instructors utilize a Total Physical Response (TPR) instructional model across all grade levels. This immersion based instructional model allows us to teach over 90% of all class time in the target language. Many students who start learning Spanish at 5 years old are able to take AP Spanish and earn a 3 or better as early as 8th and 9th grade. Students who take AP Spanish are eligible to participate in our exchange program with our sister school in Valencia, Spain as well. They are also offered Mandarin Chinese as a third world language and are then able to participate in our China exchange program.

Amendments to the Charter

Date	Amendment Requested	Pending or Approved?
	NONE	

Access and Equity

[Most recently, publicly available student discipline data link](#)

Student Group	Students	Students Disciplined	% In-School Suspension	% Out-of-School Suspension	% Emergency Removal
All Students	1648	132	5.1	5.6	0.1
ELL	156	16	7.1	6.4	0.0
Economically disadvantaged	437	38	5.7	6.6	.2
Students w/disabilities	167	25	10.8	10.2	0
High needs	730	75	6.7	7.4	0.1
Female	853	29	2.3	2.6	0
Male	794	103	8.1	8.9	0.3
Amer. Ind. or Alaska Nat.	5	0	0	0	0
Asian	160	2	0	0	0
Afr. Amer./Black	774	92	7.4	7.4	0.3
Hispanic/Latino	79	7	7.4	7.6	0
Multi-race, Non-Hisp./Lat.	86	9	5.1	8.1	0
Nat. Haw. or Pacif. Isl.	3	0	8.1	0	0
White	541	22	3.0	3.0	0

In order to address the disparities, we have assembled a school wide committee to build stronger cultural competency among all stakeholders, including staff, students, families, and administration. This committee has been developed to address equity issues by creating a 5-year plan. The committee works on plans to integrate opportunities into hiring practices, professional development, family engagement, curriculum connections and calendar themes to be further implemented.

Dissemination Efforts

The school has provided innovative models for replication and best practices to other public schools during the 2019-2020 school year as noted in the chart below.

Best Practice Shared	Vehicle for Dissemination (describe the method, format, or venue used to share best practices)	Who at the school was involved with the dissemination efforts? (Title)	With whom did the school disseminate its best practices? (Partners and Locations)	Result of dissemination (List any resulting artifacts, materials, agendas, or results from partners. Also indicate if the school received grant funding to disseminate and if a grant report was written.)
New Charter Leader Professional Development	In person workshops Small group training 1:1 mentoring	Dr. Mark Logan Executive Director	New charter leaders, Southeast Regional Charter Alliance, and the Suburban and Rural Charter Alliance	Curriculum, programs, governance models and administrative leadership materials shared and discussed. The school did not receive grant funding for this dissemination. Reporting N/A.
Operations and Contracts	Email, phone, meetings, Zoom calls	Director of Finance, Director of Operations	Vendetti Transportation Blackstone Valley Vocational Uxbridge Public Schools Mendon/ Upton Regional School District	<input type="checkbox"/> Overhead <input type="checkbox"/> Unemployment <input type="checkbox"/> Maintenance savings <input type="checkbox"/> Transportation contracts <input type="checkbox"/> Certified Payroll The school did not receive grant funding for this dissemination. Reporting N/A.

Academic Program Success

Student Performance

Student Performance Foxborough Regional Charter School MCAS data can be found on the School's Department School Report Card at the following link: <http://reportcards.doe.mass.edu/2019/04460550>

2019 Official Accountability Report- Foxborough Regional Charter School	
Overall Classification	Not requiring assistance or intervention
Reason for Classification	Moderate progress towards targets
Progress Toward Improvement Targets	49% - Moderate progress toward targets
Accountability Percentile	-

Every year, our students participate in the National Spanish Examination (NSE) which measures the proficiency and achievement of students who are studying Spanish as a second language. Trends show that our students excel, however the exam was cancelled this year due to National school closures in response to COVID-19.

Program Delivery

The District transitioned to remote learning on March 16, 2020. All students, K-12, were provided a device and the School developed a distant learning program by implementing Google Classroom. Online meetings, assignments, videos and resources were put in place to deliver instruction and assess progress.

Organizational Viability

Organizational Changes

Responsibilities of Director of Finance, Director of Outreach and Development and Director of Human Resources, remained unchanged.

The role of the Director of Program Development and Evaluation was broadened and renamed Director of Teaching and Learning. The responsibilities this year adjusted to include oversight of Building Principals and the Director of Student Services.

The school experienced some turnover in the High School and Middle School leadership. The high school principal position was filled with an experienced and seasoned veteran who brought a wealth of leadership with him. The middle school principal position was filled by two long term teachers who served as acting co-interim principals for the year.

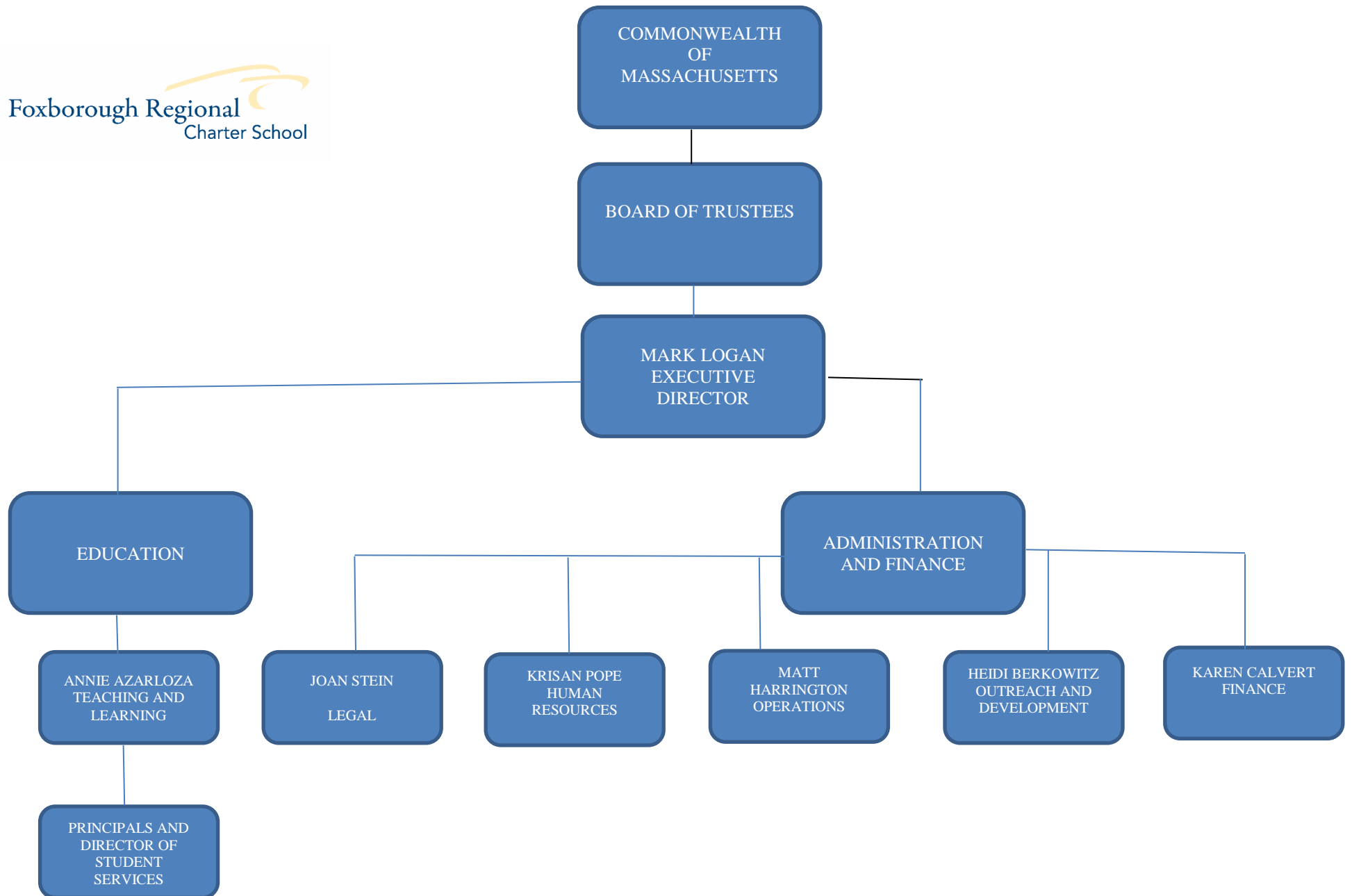
The Director of Operations position was filled with a new candidate in January. Responsibilities remained the same.

Network Structure

Foxborough Regional Charter School is not part of a member school network.

Teacher Evaluation

No changes were made to the school's teacher evaluation process during the 2019-2020 school year.



Unaudited FY19 Statement of Net Assets

Current Assets	
Cash - operations	\$ 7,632,238
Cash - expense fund	2,680
Cash - debt service/Loan reserve	3,457,209
Accounts receivable:	
Intergovernmental	2,050,837
Other	27,778
Prepaid expenses	<u>119,875</u>
Total current assets	<u>13,290,617</u>
Capital assets	
Land/Buildings/Improvements	45,792,400
Furniture, equipment, and software	3,010,856
Construction in progress	-
Less: accumulated depreciation	<u>(9,472,849)</u>
Total investment in capital assets	39,330,407
Other assets	
Bonds - Loss on Defeasance 2017B	3,876,364
Accum. Amort. Loss on Def of Bonds	(80,758)
Accum. Amort. Bond Premium 2017B	<u>43,508</u>
	3,839,114
TOTAL ASSETS	<u>\$ 56,460,139</u>
LIABILITIES AND NET ASSETS	
Current Liabilities	
Accounts payable	\$ 792,985
Accrued expenses	57,729
Accrued compensation	1,346,167
Other liabilities	-
Bonds payable - US Bank	-
Deferred income	<u>320,244</u>
Total current liabilities	2,517,125
Bonds payable	25,410,000
Bonds payable - Premium 2017B	2,175,371
Loan Payable - Eastern Bank	<u>10,000,000</u>
Total Non-current liabilities	37,585,371
Total liabilities	40,102,496
Net Assets	
Investment in capital assets	1,745,036
Restricted - Board Capital	4,163,131
Restricted - Dental Program	85,762
Unrestricted	<u>10,363,715</u>
Total net assets	16,357,644
TOTAL LIABILITIES AND NET ASSETS	<u>\$ 56,460,139</u>

Unaudited FY19 Income Statement

REVENUES

Student Tuition	\$ 22,077,12
Federal Grants/Reimbursements	725,650
State Grants/Reimbursements	50
Private Grants Unrestricted	52,719
Food Service Program	603,222
Extended Day Program	326,294
Transportation Program	834,763
Building Rental	103,442
Other Revenues	310,719
Total Revenues	<u>25,033,991</u>

EXPENSES

Personnel

Administration & Finance	882,053
Teaching & Learning	10,102,530
Student Activities	732,248
Operations	741,416
Grants	81,890
Subtotal Personnel	<u>12,540,137</u>

Administration & Finance	350,712
Teaching & Learning	500,138
Student Activities	1,720,650
Operations	1,537,315
Employee Benefits	2,277,040
Grants	321,525
Subtotal Operating Costs	6,707,380

Debt Advanced Refunding Cost -

Capital outlay	-
Loan Principal	23,493
Depreciation	1,865,671
Debt service - interest	957,625

Total Expenses	<u>22,094,306</u>
Change in net assets	2,939,685

FY20 Approved School Budget

REVENUES

Per Pupil Tuition	23,112,250.00
Federal Grants/Reimbursements	603,139.00
State Grants/Reimbursements	0.00
Other Grant Revenues	0.00
Food Service Program	519,200.00
Extended Day Program	290,000.00
Transportation Program	822,163.00
Building Rental Revenue	100,500.00
Other Revenues	209,480.00
Total Revenues	25,656,732.00

EXPENSES

Personnel

Administration & Finance	927,226.00
Teaching & Learning	11,524,373.00
Student Activities	790,393.00
Operations	792,925.00
Grants	0.00
Subtotal Personnel	14,034,917.00

Operating Costs

Administration & Finance	466,370.00
Teaching & Learning	685,160.00
Student Activities	2,061,500.00
Operations	1,787,500.00
Employee Benefits	2,432,033.00
Grants	240,684.00
Subtotal Operating Costs	7,673,247.00
Total Expenses	21,708,164.00

NET BUDGET FROM OPERATIONS	3,948,568.00
Capital Outlay	1,397,000.00
Debt Service	2,492,047.00
NET BUDGET RESERVED	59,521.00

FY21 Enrollment Table	
Number of students pre-enrolled via March 16, 2020 submission	1,690
Number of students upon which FY21 budget tuition line is based	1,672
Number of expected students for FY21 first day of school	1,690
Please explain any variances - The school uses a conservative budget number as withdrawals occur throughout the year.	

FOXBOROUGH REGIONAL CHARTER SCHOOL: STRATEGIC CAPITAL PLAN FY20-FY30

Capital Item Description	Location	Current Status	Estimated Schedule/Completion	Estimated Costs	Finance	Capital Project Reserve?	Amount Remaining?
MS Renovation Plan; Stage 2	MS	Completed	FY19	\$98,500	Capital Budget	No	
MS Bathroom Reno; Stage 1	MS	Completed	FY19	\$42,500	Capital Budget	No	
MS Exterior Door Replacement; Stage 1	MS	Completed	FY19	\$25,350	Capital Budget	No	
Site Lighting & Signage; Stage 1	Site	Completed	FY19	\$110,000	Capital Budget	No	
141 Central Street Property Purchase	Site	Completed	FY19	\$308,398	Capital Budget/Cash	No	
Playground Improvements	Site	Completed	FY19	\$6,500	Capital Budget	No	
Parking Lot/Roadway Improvements	Site	Completed	FY19	\$20,000	Capital Budget	No	
Flooring Improvements	MHS	Completed	FY19	\$12,500	Capital Budget	No	
Classroom & Staff Furniture	ES/MS/HS	Completed	FY19	\$110,200	Capital Budget	No	
Phone System Expansion	ES/MS/HS	Completed	FY19	\$7,500	Capital Budget	No	
Ops Enhancements (Clock/Paging/Radio)	ES/MS/HS	Completed	FY19	\$40,500	Capital Budget	No	
Grounds/Facilities Equipment	Site	Completed	FY19	\$31,000	Capital Budget	No	
MS Renovation Plan; Stage 3	MS	Completed	FY20	\$115,000	Capital Budget	No	

MS Bathroom Reno; Stage 2	MS	Completed	FY20	\$215,000	Capital Budget	No	
MS Exterior Door Replacement; Stage 2	MS	Completed	FY20	\$54,000	Capital Budget/Grants	No	
Site Lighting & Signage; Stage 2	Site	Completed	FY20	\$90,000	Capital Budget	No	
ES Playground Project; Stage 1	ES	Completed	FY20	\$245,000	Capital Budget	No	
Parking Lot/Roadway Improvements	Site	Completed	FY20	\$10,000	Capital Budget	No	
Flooring Improvements	MHS	Completed	FY20	\$9,000	Capital Budget	No	
Classroom & Staff Furniture	ES/MS/HS	Completed	FY20	\$61,000	Capital Budget	No	
Grounds/Facilities Equipment	Site	Completed	FY20	\$30,000	Capital Budget	No	
ES Playground Project; Stage 2	ES	Completed	FY20	\$420,000	Capital Budget	No	\$0
MS Drapery	MS	Completed	FY20	\$31,000	Capital Budget	No	\$0
Security System/Safety Enhancements	ES/MS/HS	Completed	FY20	\$66,000	Capital Budget/Grants/Expenses	No	\$15,000
SAN Replacement/Upgrade	ES/MS/HS	Estimates Obtained	FY21	\$300,000	Capital Budget	Yes	
Initial Classroom Flooring (ES)	ES	Estimates Obtained	FY21	\$250,000	Capital Budget	No	
137-149 Central Street Project	Site	Researching Options	FY21	\$1,500,000	Capital Budget	Yes	\$1,500,000
Prefabricated Maintenance Garage	Site	Estimates Obtained	FY22	\$175,000	Capital Budget	No	
Classroom/Workspace Walls	MS	Estimates Obtained	FY22	\$150,000	Capital Budget	No	
MS Bathroom Reno; Stage 3	MS	Estimates Obtained	FY22	\$65,000	Capital Budget	No	
MS Exterior Door Replacement; Stage 3	MS	Estimates Obtained	FY22	\$45,000	Capital Budget	No	
Fans: MHS Gymnasium/HS Entry	MHS	Estimates Obtained	FY22	\$40,000	Capital Budget	No	
Fencing Replacement	Site	Estimates Obtained	FY22	\$40,000	Capital Budget	No	
Site Lighting & Signage; Stage 3	Site	Estimates Obtained	FY23	\$25,000	Capital Budget	No	
Other Playspaces & MultiUse Court	ES/MS/HS	Estimates Obtained	FY23	\$400,000	Capital Budget	No	

Chiller for MHS Gym	MHS	Estimates Obtained	FY23	\$250,000	Capital Budget	No	
Campus Utility Vehicle(s)	ES/MS/HS	Estimates Obtained	FY23	\$15,000	Capital Budget	No	
LED Signage for ES Property	ES	Estimates Obtained	FY23	\$50,000	Capital Budget	No	
Fans: MHS Café/Performing Arts Ctr	MHS	Estimates Obtained	FY23	\$30,000	Capital Budget	No	
Video Conferencing Solution	Site	Estimates Obtained	FY23	\$50,000	Capital Budget	No	
MS Pumbing/Drainage Improvements	MS	Estimates Obtained	FY23	\$50,000	Capital Budget	No	
Campus Crackfilling, Sealcoating & Striping	Site	Estimates Obtained	FY23	\$50,000	Capital Budget	No	
IP Video & DVR Solution	Site	Estimates Obtained	FY24	\$200,000	Capital Budget	No	
Rock Wall: MHS Gymnasium	MHS	Estimates Obtained	FY24	\$50,000	Capital Budget	No	
ES Well & Irrigation Addition	Site	Estimates Obtained	FY24	\$20,000	Capital Budget	No	
ES Retention Pond Engineering & Retrofit	Site	Estimates Obtained	FY25	\$300,000	Capital Budget	No	
Campus Asphalt Replacement	Site	Estimates Obtained	FY25	\$550,000	Capital Budget	Yes	
Technology Plan	ES/MS/HS	In Progress	Ongoing	\$340,000	Capital Budget/Grants/Expenses	No	
HVAC Improvements	ES/MS/HS	In Progress	Ongoing	\$50,000	Capital Budget	No	
MS Roof Replacement	MS	Researching Options	TBD - High Priority	\$500,000	Capital Budget	Yes	\$500,000
HS Sewer Tie-In	HS	Dependent on Availability	TBD - Low Priority	\$100,000	Capital Budget	No	
Campus Roadway (Rear/Side Connection)	Site	Dependent on New Sewer Tie-In	TBD - Low Priority	Unknown	Capital Budget	TBD	
Property Build Out: 133-149 Central Street	Site	Dependent on Property Acquisitions	TBD - Low Priority	Unknown	Capital Budget	TBD	
Campus Recreational Playing Fields	Site	Researching Options	TBD - Low Priority	Unknown	Capital Budget/Expenses	No	
ES Boiler/Chiller/HVAC Replacement	ES	Researching Options	TBD - Low Priority	Unknown	Capital Budget/Expenses	No	
Acquire/Develop Open Land	Site	Researching Options	TBD - Low Priority	\$500,000	Capital Budget	Yes	

Acquire Property for Future Use	Site	Researching Options	TBD - Low Priority	\$300,000	Capital Budget	Yes	
Textbooks to Technology	ES/MS/HS	Researching Options	TBD - Low Priority	Unknown	Capital Budget/Grants/Expenses	No	
Solar Power Solution	ES/MS/HS	Solutions Obtained; Planning Scope	TBD - Low Priority	Unknown	Capital Budget/Grants/Expenses	No	
Classroom Furniture	ES/MS/HS	Estimates Obtained	TBD - Mid Priority	\$400,000	Capital Budget	No	
ES Roof Replacement	ES	Researching Options	TBD - Mid Priority	\$500,000	Capital Budget	Yes	\$500,000
Key Solution (3:1) Enhancements	MHS	Researching Options	TBD - Mid Priority	\$100,000	Capital Budget/Grants	No	

Additional Information

Appendix A
 Accountability Plan Evidence 2019-2020

Mission and Key Design Elements

	2019-2020 Performance (Met/Partially Met/Not Met)	Evidence (include detailed evidence with supporting data or examples)
<p>Objective: Foxborough Regional Charter School students will be challenged and supported with a rigorous academic program focused on college and career readiness. All students will be taught to perform to the best of their abilities and to achieve excellence in a global context.</p>		
<p>Measure:</p> <p>Annually, 100% of graduating seniors will successfully complete at least one of the six college preparedness featured programs that extend beyond the traditional classroom learning structure:</p> <ul style="list-style-type: none"> (1) STEM Honors Diploma (2) Senior Independent Enrichment Study (3) Dual Enrollment (4) AP courses (5) Virtual High School courses (6) Senior Portfolio project 	<p>Met</p>	<p>The high school principal, guidance department head, and data collection specialist review and report on individual student participation, progress, and completion of the school’s college preparedness learning opportunities. These rigorous learning options are described in the high school course catalog. The data is stored in the district’s Student Information System.</p> <p>100% of FRCS graduates completed and passed a high school portfolio including courses, projects, research, and college, business, or community partnerships outside of the traditional learning structure that centered on critical inquiry, problem-solving, and team-oriented 21st century skills.</p> <ul style="list-style-type: none"> • 100% of Senior class students graduated this year. • 5 students graduated with a STEM Honors Diploma • 25 students participated in 31 VHS courses this year • 6 seniors completed senior independent enrichment courses • 18 AP courses were offered at FRCS during the 2019-2020 school year • 61 high school students took 2 or more AP courses • 133 high school students accessed AP courses <ul style="list-style-type: none"> ○ 13 (9th graders) ○ 31 (10th graders) ○ 40 (11th graders) ○ 49 (12th graders) – 92% of seniors • 100% of graduating seniors completed a senior portfolio project
<p>Measure:</p> <p>Annually, 80% of all FRCS students in grades 6-12 who take the National Spanish Exam (NSE) will earn National Recognition as defined by inclusion in the 75th – 99th percentile.</p>	<p>Not Met</p>	<p>The NSE is administered annually in April and was cancelled this year due to COVID and school closures across the country.</p>

	2019-2020 Performance (Met/Partially Met/Not Met)	Evidence (include detailed evidence with supporting data or examples)
<p>Objective: Foxborough Regional Charter School will provide multiple opportunities for all students to demonstrate learning in 21st Century skills by participating in leadership and community service activities at class, grade, school and district levels.</p>		
<p>Measure:</p> <p>Annually, 100% of FRCS students in grades 4, 8, and 12 will demonstrate critical thinking, problem-solving, collaboration, and team-building skills by successfully completing comprehensive service and leadership projects as defined by school- and grade-level objectives.</p>	<p>Met</p>	<p>Annually, grade level teachers track service projects. The elementary, middle, and high school principals and data collection specialist track character education enrollment and LEGO (Leadership and Expanded Growth Opportunities) participation. Principals track community outreach and partnerships. The data is stored within the Outreach Division and is publicly communicated to the FRCS school community.</p> <p>100% of students achieved this goal. Grade level teachers tracked service projects. The elementary, middle, and high school principals and data collection specialist tracked character education enrollment and LEGO (Leadership and Expanded Growth Opportunities) participation. Principals track community outreach and partnerships.</p> <p>This year's Grade 4 Service Project was Pennies for Patients The campaign raises awareness and research funding for the Leukemia and Lymphoma Society. This year, that goal was doubled to \$2,000. The 4th grade exceeded their goal. The grade level raised a total of \$2,021.09.</p> <p>Grade 8 students participated in Monthly Spirit Days bringing awareness and monetary contributions to 7 different local, regional and national organizations that support a variety of humanitarian needs.</p> <p>Grade 12 high school students participated in multiple projects through service clubs including National Honor Service, Interact, peer tutoring, peer mentoring, and Do something. These clubs as well as others are offered during LEGO Block is a period at the end of the day that is designed for Leadership, Extracurricular, Growth, Opportunity Block.</p>
<p>Measure:</p> <p>Annually, the school will provide all school stakeholders at least two methods to provide input/feedback, to be used to guide the annual planning of academic, social, and/or emotional learning programming and the teaching and learning environment.</p>	<p>Met</p>	<p>The school offers numerous opportunities to gather feedback from across the community. Some examples include:</p> <ul style="list-style-type: none"> • Principal created teacher and student advisory panels that meet regularly to discuss, brainstorm, and disseminate information. • Teacher surveys on professional development, existing, and potentially new benefits and opportunities to strengthen the work environment. • The Family Engagement Center works monthly with PIE, parent ambassadors, and cultural ambassadors to obtain feedback on numerous district, building, and classroom-level topics. • The Equity and Inclusion steering committee comprises all stakeholders and conducts numerous, year-round opportunities to obtain and disseminate information.

	2019-2020 Performance (Met/Partially Met/Not Met)	Evidence (include detailed evidence with supporting data or examples)
Objective: Foxborough Regional Charter School will provide a Comprehensive Professional Development program for teachers and staff to ensure ongoing highly engaged, highly qualified, and innovative instructional practices.		
Measure: Annually, 80% of teachers will achieve growth between their first and end of year observations as evaluated by their respective supervisor using the district evaluation tool.	Not Met	Principals and Directors who directly supervise staff, generally conduct a minimum of three (3) evaluations per year for all teachers. Evaluations consist of observations, goal setting, goal review, or teacher project review with evidence of growth identified through the district evaluation process. Data is collected and stored by individual principals and Directors with annual performance and growth data stored with the Human Resources Director. This year, COVID disrupted our regular operating procedure as evaluations were not able to be conducted from March – June.

	2019-2020 Performance (Met/Partially Met/Not Met)	Evidence (include detailed evidence with supporting data or examples)
Objective: By the end of this charter term, FRCS will conduct workshops for public schools interested in its World Language program, sharing curriculum documents and implementation strategies.		
Measure: FRCS will annually share its best practices in World Languages curriculum and program with at least two other public schools by offering professional development workshops to public school teachers over the course of this charter.	Not Met	Workshops to disseminate best practices in curriculum, instruction, and scheduling have been developed and traditionally shared in the spring. Due to school closure, this year the school was unable to hold workshop sessions.

Recruitment Plan 2020-2021

School Name: Foxborough Regional Charter School

2019-2020 Implementation Summary:

During the 2019-2020 school year, the school used deliberate, specific strategies to attract and enroll students who, when compared to students in similar grades in sending district schools, contained a comparable demographic profile. This year strategies to attract students in subgroups such as limited English proficient, special education, free and reduced lunch, sub proficient on the MCAS, at risk of dropping out of school, have dropped out of school, or have other risk factors, included a variety of outreach activities.

The school reached out to sending districts, contacting preschools and daycare centers concentrated in urban areas and regional gateway cities. Currently enrolled families partnered to share brochures and information in their local communities and served as ambassadors to the school. This approach enabled the school to reach into pockets of support groups that influence family decisions; groups that congregate because of language likenesses, income levels and children's needs. Many benefits were realized by engaging parents in their own communities to help with communication. Word of mouth was very effective in building trust and confidence in a school of choice and in helping families make a conscious decision to enroll in a different educational setting than their familiar neighborhood school. Additionally, the cultural supports in place in neighborhood circles help families with limited English proficiency understand the open house information, lottery process and waitlist procedure.

We use the following outreach strategies to move us towards both our GNT and the Comparison Index.

General Recruitment Activities for 2020-2021:

The school strives to implement strategies to attract and enroll a student population that has a similar demographic profile to that of its sending districts. These general recruitment activities include annual open houses, monthly building tours and brochure distribution in sending district community centers, libraries, daycare centers and pre-schools. The school promotes recruitment activities externally in the sending district communities as well as internally encouraging and informing current families to share enrollment information through word of mouth in their own communities such as at youth activities and cultural religious organizations. These general activities are intended to reach all students.

Recruitment Plan –Strategies

Special education students/students with disabilities

CHART data	2019-2020 Strategies
<p>School percentage: 9.4%</p> <p>GNT percentage: 11.7%</p> <p>CI percentage: 12.9%</p> <p>The school is below GNT percentages and below CI percentages</p>	<p>The school targets special education students for recruitment by visiting pre-schools and day care centers in Attleboro and Brockton, areas of high needs for early intervention programming. Information on application, open house and lottery details was disseminated to the Special Education Director. The Special Education Director was available for topics on school wide services at the open house and a table for special education questions was available in the Information Fair section. The school's SEPAC organization was also invited to host a booth for informational purposes.</p>
	<p>2019-2020 Additional Strategy(ies), if needed</p> <p><input checked="" type="checkbox"/> Did not meet GNT/CI: additional and/or enhanced strategies needed.</p>

	<p>While the percentage of Special Education students is still shy of the GNT and CI, FRCS has seen a shift in the level of disability moving from substantially mild/moderate, including learning disabilities and developmental delays to a more severe level of service needs. Autism, neurological and physical impairments, and social emotional needs are rising substantially. The need for additional programming in order to offer a continuum of services to meet the needs of all students is growing exponentially. Sub separate classrooms have been in place for several years in the elementary school, growing to enrollment of 16 students, 11 middle school students, and 7 high school students now participating in our sub separate programs across the district.</p> <p>Looking forward to the coming year, FRCS staff will work to increase the population of students with disabilities. To do this, we will enhance outreach to early intervention programs. The Director of Outreach will meet with the staff of these programs to raise their awareness of the strength of the FRCS special education programming.</p> <p>We will work to accomplish increase in retention by strengthening our engagement with the families of these children. We will work more closely with SEPAC and offer workshops targeted to meet the needs of parents of special needs children.</p> <p>We anticipate it will take three years to meet the GNT.</p>
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Limited English-proficient students/English learners

<p>CHART data School percentage: 7.5% GNT percentage: 6.2% CI percentage: 7.3% The school is <u>above</u> GNT percentages and above CI percentages</p>	<p style="text-align: center;">2019-2020 Strategies</p> <p><input checked="" type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed</p> <p>The school targets LEP students for recruitment by distributing materials in the primary languages of the sending districts including Haitian Creole, Spanish, Hindi, Arabic and Chinese. The school will continue to provide translation services at open house and building tour events.</p>
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Students eligible for free or reduced lunch (Low Income/Economically Disadvantaged)

<p>CHART data School percentage: 24.5% GNT percentage: 16.5% CI percentage: 24.4% The school is above CI percentages and above GNT percentages</p>	<p style="text-align: center;">2019-2020 Strategies</p> <p><input checked="" type="checkbox"/> Met GNT: no enhanced/additional strategies needed</p> <p>The school targets students who may be eligible for free or reduced lunch by visiting and distributing information about open house and enrollment to food banks in sending districts. The school will continue to build contacts with community resources used by low income families, including SNAP and WIC food stamp programs, thrift shops and social service agencies. Open house opportunities and post cards were distributed through these venues as well as information on enrollment dates and procedures.</p>
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<p><u>Students who are sub-proficient</u></p>	<p style="text-align: center;">2019-2020 Strategies</p> <p>The school targets students who are sub-proficient by distributing information through sending district tutoring centers.</p>
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<u>Students at risk of dropping out of school</u>	2019-2020 Strategies The school targets students who are at risk of dropping out of school by building relationships with sending district guidance counselors and distributing enrollment information through these offices.
<u>Students who have dropped out of school</u>	2019-2020 Strategies The school targets students who have dropped out of school by distributing information about the enrollment process to social service agencies in sending districts.
OPTIONAL <u>Other subgroups of students who should be targeted to eliminate the achievement gap</u>	2019-2020 Strategies The school targets African American students for recruitment by distributing materials to local cultural and religious organizations in the sending districts.

**Retention Plan
2020-2021**

FRCS achieved all of the retention goals set out for 2019-2020 increasing retention by substantial percentages in every subgroup and meeting or exceeding all gap narrowing targets and comparison indices. Our strategies, outlined below, proved incredibly successful.

As a general strategy, the improved use of student data through the allocation of a dedicated staff person helped us to more accurately identify all at-risk students. Counselors and teaching staff were then able to use this information to provide more effective and coordinated support services to the students who need them the most.

Special education students are now supported in a sub separate classrooms in in elementary, middle and high school. These classrooms are staffed with dedicated FTE staff members; a classroom teacher, an adjustment counselor and a paraprofessional. This programming allowed these students to better access the FRCS curriculum by supporting their social and emotional needs.

Further, some previously implemented student-focused strategies have begun to show success. These strategies include: achievement teams, teacher tutoring, peer tutoring, peer mentoring, academic enrichment periods during the school day, and an after school academic enrichment program.

In addition, we feel our focus on parent relationships is critical to student retention. Our parent liaison has worked to build relationships with parents, offer parent workshops, engage parents in meaningful academic support activities and foster a culture that celebrates diversity.

We plan to continue to build on this success.

Overall Student Retention Goal	
Annual goal for student retention (percentage):	90%

Retention Plan –Strategies	
Special education students/students with disabilities	
<u>CHART data</u>	2019-2020 Strategies

<p>School percentage: 6.6% Third Quartile: 11.3%</p> <p>The school is below third quartile percentages.</p>	<p><input checked="" type="checkbox"/> Below third quartile: no enhanced/additional strategies needed</p> <p>Foxborough Regional Charter School will continue to offer a comprehensive team of professionals to support students with disabilities and their families. The team includes special education teachers, paraprofessionals, occupational therapists, speech therapists, physical therapists, adjustment counselors, school nurses and a school psychologist. This team will continue to work collaboratively with families to ensure the academic success of each student and will continue to build partnerships that support achievement. Furthermore, the team partners with our school SEPAC. The school has implemented sub separate special education classrooms, staffed with dedicated FTE staff members; a classroom teacher, an adjustment counselor and a paraprofessional. This programming will allow students to remain enrolled at our school and receive specialized instruction that will help them better access our curriculum by supporting their social and emotional needs.</p>
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Limited English-proficient students/English learners

<p align="center"><u>CHART data</u></p> <p>School percentage: 7.9% Third Quartile: 16.7%</p> <p>The school is below third quartile percentages.</p>	<p align="center">2019-2020 Strategies</p> <p><input checked="" type="checkbox"/> Below third quartile: no enhanced/additional strategies needed</p> <p>English Language Learners will continue to be serviced in the classroom and through a blend of Sheltered English Immersion (SEI) and pull-out services where necessary. In this model, small groups of students will receive intensive instruction from the ESL instructor. ELLs attend SEI English Language Arts and core content classes with their non-ELL peers. Services provided through the pull-out method will generally focus on content-related skills and language acquisition. These supports enable students to be successful inside and outside of the classroom.</p>
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Students eligible for free or reduced lunch

<p align="center"><u>CHART data</u></p> <p>School percentage: 8.5% Third Quartile: 14.3%</p> <p>The school is below third quartile percentages.</p>	<p align="center">2019-2020 Strategies</p> <p><input checked="" type="checkbox"/> Below median and third quartile: no enhanced/additional strategies needed</p> <p>The school will continue to offer a full food service program including breakfast and lunch. Families who qualify based on national guidelines are provided free/reduced meals. The school will proactively communicate and assist families in understanding procedures surrounding federal fee waiver forms and guide and support them on completion and submission. The school will send forms home with all families, post applications on the school website and offer translation support to families.</p>
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<p align="center"><u>Students who are sub-proficient</u></p>	<p align="center">2020-2021 Strategies</p> <p>Foxborough Regional Charter School will continue to offer a variety of programs to remediate skills. Strategies include a combination of programs that support student needs; achievement teams, teacher tutoring, peer tutoring, peer mentoring, academic enrichment periods during the school day, and an after school academic enrichment program.</p>
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<p align="center"><u>Students at risk of dropping out of school</u></p>	<p align="center">2020-2021 Strategies</p> <p>Foxborough Regional Charter school will continue to engage a strong and active Student Intervention Team (SIT Team) that meets weekly to review low grade reports and social emotional needs of students. This team identifies patterns in student behaviors that are counterproductive to academic success and starts the process of intervention activities.</p>
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<u>Students who have dropped out of school</u>	<p style="text-align: center;">2020-2021 Strategies</p> <p>The guidance department will continue to work with students and families to identify resources, GED programs, and community services that support students who have made the decision to drop out of school.</p>
<p style="text-align: center;">OPTIONAL</p> <u>Other subgroups of students who should be targeted to eliminate the achievement gap</u>	<p style="text-align: center;">2019-2020 Strategies</p> <p>The parent liaison will continue to build relationships with parents, offer parent workshops, engage parents in meaningful academic support activities and foster a culture that celebrates diversity.</p>

Complaints

No formal written complaints were made to the school Board of Trustees during the 2019-2020 school year.

Appendix C
School and Student Data Tables

STUDENT DEMOGRAPHIC AND SUBGROUP INFORMATION	
Race/Ethnicity	% of entire student body
African-American	49.4
Asian	10.1
Hispanic	5.4
Native American	0.3
White	29.4
Native Hawaiian, Pacific Islander	0.2
Multi-race, non-Hispanic	5.1
First Language not English	18.7
English Language Learner	7.5
Students with Disabilities	9.4
High Needs	41.5
Economically Disadvantaged	24.5

ADMINISTRATIVE ROSTER FOR THE 2019-2020 SCHOOL YEAR			
Name, Title	Brief Job Description	Start date	End date (if no longer employed at the school)
Dr. Mark Logan	Executive Director	08/03	
Karen Calvert	Director of Finance	07/13	
Ed Lucy	Director of Operations, currently Technology Manager	03/06	
Matt Harrington	Director of Operations	01/20	
Heidi Berkowitz	Director of Outreach and Development	07/98	
Krisan Pope	Director of Human Resources	07/12	
Christiana Benson	Elementary School Principal –July 2017	07/14	
Michelle Bartley	Middle School Principal- July 2017	07/15	11/19
Ben Dyer	Co Middle School Interim Principal – November 2019	11/19	
Kayla Leary	Co Middle School Interim Principal – November 2019	11/19	
Andrew Lay	High School Principal- July 2017	08/98	08/19
Michael Cournoyer	High School Principal	09/19	
Lori Obenchain	Director of Student Services- July 2017	07/14	
Annie Azarloza	Director of Teaching and Learning –July 2019	08/06	

TEACHERS AND STAFF ATTRITION FOR THE 2019-2020 SCHOOL YEAR				
	Number as of the last day of the 2019-2020 school year	Departures during the 2019-2020 school year	Departures at the end of the school year	Reason(s) for Departure
Teachers	131	5	10	9 other 5 new position in K-12 Education 1 retirement
Other Staff	95	4	4	1 employment outside education 4 other 1 relocated 2 employment in K-12 education

*Attrition percentage trends have remained stable and low. Employees remain confident in the school's success and forward growth. Employee retention after relocation and retirement remains significantly high at/above 90%.

BOARD AND COMMITTEE INFORMATION	
Number of commissioner approved board members as of August 1, 2020	6
Minimum number of board members in approved by-laws	3
Maximum number of board members in approved by-laws	15
Number of board committee members who are neither trustees nor school employees during 2019-2020 school year (If not applicable, enter NA.)	0

BOARD MEMBERS FOR THE 2019-2020 SCHOOL YEAR				
Name	Position on the Board	Committee affiliation(s)	Number of terms served	Length of each term (including date of election and expiration)
Kathleen Crawford	Chair	Board Governance Foundation	5	Current Term December 2019 - November 2022 Terms served: 5
Reem Ozone	Vice Chair	Board Governance Enrollment	4	Current term: 2018 - 2021 Terms served: 4
Badawi Dweik	Trustee	Facilities	3	Current term: December 2019 – November 2022 Terms served: 3
Matt Yezukevich	Treasurer	Finance	2	Current term: 2018 - 2021 Terms served: 2
Susanna Girard	Secretary	Enrollment Foundation	3	Current term: December 2019 – November 2022 Terms served: 3
Sergio Martin	Trustee	Finance	1	Current Term December 2018- November 2021 Terms served: 1

Appendix D
Additional Required Information

Key Leadership Changes

Position	Name	No Change/ New/Open Position
Board of Trustees Chairperson	Kathleen Crawford	New
Charter School Leader	Mark Logan	No Change
Assistant Charter School Leader		Open Position
Special Education Director	Lori Obenchain	No Change
MCAS Test Coordinator	Mary Quinlan	No Change
SIMS Coordinator	Heidi Berkowitz	No Change
English Language Learner Director	Lori Obenchain	No Change
School Business Official	Karen Calvert	No Change
SIMS Contact	Heidi Berkowitz	No Change
Director of Operations	Matthew Harrington	January 2020
Human Resources Manager	Krisan Pope	No Change

Anticipated Board Meeting Schedule for School Year 2020-2021

July 14, 2020	February 9, 2021
September 8, 2020	March 9, 2021
October 13, 2020	April 13, 2021
November 10, 2020	May 11, 2021
December 8, 2020	June 8, 2021
January 12, 2021	

Facilities

Location	Dates of Occupancy
131 Central Street Foxborough, MA	August 1998- Present
35 Commercial Street Foxborough, MA	September 2017- Present

Enrollment

Action	2020-2021 School Year Date(s)
Student Application Deadline	Friday, February 12, 2021
Lottery	Wednesday, March 3, 2021

Equity and Inclusion Committee Subcommittee Meeting Notes – July 21, 2020

Below are the notes from the Student Engagement Subcommittee.

1. The committee identified that FRCS needs more opportunities other than student council or honor societies, and more open communication with the student body.
2. We identified the following student engagement goals: we'd like to see a GC become a form of morning announcement where everything students need to know would be housed here (including, but not limited to, volunteer, community service, and leadership opportunities, part-time job postings, etc.). Shawn will develop this GC. This should be school-wide and not just for HS. Our second goal is the new student leadership model, which is evolving. The committee had additional ideas about this that will be further discussed at our next meeting. Our third goal is rebranding student council so that students have a say in who is elected to student government.
3. Curriculum - change novels; add Toni Morrison; teacher training on how to introduce new novels, etc.; we need to come up with a list of novels; teachers should have a rationale for why they are choosing a novel (is it tied to the standard?). We would like to add LEGO book clubs to introduce this.
4. The committee believes that students should be part of hiring all staff in the district in some form or another (including, but not limited to, cafeteria staff, etc.)
5. We should consider making a Black Studies course for teachers mandatory.
6. Nikole will reach out to a few prominent figures in our community to speak to our staff on how to teach black students (Ron Brown). Mike Curry is another great resource.
7. Amanda Goddard will look into Dr. DT Henry's courses for our staff.

Here are the notes from the Professional Development Subcommittee.

1. Goals for PD going into next year are: UDL (to include lesson planning); cultural responsiveness pedagogy; Restorative Justice practices; Google Classroom (blended learning) (summer months and early fall); new math curriculum in the MS (orientation week and periodically throughout the year); and Co-teaching (specifically norms for remote learning).
2. Vicki will provide GC training to parents; Nicole Eby, Kim DiRodi and Danielle Conway will provide GC training to teachers once a week in August. We'll need to pay them a stipend if it's happening before school starts.
3. Keonna Geer to train administrators on Restorative Practices this summer and then a small cohort of teachers in August before orientation week.
4. Amanda Goddard will research webinars on culturally responsiveness pedagogy and other pertinent PD for staff (free or a fee).
5. Confianza will continue into the next year.
6. Kathleen Foley's school year long PD course will be a requirement for teachers to complete within the next 3 years. Principals to identify and invite teachers to enroll next school year. This will only be open to instructional staff for the time being.
7. Vision for PLCs - bi-weekly meetings; perhaps have staff be a part of two PLCs in a given year (one per semester); ES will develop organically PLCs during common planning.
8. Examples of some PLCs: Restorative justice practices in the MS/HS; co-teaching/co-planning; UDL; lesson planning
9. We will need training on what are PLCs during O-week. We will need to further discuss how we will roll them out in the fall.
10. We will move in the direction Safety Care (no more CPI); Alan and Sharon to train staff.
11. Brooke will be a facilitator for an ELA PLC and will invite a SPED/ESL teacher to be part of it. I will reach out to Bill for him to do that too in math.
12. Vicki will connect with Amanda Goddard on what she should include in the GC training to parents.

DESE Return to School Preliminary Plan Submission – July 31, 2020

Key Findings of In-person Learning Feasibility Study

Based on current health and safety concerns around Covid-19 and our current infrastructure, Foxborough Regional Charter School has developed a phased-in hybrid model for the Fall 2020-2021 school year. Based on several staff and family surveys, it was important to our school community that all students attend school every week in order to sustain student engagement.

The district will be implementing a 1:1 technology plan in grades 5-12, with available devices for grades K-4 who require it. This added resource will provide students with what is needed for their remote learning days.

Staff will be back at school August 31 – September 11 for a total of nine days for in-person trainings to help prepare instructional staff to welcome our students back to school while adhering to health precautions. The school will also provide remote staff professional development during August, and the school will be open prior to August 31st to provide additional time for staff to plan.

We will be following the DESE protocols for responding to COVID-19 scenarios in school, on the bus, and in community setting. Following are other protocols we have put into place in order to allow for in-person learning.

- All students in grades 2-12 will be required to wear a mask/face covering.
 - Students in kindergarten and grade 1 will be strongly encouraged to wear a mask/face covering. K/1 staff will wear masks and face shields should they wish to for added protection.
- Adults, including educators and staff, are required to wear mask/face coverings.
- Students will primarily participate in cohorts. Students will remain in their classrooms while teachers rotate where possible.
- Individual materials/supplies will be provided, to the extent possible.
- Cleaning supplies will be available in each classroom for teachers to disinfect workspaces and student desks throughout the day.
- Student desks will be positioned six feet apart in classrooms.
- Lunch will be served in classrooms while maintaining at least 6 feet apart at all times with cafeterias available for overflow in order to maintain said distance while masks are off during lunch.
- Recess will be staggered throughout the day so that only three classes are outside at the same time (maximum of 36 students outside for recess at any given time) while practicing physical distance.
- Large, commercial-grade tents will be installed throughout the campus to allow outdoor instruction, fresh air and movement breaks, recess and physical education classes in inclement weather, and other purposes.
- Traffic patterns will be developed that include one way hallways and stairways where possible.
- Lockers will not be available to students.
- We will continue our staggered dismissal.

DESE Return to School Preliminary Plan Submission – July 31, 2020

- Maintenance/Cleaning
 - Maximizing fresh air – gained remote access to our HVAC controls; adjusting settings so they can control our airflow remotely to maximize fresh air.
 - Initially changed schools current air filters in June and will be changing them on a monthly basis. In process to purchase MERV-13 air filters which suggests its effective at filtering Covid
 - Scheduling air quality test for first week or two of school when kids are in building
 - Coordinating common area cleaning with maintenance for touch surfaces.
 - Deep cleaning school June-July and are scheduled for Clorox-360 Electrostatic cleaning across campus on 8/29 prior to staff returning
 - Maintenance retrofitting wall mounted hand sanitizer stations to make them “refillable”
 - Hand dryers campus-wide have been disabled and replaced with paper towels
 - Water fountains have been disabled
 - Porthole doors being installed in nursing isolation rooms
- PPE
 - Purchases include: Disinfectant wipes, backup disinfectant spray bottles, standard disposable masks (for student staff who damage/forget them), nitrile gloves, face shields, N95 masks (for nursing), gowns (for nursing), hand sanitizer, touchless hand sanitizer stations, 3 electrostatic sprayers for immediate remediation.
 - Disinfectant liquid is plumbed into our building and wipe containers are refillable (so no lag in having available solution for cleaning
 - Purchases were in coordination with school nurse as well as CDC and state guidance
 - Classroom materials will be distributed to each individual classroom and inventory controls will be tightly monitored and reordered
 - PPE is being centrally stored and a distribution system and refill process is being developed
 - Nursing equipment will be distributed and Head Nurse will monitor controls

Reopening Model

We plan to begin the school year with a hybrid model for our elementary, middle and high schools. Students returning to in-person learning will attend through a cohort model with half of these students attending two days per week with the remaining three days as remote learning. All high needs students, specifically our substantially separate student programs will attend school four days per week, with Wednesdays remote learning only. We are also strongly encouraging all students requiring special instruction or supports attend four days per week. All protocols under our feasibility plan would apply.

Families requesting not to return to in-person learning will receive full remote learning platform. While overall feedback of our spring remote learning plan was positive, we will implement a more robust instructional program. It will be highly structured with "attendance" requirements, aligned with in-person lessons, include a combination of video and live interactions with faculty

DESE Return to School Preliminary Plan Submission – July 31, 2020

and staff and independent work, and have graded assignments. This will include Google learning as well as likely participation in an anticipated state remote learning platform.

In order to ensure safety protocols and to learn and adjust accordingly as we re-open our buildings, we plan to phase-in the in-person return to school. The following is our School Phase-in Schedule for the Fall.

Week #	Week Of:		Elementary School Grade Attendance	Middle School Grade Attendance	High School Grade Attendance	*Remote Learning Until Phased In
Staff ONLY	August 31 – September 11	Staff Orientation and Safety Training	XX	XX	XX	XX
Weeks 1 and 2	September 14 – September 25	Cohort A attends Monday/Tuesday Cohort B attends Thursday/ Friday	Grade 4 Only Kindergarten will attend school every Wednesday through and including the week of October 5.	Grade 5 Only	Grade 9 Only	Grade 1 Grade 2 Grade 3 Grade 6 Grade 7 Grade 8 Grade 10 Grade 11 Grade 12
Week 3	September 28	Cohort A attends Monday/Tuesday Cohort B attends Thursday/ Friday	Grades 3 and 4	Grades 5 and 6	Grades 9 and 10	Grade 1 Grade 2 Grade 6 Grade 7 Grade 8 Grade 10 Grade 11 Grade 12
Week 4	October 5	Cohort A attends Monday/Tuesday Cohort B attends Thursday/ Friday	Grades 2, 3 and 4	Grades 5, 6 and 7	Grades 9, 10 and 11	Grade 1 Grade 7 Grade 8 Grade 11 Grade 12
Week 5	October 13	Cohort A attends Monday/Tuesday Cohort B attends Thursday/ Friday	Grades K-4	Grades 5-8	Grades 9-12	Remote Learners ONLY

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In-Person

Due to campus and classroom space, infrastructure, and health and safety guidance, full time in-person instruction is not feasible. We are only able to bring approximately 70% of our elementary, middle and high school students back to campus with a minimum of 3 feet physical distance in classrooms. Currently we have roughly 20% of students who will be opting for remote only, at least for the start of the school year. We do not recommend bringing more than 50% of students immediately back to school at this time since this would not allow for movement breaks, which are essential especially for those cohorts who are not transitioning between periods and teachers are rotating instead. Lunch, although feasible, will be difficult as we will have many more students in overflow rooms in order for students to remove their masks and hence, maintain a 6 foot physical distance in the classrooms while they eat.

We will be following the DESE protocols for responding to COVID-19 scenarios in school, on the bus, and in community setting. Following are other protocols we have put into place in order to allow for in-person learning.

- All students in grades 2-12 will be required to wear a mask/face covering.
 - Students in kindergarten and grade 1 will be strongly encouraged to wear a mask/face covering. K/1 staff will wear masks and face shields should they wish to for added protection.
- Adults, including educators and staff, are required to wear mask/face coverings.
- Cohorting of students where possible. Students will remain in their classrooms while teachers rotate where possible.
- Individual materials/supplies, to the extent possible
- Student desks will be positioned three feet apart in classrooms in order to practice physical distance.
- Lunch will be served in classrooms while maintaining at least three feet apart at all times with cafeterias available for overflow in order to maintain said distance while masks are off during lunch.
- Recess will be staggered throughout the day so that only three classes are outside at the same time (maximum of 50 students outside for recess at any given time) while practicing physical distance.
- Traffic patterns will be developed that include one way hallways and stairways where possible.
- Lockers will not be available to students.
- We will continue our staggered dismissal
- Maintenance/Cleaning
 - Maximizing fresh air – gained remote access to our HVAC controls; adjusting settings so they can control our airflow remotely to maximize fresh air.
 - Initially changed schools current air filters in June and will be changing them on a monthly basis. In process to purchase MERV-13 air filters which suggests its effective at filtering Covid

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- Scheduling air quality test for first week or two of school when kids are in building
- Coordinating common area cleaning with maintenance for touch surfaces.
- Deep cleaning school June-July and are scheduled for Clorox-360 Electrostatic cleaning across campus on 8/29 prior to staff returning
- Maintenance retrofitting wall mounted hand sanitizer stations to make them “refillable”
- Hand dryers campus-wide have been disabled and replaced with paper towels
- Water fountains have been disabled
- Porthole doors being installed in nursing isolation rooms
- PPE
 - Purchases include: Disinfectant wipes, backup disinfectant spray bottles, standard disposable masks (for student staff who damage/forget them), nitrile gloves, face shields, N95 masks (for nursing), gowns (for nursing), hand sanitizer, touchless hand sanitizer stations, 3 electrostatic sprayers for immediate remediation.
 - Disinfectant liquid is plumbed into our building and wipe containers are refillable (so no lag in having available solution for cleaning)
 - Purchases were in coordination with school nurse as well as CDC and state guidance
 - Classroom materials will be distributed to each individual classroom and inventory controls will be tightly monitored and reordered
 - PPE is being centrally stored and a distribution system and refill process is being developed
 - Nursing equipment will be distributed and Head Nurse will monitor controls

Hybrid

Students returning to hybrid learning will attend through a cohort model with half of these students attending two days per week with the remaining three days as remote learning. All high needs students, specifically our substantially separate student programs will attend school four days per week, with Wednesdays remote learning only. We are also strongly encouraging all students requiring special instruction or supports attend four days per week. All protocols under our feasibility plan would apply.

The district will be implementing a 1:1 technology plan in grades 5-12, with available devices for grades K-4 who require it. This added resource will provide students with what is needed for their remote learning days.

In order to ensure safety protocols and to learn and adjust accordingly as we re-open our buildings, we plan to phase-in the in-person return to school. The following is our School Phase-in Schedule for the Fall.

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Week #	Week Of:		Elementary School Grade Attendance	Middle School Grade Attendance	High School Grade Attendance	*Remote Learning Until Phased In
Staff ONLY	August 31 – September 11	Staff Orientation and Safety Training	XX	XX	XX	XX
Weeks 1 and 2	September 14 – September 25	Cohort A attends Monday/Tuesday Cohort B attends Thursday/ Friday	Grade 4 Only Kindergarten will attend school every Wednesday through and including the week of October 5.	Grade 5 Only	Grade 9 Only	Grade 1 Grade 2 Grade 3 Grade 6 Grade 7 Grade 8 Grade 10 Grade 11 Grade 12
Week 3	September 28	Cohort A attends Monday/Tuesday Cohort B attends Thursday/ Friday	Grades 3 and 4	Grades 5 and 6	Grades 9 and 10	Grade 1 Grade 2 Grade 6 Grade 7 Grade 8 Grade 10 Grade 11 Grade 12
Week 4	October 5	Cohort A attends Monday/Tuesday Cohort B attends Thursday/ Friday	Grades 2, 3 and 4	Grades 5, 6 and 7	Grades 9, 10 and 11	Grade 1 Grade 7 Grade 8 Grade 11 Grade 12
Week 5	October 13	Cohort A attends Monday/Tuesday Cohort B attends Thursday/ Friday	Grades K-4	Grades 5-8	Grades 9-12	Remote Learners ONLY

All protocols under our feasibility plan would apply.

Remote

Should the Massachusetts Department of Education mandate that all school districts go remote only, or should local public health data indicate remote only instruction, and should schools be open for staff to run their classes remotely from their classrooms, we will continue with our Google Classroom learning platform. However, this will differ from our spring remote; it will be a more robust and engaging experience that will require students to attend and complete assignments for grading in order to ascertain learning gaps and progress on Massachusetts standards. We also plan to access the anticipated remote learning platform offered by the state.

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Should the Massachusetts Department of Education close all schools, staff will work remotely from home and expectations for teaching and learning will remain the same.

The district will be implementing a 1:1 technology plan in grades 5-12, with available devices for grades K-4 who require it. This added resource will provide students with what is needed for their remote learning days.

Students will follow their schedule and all courses will take place, including, but limited to specials, advising, and enrichment/support blocks.

High needs students:

All substantially separate programs (6 classrooms) will attend school full-time on days that there is in-person instruction (Monday, Tuesday, Thursday, and Friday). These students will receive all services identified in their IEP during in-person instruction. Specialized transportation will be provided to students who have specialized transportation documented in their IEP.

Special education students in our partial inclusion and full inclusion programs will be assigned to a cohort and attend school with their typically developing peers. There will be a special education teacher responsible for ensuring students are receiving services and supports outlined in their IEPs during both remote learning and in person learning days. Special education teachers will also participate in remote instruction and support for students via google classroom.

Related services will be provided to these students either remotely or in person based on the individual needs of students. Small group instruction and re-teaching will be provided as needed and following guidance for physical distancing.

English Learners will be assigned to a cohort and attend school with their peers. The students will receive English Language instruction from their ESL teacher within their SEI classroom. Opportunities for pull out instruction will be available as needed following guidance for physical distancing. ESL teachers will also participate in remote instruction and supports for students via google classroom.

Good Afternoon All,

I have some VERY important Return to School information including:

1. A DRAFT hybrid plan,
2. A survey to assess and plan for 100% Remote Only programming, as needed,
3. A reminder about the recent travel ban that will go into effect on August 1, 2020;
and
4. Transportation program protocols

In summary, all school districts in the Commonwealth are required to submit a plan to the state by this Friday, July 31, 2020 which includes 3 separate scenarios. One for 100% remote, one for a hybrid model and one for 100% on campus. The plans we will submit to the state were developed by a taskforce that included administrators, teachers, administrative staff, our transportation vendor and our cleaning company. We surveyed staff and parents twice throughout the process and included the feedback into our plans. As circumstances can change at any moment, we will also be prepared to go Remote at any time. However, at the direction of the Commissioner at this time, we must be prepared to welcome students on campus in the fall.

You may have seen recent guidance from the Commissioner for additional training time before the start of classes. We will implement that procedure at FRCS, as well. We will use two weeks of Orientation this year to review COVID-related procedures and provide Remote Learning workshops to strengthen distance learning instruction. Additionally, our plan phases in grade levels over a four-week period to allow us to move forward in a slow and steady way and make adjustments as necessary.

Please know that our first priority is our community and all of our plans are focused on staff and student safety. Every decision made has been considered through an infectious disease lens and we have done our best to anticipate all unintended outcomes. At this time, we are preparing to implement both a Hybrid Model and a Full Remote Learning Model for families in need.

- In the Hybrid Model, students will be assigned to one of two Cohort groups.
- Cohort A will attend on Monday and Tuesday of each week.
- Cohort B will attend on Thursday and Friday of each week.
- No students will be on campus on Wednesdays but assignments, lessons and projects will be posted for their continued learning.
- On their "Remote" days during the week, students will be expected to participate in the distance learning program.
- Cohort groups will be assigned by the school and will accommodate families with children in multiple grade levels, as well as meet capacity requirements on our regional transportation buses

[Please review the attached plan for details.](#)

Please read the plan in:

- [Haitian Creole](#)
- [Hindi](#)
- [Spanish](#)
- [Portuguese](#)
- [Cambodian](#)
- [French](#)
- [Arabic](#)

Families may also select to continue with 100% Remote Learning at home. The Remote programming in September will be more robust than learning in the spring and will be highly structured with attendance requirements. It will also be aligned with in-person lessons, include a combination of video and live interactions with faculty and staff and require independent work as well as graded assignments.

Final plans depend on feedback from the state (DESE) and may change due to this feedback or evolving public health information. We will continue to communicate information out as soon as it is presented to us.

We have ordered and received required Personal Protective Equipment (PPE) including sanitizer, face shields, face masks, disinfectant wipes, and additional cleaning equipment and added signage throughout the campus to facilitate required distancing. Additionally, we have made adjustments to our maintenance procedures in order to maximize fresh air quality. Our Operations department is looking into changing air quality filters and increasing the frequency in which they are replaced. The new filters block microns that capture COVID and have come highly recommended. We will be following protocols and guidance set by the State Board of Health and our plan has been reviewed by the local Board of Health in the town of Foxborough. [Please see health and wellness protocols here.](#)

Per state regulations, all students in grades 2-12 will be required to wear masks and students in grade K and 1 are strongly encouraged to wear face coverings. Masks will not be required to be dress code colors but offensive symbols and words will not be acceptable.

I know that these are anxious times. In order for any of our plans to work, it's going to depend on family comfort levels and trust. For that reason, and so we may plan accordingly, please fill out the survey link below, indicating your intentions of your child returning to campus.

- [Click Here to Respond to the Survey](#)

The school will continue to offer Regional Transportation but it will look much different. As per state guidance and protocols, buses will only be filled to half capacity. Additional requirements include:

- Seat assignments will be mandatory on all buses. Students will be expected to sit and remain in their assigned seat.
- Only one student will be assigned to a seat with the exception of siblings.
- Siblings may be assigned to sit together on one seat.
- All students riding a bus, regardless of grade will be required to wear a mask. Eating, drinking or removing a mask for any reason will not be allowed.

Bus Assignments will be made based on the pre-registration applications received, in the order in which they were received. In-district students will be given preference. If all three bus stop choices listed on an application are full, we will ask that you choose from the remaining space available and your children will be placed on a wait list for a bus in the location of your choice.

Information regarding fees, timelines and next steps will be available shortly and will be provided directly to those who have already registered for the Transportation Program.

Lastly, and very important is the recent travel order put into place by Governor Baker requiring that effective August 1, 2020, all visitors and returning residents entering Massachusetts must follow new travel orders. The Commonwealth has made great progress to slow the spread of COVID-19 and gradually re-open the economy, and all visitors and residents returning to the state have a responsibility to help us keep transmission levels as low as possible. [Read the full order here.](#) If you are planning on traveling outside of the areas listed in the link above, within 2 weeks prior to the start of returning to school on campus, you must follow the guidelines of obtaining a negative COVID test or quarantining for 14 days.

Thank you for your patience, feedback, input and support through this entire process. Especially under these unprecedented circumstances, I am incredibly proud to be part of this community!

Sincerely,

Dr. Mark Logan
Executive Director



**Foxborough Regional Charter School
Return to School Plan - Hybrid Model**

Plan Summary:

1. The plan is for students to participate in on campus learning.
2. A choice of full time remote will be available for students and families.
3. High Needs students, as determined by the Student Services Department, will be offered 100% on campus instruction and can participate in person all days, except Wednesday, when there will be no student attendance.
4. The School will implement a Hybrid model, two days each week for remaining students.
5. Classes will be offered on campus on a rotating schedule with 2 cohorts of remaining students (80% anticipated)
 - a. Cohort A will attend school on Monday and Tuesday and work remotely on Wednesday, Thursday, Friday.
 - b. Cohort B will attend school on Thursday and Friday and work remotely Monday, Tuesday, Wednesday.
 - c. Wednesday will be a staff development day –no student attendance AND a deep cleaning day before the second cohort enters the building. Remote lessons, activities and assignments will be recorded, uploaded and/or posted in advance so students have instruction provided.
 - i. Estimated class size is 10-12 students per classroom under this model.
 - ii. Staff development each Wednesday will center around building remote learning tools, lessons and programming to strengthen the current remote program and to prepare for a possible need for intermittent shut down due to outbreaks.
6. Phased in schedule by week and by grade to allow for:
 - a. More structured re-entry for students and parents to ensure health and safety and to give the school time to revisit, review and revise plans based on actual student feasibility once seen in action.
 - b. More time for teachers and administrators to tweak procedures with fewer students and families impacted.

7. Teachers will participate in professional development from August 31 – September 11. During this time, all safety precautions, COVID related training and health and wellness procedures will be addressed. Week 2 of orientation will also include:
 - a. Testing of technology and bandwidth to prepare for high volume use.
 - b. Distribution of Streams and grade level text books and materials to families. A schedule will be provided in mid August.
 - c. Workshops on Google Classroom and remote learning tools and lessons.
8. All staff will remain on campus after orientation weeks and teachers who will not have students in the building, will start their remote lessons week 1 from their classroom.
 - a. Monday/ Tuesday/ Thursday / Friday Hours will remain 7:30am-2:35pm for on campus students.
 - b. There will be no student attendance on campus on Wednesdays.

Cohort Structure:

Cohort A	Attend on campus Monday / Tuesday
Cleaning/Sanitizing	Wednesday – no student attendance/ Staff development and planning periods as well as Deep Cleaning
Cohort B	Attend on campus Thursday / Friday

*On days when students are not on campus, they will be required to participate in remote learning videos, activities, projects, and other assignments.

Phased in Schedule:

- One grade level in each of the schools will be phased in at a time.
- Procedures will be tweaked as necessary and an additional grade level will be phased in to each of the schools in each subsequent week.
- Grades K and 1 will be the only exception and will both begin on campus instruction October 5, 2020.

**Return to School Phase In
On Campus / Remote Learning Schedule
Fall 2020**

Week #	Week Of:		Elementary School Grade Attendance	Middle School Grade Attendance	High School Grade Attendance	*Remote Learning Until Phased In
Staff ONLY	August 31 – September 11	Staff Orientation and Safety Training Topics to include: COVID related safety procedures and remote learning tools, strategies and best practices. During Week 2, all technology and streaming capacity will be tested to ensure bandwidth meets streaming needs.	XX	XX	XX	XX
Week 1	September 14	Cohort A Attends on campus instruction on Monday/ Tuesday. Cohort B Attends on campus instruction on Thursday/Friday. Cohorts assignments will be made by August 15.	Grade 4 Only	Grade 5 Only	Grade 9 Only	Kindergarten Grade1 Grade 2 Grade 3 Grade 6 Grade 7 Grade 8 Grade 10 Grade 11 Grade 12
Week 2	September 21	Cohort A attends Monday/Tuesday Cohort B attends Thursday/ Friday *Wednesday, September 23, 2020 Kindergarten Cohort A Orientation	Grade 4 Grade 3	Grade 5 Grade 6	Grade 9 Grade 10	Kindergarten Grade1 Grade 2 Grade 7 Grade 8 Grade 11 Grade 12
Week 3	September 28	Cohort A attends Monday/Tuesday Cohort B attends Thursday/ Friday *Wednesday, September 30, 2020 Kindergarten Cohort B Orientation	Grade 4 Grade 3 Grade 2	Grade 5 Grade 6 Grade 7	Grade 9 Grade 10 Grade 11	Kindergarten Grade 1 Grade 8 Grade 12
Week 4	October 5	Cohort A attends Monday/Tuesday Cohort B attends Thursday/ Friday	Grade 4 Grade 3 Grade 2 Grade 1 Kindergarten	Grade 5 Grade 6 Grade 7 Grade 8	Grade 9 Grade 10 Grade 11 Grade 12	Remote Learners ONLY

Extended Day

- Begin registration for Extended Day in late August.
- Program will phase in as needed based on grade level attendance in the schedule above.
- The program will look very different. It will be simple and stationary. Room assignments will be mandatory and activity choices will not be available. The program will be a service to families but will be minimally staffed.

Selection of In Person or Full Time Remote Learning

This survey requests families read a summary of our draft hybrid and full remote learning plans and the associated health protocols and subsequently select the return to learning option that best suits your plans.

As you read in the Hybrid Model plan:

- Students will be assigned to one of two Cohorts.
- Cohort A will attend on Monday and Tuesday of each week.
- Cohort B will attend on Thursday and Friday of each week.
- No students will be on campus on Wednesdays
- On their “Remote” days during the week, students will be expected to participate in distance learning
- Cohorts will be assigned by the school and will accommodate families with children in multiple grade levels, as well as meet capacity requirements on our regional transportation buses.

Families may also select to continue with 100% Remote Learning at home. The Remote programming in September will be more robust than learning in the spring and will be highly structured with attendance requirements. It will also be aligned with in-person lessons, include a combination of video and live interactions with faculty and staff and require independent work as well as graded assignments.

Final plans depend on feedback from DESE and may change due to this feedback or evolving public health information. We will continue to communicate information out as soon as it is presented to us.

We have ordered and received required Personal Protective Equipment (PPE) including sanitizer, face shields, face masks, disinfectant wipes, and additional cleaning equipment and added signage throughout the campus to facilitate required distancing. Per state regulations, all students in grades 2-12 will be required to wear masks with students in grade K and 1 are strongly encouraged to wear face coverings.

We know that these are anxious times. In order for any of our plans to work, it's going to depend on family comfort levels and trust. For that reason, and so we may plan accordingly, please fill out the survey link below, indicating your intentions of your child returning to campus.

* Required

After reviewing the Hybrid Model Plan and learning about the safety protocols in place, my children will: *

Attend school in person on campus

Opt to continue remote learning from our home

Name of Child #1 *

Your answer

Grade of Child #1

Choose



Name of Child #2 *

Your answer

Grade of Child #2

Choose



Name of Child #3 *

Your answer

Grade of Child #3

Choose



Name of Child #4 *

Your answer

Grade of Child #4

Choose



Name of Child #5 *

Your answer

Grade of Child #5

Choose



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Forms

Protocols for responding to COVID-19 scenarios in school, on the bus, or in community settings

July 17, 2020

Introduction and overview

As a supplement to DESE's Initial Fall School Reopening Guidance, we are providing districts and schools with additional information on protocols for responding to specific COVID-19 scenarios this fall. Protocols from the Centers for Disease Control (CDC) related to this topic may be released in the coming weeks and this guidance may be updated accordingly. We will also be providing additional clarifying information through our FAQ process.

This guidance provides more information and protocols to answer the following questions:

- What should a district do if there is a symptomatic individual – at home, on the bus, or at school?
- What should a district do if someone in the school community tests positive for COVID-19 – be it a student, teacher, staff, or bus driver, or one of their household members or close contacts?
- Who should get tested for COVID-19 and when?
- In what circumstances would someone need to quarantine (when they have been exposed but are not sick) or isolate (when they are sick)?
- What should school districts do to monitor COVID-19 spread in their communities?

In our Initial Fall School Reopening Guidance, we put forth the goal of the **safe** return of as many students as possible to in-person learning. At the same time, we asked districts to plan for all contingencies by asking for three reopening models.

A safe return to in-person school environments will require a culture of health and safety every step of the way. Specifically:

- **It is not one mitigation strategy but a combination of all these strategies taken together that will substantially reduce the risk of transmission.** No single strategy can ever be perfect, but all strategies together will reduce risk. In addition, although we are currently in Phase 3 of Reopening Massachusetts, it will take collective continued vigilance towards health and safety measures to continue to contain COVID-19.
- **Staff must monitor themselves for symptoms daily and students, with the assistance of families, must also be monitored daily for symptoms. Staff and students must stay home if feeling unwell.** Everyone must do their part to protect others and not come to school if they are exhibiting any COVID-19 symptoms or are feeling sick.
- **Masks are among the most important single measures to contain the spread of COVID-19.** We require students second grade and above and all staff to wear masks that **adequately cover both their nose and mouth**. Younger children are strongly encouraged to wear masks. Exceptions must be made for students with medical, behavioral, or other challenges who are unable to wear masks/face coverings.

- **Hand hygiene is critical.** Students and staff are required to exercise hand hygiene (handwashing or sanitizing) upon arrival to school, before eating, before putting on and taking off masks, and before dismissal.
- **Physical distance greatly reduces the risk of transmission.** As COVID-19 is transmitted through respiratory droplets, putting distance between yourself and others reduces risk. In classroom settings, when all parties are wearing masks, a minimum of 3 feet of separation is needed; if one or both parties are not wearing masks, 6 feet is needed. (Kindergarten and first grade students without masks may be 3 feet apart, but no less, which is permissible given the lower susceptibility of the age group).
- **Cohorts/assigned seating.** Students organized in groups/classrooms and other cohorts help mitigate transmission of the virus. Assigned seating is important because it effectively creates even smaller groups within cohorts which minimize transmission. Assigned seats can also assist with contact tracing. Wherever possible, seats should be assigned (including classroom, bus, meals).

To support a culture of health and safety, **schools must have robust and reliable ways to communicate with all families, students, teachers, and staff** in order to send and receive key messages related to COVID-19.

Preparing to respond to COVID-19 scenarios

Even as we remain vigilant, and public health metrics in Massachusetts remain positive, the risk of exposure to COVID-19 in school will not be zero. As we prepare to reopen schools, we must also prepare to respond to potential COVID-19 scenarios, whether in school, on the bus, or in our communities. Depending on the circumstances, a positive COVID-19 test, a potentially symptomatic student, or exposure to someone in the outside community who has COVID-19 can each have health, safety, and operational implications.

Be prepared to provide remote learning

When students must stay home for quarantine or isolation, teaching and learning should not stop. It is the school's duty to provide remote learning for students who cannot be in school for any extended period of time.

Testing, tracing, and isolation

It is important to note that testing, combined with contact tracing and isolation, helps control the spread of COVID-19 in Massachusetts. All test results, both positive and negative, are reported to the Massachusetts Department of Public Health (DPH). When a person has a positive COVID-19 test, it is the local board of health or the Massachusetts Community Tracing Collaborative that will reach out to provide support so that these individuals can remain safely in medical isolation. They will also ask for help to identify close contacts. These organizations will then reach out to the individual's close contacts to provide important information that is aimed to stop the spread of the virus, including how to safely isolate/quarantine. While these organizations will provide support, to further assist with contact tracing the student/family and staff are asked to reach out to their personal contacts and notify the school.

Self-isolation for COVID-19 positive cases is a minimum of 10 days

Most people who test positive and have a relatively mild illness will need to stay in self-isolation for at least 10 days. People who test positive can resume public activities after 10 days and once they have:

- a. gone for 3 days without a fever (and without taking fever-reducing medications like Tylenol); and
- b. experienced improvement in other symptoms (for example, their cough has gotten much better); and
- c. received clearance from public health authority contact tracers (the local board of health or Community Tracing Collaborative).

Repeat testing prior to return is not recommended. Return to school should be based on time and symptom resolution.

Close contacts of a positive COVID-19 case should be tested. For general guidance, DPH defines close contact as:¹

- Being within less than 6 feet of COVID-19 case for at least 10-15 minutes. Close contact can occur while caring for, living with, visiting, or sharing a healthcare waiting area or room with a COVID-19 case while the case was symptomatic or within the 48 hours before symptom onset, OR
- Having direct contact with infectious secretions of a COVID-19 case (e.g., being coughed on) while not wearing recommended personal protective equipment.

In school settings, close contacts include other students and staff who were within 6 feet of the student or staff for at least 10-15 minutes in a classroom, in other school spaces, on the bus, or at an extracurricular activity. In elementary and other school situations where the students are in self-contained classrooms for an extended period, all students/staff within this “cohort” are considered close contacts as they may have been within 6 feet of the person with a positive test result. Possible close contacts should not come back to school until they have been tested (or elected instead to self-quarantine for 14 days). If an individual tests positive for COVID-19, then self-isolation is for a minimum of 10 days **and** until at least three days have passed with no fever and improvement in other symptoms as noted. If the test is negative, the student/staff can return to school if asymptomatic and wearing a mask.

Most common symptoms of COVID-19 and testing requirements

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

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

¹ <https://www.mass.gov/doc/covid-19-testing-guidance/download>

Below is the full list of symptoms for which caregivers should monitor their children, and staff should monitor themselves:^{2 3}

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

If staff or students have any of these symptoms, they must get a test for active COVID-19 infection prior to returning to school.

Every school should have a list of available test sites.⁴ A [list of test sites is available here](#), and Massachusetts also has an [interactive testing map](#). Staff and students who have symptoms should also contact their primary care physician for further instructions. More information related to the availability of testing will be provided later this summer.

Please turn to the next page for information on protocols for possible COVID-19 scenarios.

² Massachusetts DPH, [Testing of Persons with Suspect COVID-19](#). (2020, May 13).

³ <https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html>

⁴ A [list of test sites is available here](#); this is Massachusetts's [interactive testing map](#)

Protocols for possible COVID-19 scenarios

While specific protocols vary, there are some common elements for each possible COVID-19 scenario:

- ✓ Evaluate symptoms
- ✓ Separate from others
- ✓ Clean and disinfect spaces visited by the person
- ✓ Test for COVID-19 and stay at home while awaiting results
- ✓ If test is positive:
 - Remain at home at least 10 days **and** until at least 3 days have passed with no fever and improvement in other symptoms
 - Monitor symptoms
 - Notify the school and personal close contacts
 - Answer the call from local board of health or Massachusetts Community Tracing Collaborative to help identify close contacts to help them prevent transmission
 - Secure release from contact tracers (local board of health or Community Tracing Collaborative) for return to school

The following pages outline protocols for the scenarios below.

Section 1: Protocols for individual exposure or individual positive test

- **Protocol: Student or staff tests positive for COVID-19**
- **Protocol: Close contact of student or staff tests positive for COVID-19**
- **Protocol: Student is symptomatic on the bus**
- **Protocol: Student is symptomatic at school**
- **Protocol: Staff is symptomatic at home**
- **Protocol: Staff is symptomatic at school**

Section 2: Protocols for potential school closure (partial or full) or district closure

- **Protocol: Presence of multiple cases in the school or district**
- **Protocol: Presence of significant number of new cases in a municipality**
- **Protocol: Statewide regression to a previous reopening phase**

Quick reference sheet: Key actions for individual COVID-19 events

Event	Location of Event	Testing Result	Quarantine
Individual is symptomatic	<p>If an individual is symptomatic <u>at home</u>, they should stay home and get tested.</p> <p>If an individual student is symptomatic <u>on the bus or at school</u>, they should remain masked and adhere to strict physical distancing. Students will then be met by the nurse and stay in the medical waiting room until they can go home. They should not be sent home on the bus.</p> <p>If an individual staff member is symptomatic at school, they should find coverage for their duties and then go home and get tested.</p>	Individual tests <u>negative</u>	Return to school once asymptomatic for 24 hours
		Individual tests <u>positive</u>	Remain home (except to get medical care), monitor symptoms, notify the school, notify personal close contacts, assist the school in contact tracing efforts, and answer the call from local board of health or MA Community Tracing Collaborative. Most people who have relatively mild illness will need to stay in self-isolation for at least 10 days <u>and</u> until at least 3 days have passed with no fever and improvement in other symptoms.
		Individual <u>is not tested</u>	Remain home in self-isolation for 14 days from symptom onset
Individual is exposed to COVID-19 positive individual	<p>If an individual is <u>at home</u> when they learn they were in close contact with an individual who tested positive for COVID-19, they should stay at home and be tested 4 or 5 days after their last exposure.</p> <p>If an individual is <u>at school</u> when they learn they were in close contact with an individual who tested positive for COVID-19, they should be masked for the remainder of the day (including K-1 students) and adhere to strict physical distancing. At the end of the day, they should go home and should not take the bus home. They should stay at home and be tested 4 or 5 days after their last exposure.</p>	Individual tests <u>negative</u>	Return to school, if asymptomatic or once asymptomatic for 24 hours
		Individual tests <u>positive</u>	Remain home (except to get medical care), monitor symptoms, notify the school, notify personal close contacts, assist the school in contact tracing efforts, and answer the call from local board of health or MA Community Tracing Collaborative. Most people who have relatively mild illness will need to stay in self-isolation for at least 10 days <u>and</u> until at least 3 days have passed with no fever and improvement in other symptoms.
		Individual <u>is not tested</u>	Remain home in self-quarantine for 14 days from exposure

Section 1: Protocols for individual exposure or individual positive test

Protocol: Student or staff tests positive for COVID-19

1. The student or staff member must remain at home (except to get medical care), monitor their symptoms, notify the school, notify personal close contacts, assist the school in contact tracing efforts, and answer the call from local board of health or Massachusetts Community Tracing Collaborative. For most people who have relatively mild illness, they will need to stay in self-isolation for at least 10 days **and** until at least 3 days have passed with no fever and improvement in other symptoms.
2. The student's parent/caregiver or the staff member informs the proper school official (e.g. a designated person that is the COVID-19 school lead) that the individual has tested positive for COVID-19. The designated COVID-19 school lead in turn notifies others as pre-determined by the school (e.g., school leadership, school nurse or school medical point of contact, building management, maintenance).
3. Determine whether the student or staff member was on the premises during the time frame that started two days prior to symptom onset (or testing positive if not symptomatic) until the time of isolation.
 - a. If so, promptly close off areas visited by the COVID-19 positive individual until such areas can be cleaned and disinfected, if they have not been cleaned and disinfected already.
 - b. Promptly clean and disinfect the student's or staff member's classroom and any other facilities (e.g., extracurricular facilities) visited by the individual, if that has not been done already.
 - c. Promptly clean and disinfect the bus(es) the student or staff member was on, if any, and if not already done.
4. **ELEMENTARY SCHOOL (e.g., student has self-contained classroom throughout the day):**
 - a. Send a communication to the other families in the student's class (e.g., cohort) that there has been a positive test without naming the individual student or staff member who tested positive.
 - b. Communications sent to families/staff should:
 - i. Inform them there was a positive test (not the specific individual) in the self-contained classroom.
 - ii. Explain that since they were within this cohort and may have been within 6 feet of the person with a positive test, they are considered a "close contact" and therefore should be tested. (In cases where the student may have been in close contact with others outside their cohort, having assigned seating and keeping up-to-date seating charts will help identify who should be instructed to be tested: specifically, those who were sitting next to the student, plus any others who also had close contact with the student.)

- iii. Instruct those designated as close contacts to isolate prior to their test and while waiting for the results. In general, as the highest yield test will be a few days after the exposure, ideally, the test should occur no sooner than day 4 or 5 after the last exposure. (In other words, if an exposure lasted several days, the best time to test is 4 or 5 days after the end of the exposure period.)
 - iv. Explain that if close contacts choose not to be tested, the student or staff member should remain home in self-quarantine for 14 days.⁵
 - v. Remind families and/or staff of the importance of not having contact with higher-risk individuals (e.g., grandparents and those with underlying medical conditions).
 - vi. Remind families and/or staff of the list of COVID-19 symptoms for which to monitor.
- c. If the school finds out about the original COVID-19 positive test in the middle of a school day when the rest of the cohort is in class:
- i. Make sure these students are wearing masks, including in kindergarten and first grade. Extra masks as may be needed should be provided by the school. Enforce strict physical distancing. Require students to wash their hands.
 - ii. The school should quickly identify the individuals who may be “close contacts” of the student and notify students and their families.
 - iii. Caregivers of students in the class or other close contacts may pick students up prior to the end of the day. Caregivers must wear a mask/face covering when picking up their student. Students who are close contacts and students with any symptoms should not ride the school bus to get home. Caregivers and students, as well as staff, should wash their hands upon arriving at home and change their clothes as a precaution.
 - iv. Close contacts should not come back to school until they have received the results of testing (or elected to instead quarantine for 14 days⁶) and are asked to communicate their test results to the school.
- d. As feasible, to assist with contact tracing, make a list including phone number and email of any other close contacts the student or staff member had, beginning two days before the onset of symptoms (or positive test if asymptomatic) until individual was isolated. Instruct those students and/or staff members to get tested according to the same protocol as the student’s cohort above.

5. MIDDLE AND HIGH SCHOOL (e.g., no single self-contained classroom):

- a. The school should identify the student’s or staff member’s possible “close contacts” based on the assigned seating charts. The lookback period should begin two days before symptoms appeared (or two days prior to the date of the positive test if there were no symptoms) and include up until the time the student was isolated. Consider students and staff members who were within 6 feet of the individual for 10-15 minutes in class, on the school bus, or at extracurricular activities.

⁵ <https://www.cdc.gov/coronavirus/2019-ncov/if-you-are-sick/quarantine.html>

⁶ <https://www.cdc.gov/coronavirus/2019-ncov/if-you-are-sick/quarantine.html>

- b. Follow the communication and other relevant Elementary School protocols above.
- c. Close contacts should be tested for COVID-19 at one of Massachusetts's test sites.⁷ Sites may require pre-screening, a referral, and/or an appointment.
- d. Instruct the student or staff member to isolate while waiting for the results of their test.
- e. An individual who does not wish to be tested should instead quarantine for 14 days⁸ and until asymptomatic.

6. IF OTHERS IN THE SCHOOL TEST POSITIVE: Perform all steps under this protocol for that person. **ALSO FOLLOW:** "Protocol: Presence of multiple cases in the school."

7. IF NO OTHERS IN THE SCHOOL TEST POSITIVE: Close contacts can return to school immediately if they test negative and do not have symptoms; however, strict mask wearing covering the nose and mouth must be maintained at all times. The wearing of masks includes K-1 students for this 14-day period. If they have symptoms but test negative regardless, they should wait until they are asymptomatic for 24 hours before returning to school.

Any area of the school visited by the COVID-19 positive individual must be closed off and/or cleaned and disinfected. The area can be used 12 hours after cleaning/disinfecting has occurred.

⁷ [https://www.mass.gov/info-details/about-covid-19-testing#where-can-get-a-test?-](https://www.mass.gov/info-details/about-covid-19-testing#where-can-get-a-test?)

⁸ <https://www.cdc.gov/coronavirus/2019-ncov/if-you-are-sick/quarantine.html>

Protocol: Close contact of student or staff tests positive for COVID-19

1. Current Massachusetts DPH guidance is that all close contacts of someone who has tested positive for COVID-19 should be tested.⁹
2. The student or staff member who was in close contact with someone who tested positive for COVID-19 should be tested at one of Massachusetts's test sites.¹⁰ Sites may require pre-screening, a referral, and/or an appointment. An individual who does not wish to be tested should instead quarantine for 14 days¹¹ and until asymptomatic.
3. Close contacts should isolate at home prior to testing and while awaiting test results. Ability to mask is critical, so if the close contact cannot mask or is in K-1 and not masking they should not return for 14 days.
4. In order to return to school, close contacts need to have one negative test result and not be showing any COVID-19 symptoms, or if they do not wish to be tested, quarantine at home for 14 days. Because tests performed too early can be falsely negative, ideally the test should be performed no sooner than 4 or 5 days after the last contact with the person who tested positive.
5. **IF POSITIVE TEST:** The student or staff member should remain at home (except to get medical care), monitor their symptoms, notify the school, notify personal close contacts, assist the school in contact tracing efforts, and answer the call from local board of health or Massachusetts Community Tracing Collaborative. Most people who have relatively mild illness will need to stay in self-isolation for at least 10 days **and** until at least 3 days have passed with no fever and improvement in other symptoms. **FOLLOW STEPS UNDER:** "Protocol: Student / staff tests positive for COVID-19."

⁹ <https://www.mass.gov/doc/covid-19-testing-guidance/download>

¹⁰ <https://www.mass.gov/info-details/about-covid-19-testing#where-can-get-a-test?>

¹¹ <https://www.cdc.gov/coronavirus/2019-ncov/if-you-are-sick/quarantine.html>

Protocol: Student is symptomatic at home

1. Family should monitor students at home each morning for the most common symptoms of COVID-19 (see list above).
 - a. **IF NO SYMPTOMS:**
 - i. Send student to school.
 - b. **IF ANY SYMPTOM:**
 - i. Do not send the student to school.
 - ii. Call the school's COVID-19 point of contact and inform them student is staying home due to symptoms.
 - iii. Current Massachusetts DPH guidance is that all symptomatic individuals in Massachusetts, even those with mild symptoms, should be tested.¹² An individual who does not wish to be tested should instead isolate for 14 days¹³ and until asymptomatic.
 - iv. The student should get tested at one of Massachusetts's test sites.¹⁴ Sites may require pre-screening, a referral, and/or an appointment.
 - v. Isolate at home until test results are returned.
 - vi. Proceed as follows according to test results:
 1. **IF NEGATIVE:** Student stays home until asymptomatic for 24 hours.
 2. **IF POSITIVE:** Student should remain at home (except to get medical care), monitor their symptoms, notify the school, notify personal close contacts, assist the school in contact tracing efforts, and answer the call from local board of health or Massachusetts Community Tracing Collaborative. Most people who have relatively mild illness will need to stay in self-isolation for at least 10 days **and** until at least 3 days have passed with no fever and improvement in other symptoms.¹⁵ **FOLLOW STEPS UNDER:** "Protocol: Student / staff tests positive for COVID-19."

¹² <https://www.mass.gov/doc/covid-19-testing-guidance/download>

¹³ <https://www.cdc.gov/coronavirus/2019-ncov/if-you-are-sick/quarantine.html>

¹⁴ <https://www.mass.gov/info-details/about-covid-19-testing#where-can-get-a-test?>

¹⁵ <https://www.mass.gov/doc/information-sheet-how-to-self-quarantine-and-self-isolate/download>

Protocol: Student is symptomatic on the bus

1. Although families are the most important first line of defense for monitoring symptoms, bus drivers and bus monitors also play an important role in flagging possible symptomatic students. Note: This will require training for bus drivers (and bus monitors, if applicable).
2. If symptoms are noticed as the student is getting on the bus and if there is a caregiver present, do not allow student to board the bus. Caregiver should then **FOLLOW:** “Protocol: Student is symptomatic at home.”
3. If student is already on the bus, ensure student is masked and keeps mask on. Ensure other students keep their masks on. Ensure student keeps required physical distance from other students.
4. Bus driver/monitor should call ahead to the bus service dispatch. The bus service dispatch should be equipped with appropriate cell phone numbers for school and district personnel (nurse or other medical personnel). The dispatch should contact the school to inform the school nurse (or school medical point of contact) of a possible symptomatic child.
5. School nurse (or school medical point of contact) should meet the bus as it arrives, wearing a mask. As practical, student with possible symptoms should exit the bus first.
6. Bus should be cleaned / disinfected.
7. Nurse (or school medical point of contact) should evaluate the student for symptoms (see list above: “Most common symptoms of COVID-19”).
 - a. **IF ANY SYMPTOM:**
 - i. Place the student in the designated medical waiting room. There is no specific capacity limit for the medical waiting room, but all students in the medical waiting room must be as far apart as possible, and no less than 6 feet. Strict mask wearing covering the nose and mouth at all times for every person in the room must be enforced. Students can work on individual schoolwork or other activities while in the medical waiting room.
 - ii. Contact caregiver for pick-up.
 1. **IF CAREGIVER CAN PICK UP DURING THE DAY:** Student waits to be picked up in the medical waiting room. Caregivers must wear a mask/face covering when picking up their student. Students should not ride the school bus to get home. Caregivers and students should wash their hands upon arriving at home and change their clothes, as a precaution.
 2. **IF CAREGIVER CANNOT PICK UP DURING THE DAY:** The student should wait in the medical waiting room until the end of the day to be picked up by caregiver. The student should not go home on a school bus with other students.

- iii. Current Massachusetts DPH guidance is that all symptomatic individuals in Massachusetts, even those with mild symptoms, should be tested.¹⁶ An individual who does not wish to be tested should instead isolate for 14 days¹⁷ and until asymptomatic.
 - iv. Student should get tested at one of Massachusetts's test sites.¹⁸ Sites may require pre-screening, a referral, and/or an appointment.
 - v. Isolate at home until test results are returned.
 - vi. Proceed as follows according to test results:
 - 1. **IF NEGATIVE:** If the student does not have COVID-19, the student may return to school based upon guidance from their clinician and necessary management of another diagnosis. Student stays home until asymptomatic for 24 hours.
 - 2. **IF POSITIVE:** Student should remain at home (except to get medical care), monitor their symptoms, notify the school, notify personal close contacts, assist the school in contact tracing efforts, and answer the call from local board of health or Massachusetts Community Tracing Collaborative. Most people who have relatively mild illness will need to stay in self-isolation for at least 10 days **and** until at least 3 days have passed with no fever and improvement in other symptoms.¹⁹ **FOLLOW STEPS UNDER:** "Protocol: Student/staff tests positive for COVID-19."
- b. **IF NO SYMPTOMS:**
- i. If the evaluation shows the student does not have symptoms, send the student to class.

¹⁶ <https://www.mass.gov/doc/covid-19-testing-guidance/download>

¹⁷ <https://www.cdc.gov/coronavirus/2019-ncov/if-you-are-sick/quarantine.html>

¹⁸ <https://www.mass.gov/info-details/about-covid-19-testing#where-can-get-a-test?>

¹⁹ <https://www.mass.gov/doc/information-sheet-how-to-self-quarantine-and-self-isolate/download>

Protocol: Student is symptomatic at school

1. Although families are the most important first line of defense for monitoring symptoms, teachers will play an important role in referring possible symptomatic students to the school nurse or other medical point of contact. (Note: This will require training for teachers.)
2. Teacher ensures the student is wearing a mask that fully covers nose and mouth at all times.
3. Teacher calls the nurse or school medical point of contact to inform them that they have a possible case. Nurse or school medical point of contact comes to get the student from class.
4. Nurse (or school medical point of contact) should evaluate the student for symptoms (see list above: “Most common symptoms of COVID-19”).
 - a. **IF ANY SYMPTOM:**
 - i. Place the student in the designated medical waiting room. There is no specific capacity limit for the medical waiting room, but all students in the COVID-19 waiting room must be as far apart as possible, and no less than 6 feet. Strict mask wearing covering the nose and mouth at all times for every person in the room must be enforced. Students can work on individual schoolwork or other activities while in the medical waiting room
 - ii. Contact caregiver for pick-up.
 1. **IF CAREGIVER CAN PICK UP DURING THE DAY:** Student waits to be picked up in the medical waiting room. Caregivers must wear a mask/face covering when picking up their student. Students should not ride the school bus to get home. Caregivers and students should wash their hands upon arriving at home and change their clothes as a precaution.
 2. **IF CAREGIVER CANNOT PICK UP DURING THE DAY:** The student should wait in the medical waiting room until the end of the day to be picked up by caregiver. The student should not go home on a school bus with other students.
 - iii. Current Massachusetts DPH guidance is that all symptomatic individuals in Massachusetts, even those with mild symptoms, should be tested.²⁰ An individual who does not wish to be tested should instead isolate for 14 days²¹ and until asymptomatic.
 - iv. Student should get tested at one of Massachusetts’s test sites.²² Sites may require pre-screening, a referral, and/or appointment.
 - v. Isolate at home until test results are returned.
 - vi. Proceed as follows according to test results:

²⁰ <https://www.mass.gov/doc/covid-19-testing-guidance/download>

²¹ <https://www.cdc.gov/coronavirus/2019-ncov/if-you-are-sick/quarantine.html>

²² <https://www.mass.gov/info-details/about-covid-19-testing#where-can-get-a-test?>

1. **IF NEGATIVE:** If the student does not have COVID-19, the student may return to school based upon guidance from their clinician and necessary management of another diagnosis. Student stays home until asymptomatic for 24 hours.
 2. **IF POSITIVE:** Student remain at home (except to get medical care), monitor their symptoms, notify the school, notify personal close contacts, assist the school in contact tracing efforts, and answer the call from local board of health or Massachusetts Community Tracing Collaborative. Most people who have relatively mild illness will need to stay in self-isolation for at least 10 days **and** until at least 3 days have passed with no fever and improvement in other symptoms.²³ **FOLLOW STEPS UNDER:** “Protocol: Student or staff tests positive for COVID-19.”
- b. **IF NO SYMPTOMS:**
- i. If the evaluation shows the student does not have symptoms, send the student back to class.

²³ <https://www.mass.gov/doc/information-sheet-how-to-self-quarantine-and-self-isolate/download>

Protocol: Staff is symptomatic at home

1. Staff should monitor themselves at home each morning for the most common symptoms of COVID-19 (see list above: “Most common symptoms of COVID-19”).
 - a. **IF NO SYMPTOMS:**
 - i. Come to work.
 - b. **IF ANY SYMPTOM:**
 - i. Do not come to work.
 - ii. Contact the COVID-19 point of contact and/or other absence reporting mechanism established by the school.
 - iii. Current Massachusetts DPH guidance is that all symptomatic individuals in Massachusetts, even those with mild symptoms, should be tested.²⁴ An individual who does not wish to be tested should instead isolate for 14 days²⁵ and until asymptomatic.
 - iv. The staff member should get tested at one of Massachusetts’ test sites.²⁶ Sites may require pre-screening, a referral, and/or an appointment.
 - v. Isolate at home until test results are returned.
 - vi. Proceed as follows according to test results:
 1. **IF NEGATIVE:** If the staff member does not have COVID-19, they may return to school based upon guidance from their clinician and necessary management of another diagnosis. Staff member stays home until asymptomatic for 24 hours.
 2. **IF POSITIVE:** Staff member should remain at home (except to get medical care), monitor their symptoms, notify the school, notify personal close contacts, assist the school in contact tracing efforts, and answer the call from local board of health or Massachusetts Community Tracing Collaborative. Most people who have relatively mild illness will need to stay in self-isolation for at least 10 days **and** until at least 3 days have passed with no fever and improvement in other symptoms.²⁷ **FOLLOW STEPS UNDER:** “Protocol: Student/staff tests positive for COVID-19”.

²⁴ <https://www.mass.gov/doc/covid-19-testing-guidance/download>

²⁵ <https://www.cdc.gov/coronavirus/2019-ncov/if-you-are-sick/quarantine.html>

²⁶ [https://www.mass.gov/info-details/about-covid-19-testing#where-can-get-a-test?-](https://www.mass.gov/info-details/about-covid-19-testing#where-can-get-a-test?)

²⁷ <https://www.mass.gov/doc/information-sheet-how-to-self-quarantine-and-self-isolate/download>

Protocol: Staff is symptomatic at school

1. As noted above, staff should be encouraged not to come to school if they are experiencing any symptoms of COVID-19.
2. If a staff member suspects any symptoms during the day, they should follow the school's protocols for getting another adult to cover their class mid-day, if needed, and see the school nurse (or school medical point of contact) to be evaluated for symptoms.
 - a. **IF NO SYMPTOMS:** The staff member should follow the school's standard protocols for being excused due to illness.
 - b. **IF ANY SYMPTOM:**
 - i. Current Massachusetts DPH guidance is that all symptomatic individuals in Massachusetts, even those with mild symptoms, should be tested.²⁸ An individual who does not wish to be tested should instead isolate for 14 days²⁹ and until asymptomatic.
 - ii. The staff member should get tested at one of Massachusetts's test sites.³⁰ Sites may require pre-screening, a referral, and/or appointment.
 - iii. Isolate at home until test results are returned.
 - iv. Proceed as follows according to test results:
 1. **IF NEGATIVE:** Staff member stays home until asymptomatic for 24 hours.
 2. **IF POSITIVE:** Staff member should remain at home (except to get medical care), monitor their symptoms, notify the school, notify personal close contacts, assist the school in contact tracing efforts, and answer the call from local board of health or Massachusetts Community Tracing Collaborative. Most people who have relatively mild illness will need to stay in self-isolation for at least 10 days **and** until at least 3 days have passed with no fever and improvement in other symptoms.³¹ **FOLLOW STEPS UNDER:** "Protocol: Student/staff tests positive for COVID-19".

²⁸ <https://www.mass.gov/doc/covid-19-testing-guidance/download>

²⁹ <https://www.cdc.gov/coronavirus/2019-ncov/if-you-are-sick/quarantine.html>

³⁰ [https://www.mass.gov/info-details/about-covid-19-testing#where-can-get-a-test?-](https://www.mass.gov/info-details/about-covid-19-testing#where-can-get-a-test?)

³¹ <https://www.mass.gov/doc/information-sheet-how-to-self-quarantine-and-self-isolate/download>

Section 2: Protocols for potential school closure (partial or full) or district closure

Protocol: Presence of multiple cases in the school or district

1. If there is more than one confirmed COVID-19 case (students or staff) in the school at one time, or if there is a series of single cases in a short time span, school leaders and the superintendent should work with the local board of health to determine if it is likely that there is transmission happening in school.
2. For each individual case, **FOLLOW STEPS UNDER:** “Protocol: Student or staff tests positive for COVID-19.” Note that when there is one isolated case, the student’s close contacts will need to stay home and be tested, not the whole school.
3. When there is suspected in-school transmission *beyond one cohort or a small number of cohorts*, school and district leaders must consult with the local board of health as to proposed next steps. These steps could include, *for example*, making a decision to a) close part of the school or the entire school for a short time (e.g. 1-3 days) for an extensive cleaning or other facility mitigation, or b) close the school partially or fully for the longer duration of a 14-day quarantine period.
4. Should there be circumstances where there are multiple cases in multiple schools, school and district leaders must consult with the local board of health as to proposed next steps. These steps could include, *for example*, making a decision to a) shut down the district for a short time (e.g. 1-3 days) for an extensive cleaning or other facility mitigation, or b) shut down the district for the longer duration of a 14-day quarantine period.
5. **Before a final decision is made on a school or district closure, the superintendent must consult with DESE for further guidance.**

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6. If the decision is made to close for some number of days, the school and/or district should send clear information and instructions to families and staff:
 - a. Informing them that it is possible COVID-19 is being transmitted in the school and/or district
 - b. Noting that there may be more potential cases that are not yet symptomatic
 - c. Recommending students quarantine and not have contact with others
 - d. Reminding families of the importance of not having contact with higher-risk individuals (e.g., grandparents)
 - e. Reminding families of the list of COVID-19 symptoms for which to monitor
 - f. Ensuring that remote learning is immediately provided to all students

7. Before bringing students back to school:
 - a. Check inventory levels of needed supplies (e.g., disposable masks, soap, hand sanitizer, cleaning products); re-order replacement inventory
 - b. Consider a school-wide refresher training on the importance of correct hygiene procedures (masks, physical distance, handwashing)
 - c. Reiterate the critical nature of masks, physical distancing, and hand hygiene when students return to school

Protocol: Presence of significant number of new cases in a municipality

1. In the case of significant municipal outbreak, as determined by the local board of health or DPH, the superintendent and school leaders must consult with the local board of health to determine whether it is appropriate to close a specific school, schools, or an entire district.
2. **Before a final decision is made on a school or district closure, the superintendent must consult with DESE for further guidance.**

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Protocol: State-wide regression to a previous reopening phase

1. Massachusetts is tracking its overall statewide reopening in phases according to the [Reopening Massachusetts](#) plan. Currently, Massachusetts is in Phase 3 of reopening, where even more businesses can resume operations with specific guidance.
2. If Massachusetts moves back into a prior phase, DESE (in consultation with the Massachusetts COVID-19 Command Center) will communicate with school districts and schools to determine whether in-person school should continue.

August 27-September 11, 2020	Faculty and Staff Orientation
September 7, 2020	Labor Day (No School)
September 14, 2020	First Day of School (Phased Hybrid and Remote)
October 12, 2020	Columbus Day (No School)
November 11, 2020	Veteran's Day (No School)
November 25-27, 2020	Thanksgiving Break
December 23, 2020	½ Day; No Extended Day; Last Day before December Vacation
December 24, 2020 - January 1, 2021	December Vacation Week
January 4, 2021	Return from December Vacation
January 18, 2021	Martin Luther King, Jr. Day (No School)
January 29, 2021	½ Day; Staff Development PM
February 15-19, 2021	February Vacation Week
March 12, 2021	½ Day; Staff Development PM
April 2, 2021	Good Friday (No School)
April 19-23, 2021	April Vacation Week
May 31, 2021	Memorial Day (No School)
June 4, 2021	High School Graduation
June 16, 2021	Last Day of School (½ Day); No Extended Day
June 23, 2021	Last Day of School (½ Day; 5 Snow Days)

August 24, 2020	New FRCS Faculty and Staff Orientation
August 25-28, 2020	Faculty and Staff Orientation
August 28, 2020	Back to School Open House
September 1, 2020	First Day of School
September 4, 2020	No School
September 7, 2020	Labor Day (No School)
October 2, 2020	½ Day; Staff Development PM
October 12, 2020	Columbus Day (No School)
November 11, 2020	Veteran's Day (No School)
November 25-27, 2020	Thanksgiving Break
December 23, 2020	½ Day; No Extended Day; Last Day before December Vacation
December 24, 2020 - January 1, 2021	December Vacation Week
January 4, 2021	Return from December Vacation
January 18, 2021	Martin Luther King, Jr. Day (No School)
January 29, 2021	½ Day; Staff Development PM
February 15-19, 2021	February Vacation Week
March 12, 2021	½ Day; Staff Development PM
April 2, 2021	Good Friday (No School)
April 19-23, 2021	April Vacation Week
May 31, 2021	Memorial Day (No School)
June 4, 2021	High School Graduation
June 16, 2021	Last Day of School (½ Day); No Extended Day
June 23, 2021	Last Day of School (½ Day; 5 Snow Days)