

# Old Sturbridge Academy Charter Public School

Reopening Our School

August 14, 2020

**First Day of School for students: September 8, 2020**



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**A/B. DESE requires: Executive Summary/Letter from James E. Donahue, Executive Director to the community, including the district's selection for the reopening model it will use to begin the school year.**

Dear Academy Community,

I hope this letter finds our colleagues at DESE well during such a challenging period in the Commonwealth's history. We at Old Sturbridge Academy have appreciated the support and communication from the Department throughout this pandemic. Attached is our reopening plan for Old Sturbridge Academy. While we have developed robust plans for remote and hybrid-instruction, our Board of Directors has approved a plan to bring all students back for full, in-person learning when school resumes in September.

Four key pieces of data have guided this decision:

1. In July, we surveyed all Academy families. The results indicated that **85% of respondents preferred in-person learning**, while 15% preferred remote or hybrid. A clear majority of families prefer in-person learning.
2. In looking at each of the towns served by Old Sturbridge Academy, **all but one** registered the lowest levels of community spread of the virus as of this writing, landing in the "white" and "green" categories shared by DESE this week. This data supports in-person learning.
3. In July, Old Sturbridge Village ran a **four-week in-person summer program** through our 21st Century Learning Center that served 40 Academy students. This provided an excellent pilot of our new health and safety protocols for students and staff. The program was a success all around. Students adhered to the new protocols – and there were no cases of Covid-19 or exposures reported by families or staff.
4. In partnership with Old Sturbridge Village and with approval of the town of Sturbridge, Old Sturbridge Academy is able to lease additional classroom space from Old Sturbridge Village, allowing the school to be organized into **four micro-campuses**. Each micro-campus will operate almost as its own school building - with separate and secured outdoor play space. These micro-campuses will allow us to achieve **close to six feet of distance between students for instructional purposes at every grade level**, and will allow us to create control groups throughout the Academy to mitigate the spread of any potential infection.

Finally, Old Sturbridge Village will be closed to the visiting public on Mondays through Thursdays so that Old Sturbridge Academy staff can leverage the 200-acres of the museum exclusively for instruction, recreation and enhanced outdoor education. This is a unique

resource for the Academy, and it gives our teachers and staff great flexibility to ensure the health and safety of our students.

We are grateful to the Board of Directors of Old Sturbridge Academy for its unanimous support of this plan.

Please feel free to contact me at 508-347-0341 with any questions or concerns. Again, thank you for your guidance and support.

Jim Donahue  
Executive Director  
Old Sturbridge Academy

### **One School, Three Learning Models**

Old Sturbridge Academy Charter Public School (OSACPS) is committed to providing students with rigorous, real world learning experiences in a supportive and nurturing school community, helping all students to become reflective inquirers, articulate communicators, critical thinkers, and skilled problem solvers. Our mission holds true regardless of what learning model--in-person, hybrid, or remote--we follow. The COVID-19 pandemic has forced us to explore new ways of teaching and learning. Our Habits of Character allow us to make the best of the situation and, as a school-wide Crew, continue to learn from and with each other.

The Massachusetts Department of Elementary and Secondary Education (DESE) requires all school districts to prepare plans to offer in-person, hybrid, and remote learning. In-person learning means that all students are welcome to return to campus five days a week. Hybrid learning means that only a portion of the student population comes to campus each day. Each student will have a schedule that includes some days on campus and some days learning remotely. Remote learning means that all students will learn from off campus. As a school, or even as a grade level, we may need to quickly switch between learning models. Our teachers, administrators, and support staff are working hard to make sure that our curriculum, standards, and OSACPS traditions will work well across all three learning models.

All students, whether learning on campus or remotely, will be “at school” from 8:30 am-2:30 pm five days per week. This slightly shortened school day will allow our teachers additional time for planning, transporting students, and working with remote learning students. We know that we lost academic ground last spring with our quick transition to remote learning. This year, we will focus on grade-level content while identifying and filling gaps in skills and learning. In addition to the academic curriculum, we will have a strong focus on social-emotional learning.

No matter which learning model OSACPS uses, all families have the option of choosing full-time remote learning. Students who start the year as remote learners may return to campus after conversations with OSACPS administrators. In general, the transition back to in-person learning will take place at the beginning of the trimester in order to adequately prepare spaces and secure transportation. Full-time remote learning for individual students will look similar to school-wide remote learning as described below.

This school year will look and feel very different for all of us. No matter where we learn or where we teach, we are united as an Old Sturbridge Academy community. We are Crew.

**C. DESE defines the *In-Person Learning Model*:**

- o For this learning model, students receive in-person instruction full time in school environments that have been appropriately modified to address health and safety requirements issued by DESE.*
- o In this model, districts may still have a subset of students whose families have decided to continue in a remote learning model while the rest of the school returns in-person full time.*
- o In the description of this model, districts should include information about how student learning, scheduling, protocols, and/or facilities use may look different than in traditional in-person learning with no restrictions.*

**In-Person Learning**

Under in-person learning, all students are welcome to return to campus on a full-time basis. We have a resource that most schools do not have: lots of additional space, both outdoor and indoor, that will allow us to **bring back all students** while still meeting state guidelines for social distancing.

Indoor learning will take place in **four micro-campuses**; an additional lease is subject to DESE approval. Two micro-campuses will be located within the existing OSACPS building (grades K-2 in the west wing and grades 3-4 in the east wing). The town of Sturbridge has approved two additional micro-campuses at the Oliver Wight Building and the Fuller Conference Center (grades 5 and 6, respectively). By redistributing classes from one building to four micro-campuses, we are able to both increase physical distancing between individuals within a classroom and reduce the number of people with whom students come in contact on a daily basis. (See Physical Distancing on page 14 for more information on the Feasibility Study that led us to create four micro-campuses.) *Each micro-campus will have its own secured outdoor space for breaks/recess, meals, and outdoor learning.*

In addition, we are creating **outdoor classroom areas** across Old Sturbridge Village. Teachers will be encouraged to prioritize learning time in the Village when it is closed to the visiting public most of the week. The [American Academy of Pediatrics](#) identifies outdoor learning as a high priority for schools because outdoor transmission of the virus is much lower than indoor transmission. Spending time in familiar spaces around the Village will also support students' social-emotional wellbeing.

Although students will be on campus five days a week, we will use the same devices and learning platforms in the classroom that students and teachers would use during remote learning, combined with hands-on supports such as workbooks and materials for creating projects. (See Technology on page 15 for more information on devices and learning platforms.) We will create a modified version of the on-campus learning for those students who are full-time remote learners. This coordinated approach will help us ensure that students learning remotely receive the same content and learn at the same rate as their on-campus peers and enable a smooth transition should we need to move to remote learning for all students. Two lead teachers per grade will provide a coordinated learning experience. For at least the first six weeks of school, we will assign additional staff to each teaching team to support remote learners, projects, and new protocols.

#### Grades K-4 Summary

*For your child, in-person learning means:*

- On campus 8:30 am-2:30 pm
- Daily Structured Learning Schedule
  - Daily Crew to support social, emotional, character, and academic learning
  - Daily Character Education
  - Daily English Language Arts, Math, and Expedition (Science and Social Studies)
  - Hands-on, project, based learning that integrates the arts (Music, Wellness, Visual Arts, World Cultures & Languages)
  - Daily collaborative and independent work time
- Increased Health and Safety on campus
  - Students 3-6 feet apart with masks/face coverings (strongly encouraged in K and 1, required 2-4)
  - Social distanced lunch in classrooms and structured/unstructured play (outdoors whenever possible) for a total of 1 hour
  - Handwashing and/or sanitizing throughout the school day
- Weekly Town Meetings through Zoom
- Weekly enrichment opportunities that connect students to Old Sturbridge Village
- Individualized special education and English language instruction for qualified students

## Grades 5 and 6 Summary

*For your child, in-person learning means:*

- On campus 8:30 am-2:30 pm
- Daily Structured Learning Schedule
  - Daily Crew to support social, emotional, character, and academic learning
  - Daily Character Education
  - Daily Synchronous Learning in Humanities (ELA and Social Studies) and STEM (Science Technology Engineering Math) as well as Learning Expedition
  - Hands-on, project, based learning that integrates the arts (Music, Wellness, Visual Arts, World Cultures & Languages)
  - Daily collaborative and independent work time
- Increased Health and Safety on campus
  - Students 3-6 feet apart with masks/face coverings (required for grades 5 and 6)
  - Social distanced lunch in classrooms and structured/unstructured play (outdoors whenever possible) for a total of 1 hour
  - Handwashing and/or sanitizing throughout the day
- Weekly Town Meetings through Zoom
- Weekly enrichment opportunities that connect students to Old Sturbridge Village
- Individualized special education and English language instruction for qualified students

### D. DESE defines the **Hybrid Learning Model:**

- o *In a hybrid model, students alternate between in-person learning with safety requirements and remote learning.*
- o *Districts should include information about how student learning will change across the two learning environments (in-person and remote) and provide sample schedules showing how students will rotate between in-person and remote learning models, including whether this varies among student groups and/or grade levels.*
- o *In a hybrid model, some High Needs students may still participate in full-time in-person instruction to ensure effective accommodations, and some families may still decide to keep their children learning remotely full time.*

### **Hybrid Learning**

Our hybrid learning model combines the four micro-campuses created for in-person learning and the daily schedule of the remote learning plan. Team teaching in each grade level will ensure that we can support on-campus and off-campus learning simultaneously. While all students will learn the same material over the course of a week, their daily work will depend on whether they are on campus or off campus. We will organize the week's instruction and

assignments so that on-campus time focuses on the aspects of learning that are most effective when delivered in person. We will create a modified version of the on-campus learning for those students who are full-time remote learners.

The students in each grade will be divided into four cohorts:

**Cohorts A and B:** Students in each of these cohorts will have in-person learning two days per week (see Cohort Schedule below). These students will learn remotely on Mondays and the two days they are not on campus. We will organize these cohorts so that siblings and children in the same household will be on campus at the same time. The prevalence of Monday holidays in our school calendar led us to choose the day for universal remote learning, as it will cause the fewest disruptions to the weekly schedule. Cohorts A and B will be on-campus on non-consecutive days in order to provide more consistent in-person interaction with their teachers and peers.

**Cohort C:** Students with Individualized Learning Plans (IEPs) and English learners (ELs) will have in-person learning four days per week and receive services on campus. These students will learn remotely on Mondays. When possible, IEP meetings will take place on campus; we may also hold remote meetings with students and families.

**Cohort D:** Students in this cohort will be full-time remote learners.

Cohort Schedule:

Cohort	Monday	Tuesday	Wednesday	Thursday	Friday
A	Remote	In-person	Remote	In-person	Remote
B	Remote	Remote	In-person	Remote	In-person
C	Remote	In-person	In-person	In-person	In-person
D	Remote	Remote	Remote	Remote	Remote

**Grades K-4 Summary**

*For your child, hybrid learning means:*

- On campus 8:30 am-2:30 pm based on **cohort**
- Daily Structured Learning Schedule
  - Daily Crew to support social, emotional, character, and academic learning
  - Daily Character Education
  - Daily English Language Arts, Math, and Expedition (Science and Social Studies)

- Hands-on, project, based learning that integrates the arts (Music, Wellness, Visual Arts, World Cultures & Languages)
- Daily collaborative and independent work time
- Increased Health and Safety on campus
  - Students 3-6 feet apart with masks/face coverings (strongly encouraged in K and 1, required 2-4)
  - Social distanced lunch in classrooms and structured/unstructured play (outdoors whenever possible) for a total of 1 hour
  - Handwashing and/or sanitizing throughout the day
- Weekly Town Meetings through Zoom
- Weekly enrichment opportunities that connect students to Old Sturbridge Village
- Individualized special education and English language instruction for qualified students

#### Grades 5 and 6 Summary

*For your child, hybrid learning means:*

- On campus 8:30 am-2:30 pm based on cohort
- Daily Structured Learning Schedule
  - Daily Crew to support social, emotional, character, and academic learning
  - Daily Character Education
  - Daily Synchronous Learning in Humanities (ELA and Social Studies) and STEM (Science Technology Engineering Math) as well as Learning Expedition
  - Hands-on, project, based learning that integrates the arts (Music, Wellness, Visual Arts, World Cultures & Languages)
  - Daily collaborative and independent work time
- Increased Health and Safety on campus
  - Students 3-6 feet apart with masks/face coverings (required for grades 5 and 6)
  - Social distanced lunch in classrooms and structured/unstructured play (outdoors whenever possible) for a total of 1 hour
  - Handwashing and/or sanitizing throughout the day
- Weekly Town Meetings through Zoom
- Weekly enrichment opportunities that connect students to Old Sturbridge Village
- Individualized special education and English language instruction for qualified students

#### E. *DESE defines the Remote Learning Model:*

*o In this learning model, remote learning is the default mode of instruction for all students, though some High Needs students may still be served in-person full time or through a hybrid model. Structured Learning Time requirements apply to remote learning.*

- o *Remote learning must include the following requirements per DESE regulations: (1) procedures for all students to participate in remote learning, including a system for tracking attendance and participation; (2) alignment of remote academic work to state standards; (3) a policy for issuing grades for students' remote academic work; and (4) a method for teachers and administrators to regularly communicate with students' parents and guardians, including providing interpretation and translation services to limited English proficient parents and guardians.*
- o *Districts should also include information about the technology platforms, staffing model, curriculum, and instructional materials they will employ.*

### **Remote Learning**

We are grateful for the perseverance of our students and families as we moved to remote learning last spring. We learned an enormous amount about what works--and what doesn't work--for our school community. Remote learning this school year will be a different type of school experience. It will be more structured, more robust, and more easily allow us to transition between remote and in-person learning models.

Each student will be issued a device (iPad K-2, Chromebook 3-6). Students in grades K-2 will use Seesaw as a digital learning platform; students in grades 3-6 will use Google Classroom. We will train students, teachers, and families, to use these platforms. All grades will use Zoom to video conference for synchronous learning, small group work, and individual meetings. We know that extended screen time can be difficult for students and families, and will work to provide non-screen-based learning throughout the day. Not all learning and assignments will be digital. For example, students may write by hand or create artwork or other projects that are photographed and submitted electronically.

A school day will feel similar to a traditional school. Each school day will have a set beginning and end time, with a minimum of five hours of active learning per day. The day will begin and end with Crew. We anticipate that remote learning will consist of approximately 70% synchronous and 30% asynchronous learning. The daily schedule will include specific time blocks for different subjects along with arts-infused, Science- and/or Social Studies-based interdisciplinary projects that we call Learning Expeditions. Students will follow the same curriculum, based on the Massachusetts Curriculum Frameworks, while learning remotely as they would in person. Team teaching, combined with additional staff such as special educators, the English language learner teacher, Instructional Assistants, arts specialists, and the school adjustment counselor, as well as the use of the instructional platforms, enable our students to feel connected, ask questions, receive feedback, and produce high-quality work. Attendance

will be taken in all classes. Student participation will be monitored throughout the day. Students will receive feedback on their work leading to grades being assigned for report cards.

#### Grades K-4 Summary

*For your child, remote learning means:*

- Monday-Friday Remote Learning
- Daily Five Hour Structured Learning Schedule
  - Daily Crew to support social, emotional, character, and academic learning
  - Daily Character Education
  - Daily synchronous learning in English Language Arts, Math, and Expedition (Science and Social Studies)
  - Hands-on, project, based learning that integrates the arts (Music, Wellness, Visual Arts, World Cultures & Languages)
  - Daily independent work time (asynchronous learning)
  - Daily opportunities to interact with peers (collaborative group work)
- Weekly Town Meetings through Zoom
- Weekly Check-ins with teachers and other support staff
- Weekly enrichment opportunities that connect students to Old Sturbridge Village
- Individualized special education and English language instruction for qualified students

#### Grades 5 and 6 Summary

*For your child, remote learning means:*

- Monday-Friday Remote Learning
- Daily Five Hour Structured Learning Schedule
  - Daily Crew to support social, emotional, character, and academic learning
  - Daily Character Education
  - Daily Synchronous Learning in Humanities (ELA and Social Studies) and STEM (Science Technology Engineering Math) as well as Learning Expedition
  - Hands-on, project, based learning that integrates the arts (Music, Wellness, Visual Arts, World Cultures & Languages)
  - Daily independent work time (asynchronous learning)
  - Daily opportunities to interact with peers (collaborative group work)
- Weekly Town Meetings through Zoom
- Weekly Check-ins with teachers and other support staff
- Weekly enrichment opportunities that connect students to Old Sturbridge Village
- Individualized special education and English language instruction for qualified students

For more information on the guidance we are using, please see [Remote Learning Guidance for Fall 2020](#).

Last spring we learned that two-way communication between teachers and families is especially critical during remote learning. We will continue--and strengthen--this collaboration during this school year. Families will be key to the success of remote learning. OSACPS will provide an orientation to remote learning for all families and support throughout the year. We will ask someone in each student's household to serve as the Academic Coach for their child(ren) to support remote learning. We will communicate regularly with families to monitor each student's attendance, participation, and learning progress.

**F.** *DESE asks for an **Out-of-School Time Plan**: In this section, please include any information about additional supports, instruction, or services the district will provide to students: (a) before and after school, (b) through 21<sup>st</sup> Century Learning, if applicable, and (c) on the weekends.*

### **Out-of-School Time Plan**

This year, we are expanding our partnership with OSV's Museum Education staff to provide before- and/or after-school options for students on the days that they are on campus. This program will have rolling drop-off/pick-up times, giving families greater flexibility when providing their own transportation to and from school. The before-school program will begin at 7:30 am; the after-school program will run until 5 pm. Students will be grouped by grade level. All activities, such as free play, reading, board games, and quiet homework time, will take place in their micro-campus classrooms.

In addition, Museum Education will offer the 21st Century Community Learning Center program. A limited number of slots will be available for the program. Students will be grouped by grade level into theme-based clubs for project-based learning and staff-supported homework help. Students participating in this program must commit to attending four days per week under in-person learning (Monday-Thursday, 2:30-5 pm) or all of their on-campus days under hybrid learning (two days per week under Cohorts A and B or four days per week under Cohort C).

OSACPS staff will not provide services during weekends or school holidays.

**G.** *DESE requires details of **Student Supports and Professional Learning**: Please include the following information in this section: (a) safety, wellness, and social emotional supports, (b) planning and instruction, (c) assessment, and (d) intervention. (e) A school calendar with start date and PD days prior to opening is recommended.*

### **Safety, Wellness, and Social Emotional Supports**

Please see the Community Health and Safety section below for a description of these supports.

OSACPS recognizes that school closure can cause trauma and our students may have struggled in various ways. They may be experiencing increased anxiety, stress, and depression, among other mental health concerns. To this end and rooted in the guidance [Creating Positive Learning Environments: Recommendations and Resources to Support the Social Emotional Well-being of Students, Staff, and Families](#), our School Adjustment Counselor has created a trauma-informed entry plan to support our students and their families, along with our school staff, to ensure our students have the necessary social and emotional supports in place.

As an EL Education school, part of our daily structure, all of our students, regardless of remote or in-person learning, will participate in [Crew](#). As part of reopening, crew leaders will be in close contact with families to learn about students' experiences during the state of emergency, including primary areas of need, ability to access remote learning during the past months, and other information critical to meet students' needs as school reopens. We also want to empower students to be leaders of their own learning and advocate for what they need to be successful in learning. The structure of Crew ensures that every student is well known and supported by peers and adults.

Many of our students have forged deep connections with people, animals, and places at Old Sturbridge Village. We will work to provide as much direct access to the Village as we can, from spending time in the Village while students are on campus to incorporating the Village into remote learning content. We hope that continuing close engagement with OSV will provide continuity and reinforce a sense of community for our students.

### **Planning and Instruction**

As part of our regular practice, our teachers take part in an annual August Institute, which includes new teacher orientation, and work with our two partners-- EL Education and Old Sturbridge Village, to implement our school's mission and key design elements of the charter. In addition to those days, we will have an additional 10 days of professional development in order to ensure our staff have the training they need to keep themselves and our students safe. See the [Commissioner's Weekly Update from July 27, 2020](#)--in order to accommodate these additional training days, Commissioner Riley is reducing the 180 day and student learning time requirements for the 2020-21 school year to 170 days and 850 hours (for elementary schools) and 935 hours (for secondary schools). These trainings will be led by the Academic Acceleration Team and the Health and Safety Team as well as by the school leaders. Both of these teams were formed last spring, consist of various stakeholders, and worked through the summer to implement DESE guidance and other best practices to prioritize health and safety and accelerate student learning while mitigating gaps in student learning.

Throughout the year, we will continue with our common planning time to meet our EL Education Work Plan and Charter School Accountability Plan benchmarks.

### **Assessments**

OSACPS students pride themselves on knowing their strengths and areas for growth. We teach students to read and interpret data. From daily formative assessments, to summative assessments, our teachers have a pulse on student learning. We use [NWEA's Map Growth](#), a [nationally normed](#) assessment, for benchmarking our students in the fall, winter, and spring. For students in grades K-1, we give assessments in Reading and Math. For students in grades 2-6, students are given assessments in Reading, Language, and Math. Students in grades 3-6 also take the Science assessment. We will continue to use [EL Education's Benchmark Assessments](#) to track our students' reading progress throughout the Skills curriculum.

Next year, we will also use [i-Ready](#) as another assessment tool in order to identify gaps and accelerate student learning. This assessment information will provide us with lessons and activities to proactive both grade level and individualized student goals. To individualize student proficiency, teachers closely monitor student progress and provide supplemental lessons and activities to reinforce content.

### **Interventions**

At the beginning of the year, all students will complete a developmentally-appropriate survey as a preliminary screener for social and emotional interventions. Additionally, grade level teams will complete academic acceleration plans for all students that include benchmark data, measurable goals and objectives to track their learning throughout the year.

Students who require individualized support will be identified or continue to receive the interventions they need to succeed academically, behaviorally, socially, and emotionally. OSACPS's Multi-Tiered System of Support is a data-informed framework that will continue to use a proactive approach in identifying struggling students and providing them with interventions in appropriate tiers. Grade level teams will continue to meet on a consistent basis to discuss students in need of additional support and collect data. If further intervention is needed, these students may be referred to the Student Teacher Assistance Team (STAT) to determine more intensive Tier 2 or Tier 3 interventions. STAT will continue to meet and monitor the interventions of our students who are struggling the most.

### **Calendar**

At the time of the writing of this report, our proposed revised school calendar can be found [here](#). Originally, our charter calls for 190 days with 5 built in snow days. This means we usually start before Labor Day. This year, in order to ensure that our staff and campus are prepared for

the reopening of school, the first day of school for students is currently Tuesday, September 8th. DESE has allowed schools to plan for a shortened year (170 days) and this proposed revised school calendar still has 180 days of school. The calendar may be adapted to include more days for additional professional development days, Student-Led Conferences (usually early release days), fifth grade Passage presentations, and other events related to school reopening.

**H. *Other:*** Information in this section should be determined by the context of the district.

### **Health and Safety on Campus**

The Department of Elementary and Secondary Education, the Massachusetts Department of Health, and our local Board of Health have provided requirements and guidelines for our safe return to campus this fall. (See Certification of Health and Safety Requirements on page 16 for details of these requirements and guidelines.) We are modifying physical spaces, creating new procedures, and finding creative solutions to meet these new standards. As teachers, administrators, support staff, families, and students, we will need to work together to make sure that we are meeting these standards and keeping each other and our community safe.

On-campus health and safety standards fall into four primary categories: physical distancing, control groups, masks/face coverings, and hygiene/sanitization. Both in-person and hybrid learning depend upon our ability to meet these guidelines.

### **Physical Distancing**

DESE's [Initial Fall School Reopening Guidance](#) establishes a minimum distance of three feet between students, but strongly recommends six feet. We conducted a Feasibility Study of the OSA campus by physically examining each space and applying a [Classroom Layout Calculator](#) developed by CannonDesign in partnership with DESE. We determined that not all of our current classrooms can meet this standard. However, due to our close relationship with Old Sturbridge Village, we have access to additional spaces at the Village that will allow us to spread out and meet the state's requirements.

Our school will consist of four micro-campuses. Students in kindergarten through grade 4 will remain in the OSACPS building, which we will separate into a west campus and an east campus. Kindergarten, grade 1, and grade 2 will remain in their current classrooms in the west wing. Grades 3 and 4 will be spreading out into additional space in the east wing. A physical barrier will divide the two wings, creating two distinct micro-campuses. Students in grades 5 and 6 will move into new classroom space at the Village: grade 5 will be in the Oliver Wight Tavern and grade 6 will be in the Fuller Conference Center. We have identified modifications to these spaces necessary to meet DESE's health and safety requirements and worked with our local

town government to ensure that these temporary classroom spaces meet code. In addition, the entire Village will serve as an outdoor classroom.

### **Control Groups**

We will organize all on-campus activities to minimize the number of individuals with whom each student comes in contact. During before- and after-school activities, as well as instructional time, students will remain in designated groups.

### **Masks/Face Coverings**

Students in kindergarten and grade 1 are strongly encouraged to wear masks/face coverings and are required to wear them when using school transportation. Students in grades 2 and above, and all adults, are required to wear masks/face coverings. All masks/face coverings must cover the nose and mouth (visit <https://www.mass.gov/news/mask-up-ma> for additional information on how to correctly wear a mask/face covering.

Students and adults will have designated mask breaks during the course of the day.

Exceptions to the mask/face covering requirement will be made due to medical conditions, disability impact, or other health or safety factors. Face shields may be acceptable alternatives to masks/face coverings in some circumstances.

### **Hygiene/Sanitization**

We will teach and practice proper hand hygiene, including hand washing and sanitizing. Students and adults will be required to wash or sanitize their hands when they arrive on campus, before and after they eat, before putting on and taking off masks, and before they leave campus. Each k-2 classroom has its own sink for handwashing. Each 3-6 classroom has a nearby sink. Each classroom will have an ample supply of hand sanitizer for situations in which hand washing is not feasible.

All spaces will be cleaned at least daily according to guidelines set by DESE.

### **Technology**

At the beginning of the year, we will issue each student a device that they will use whether learning on campus or off campus. Students in grades k-2 will receive an iPad and use Seesaw as their digital learning platform. Students in grades 3-6 will receive a Chromebook and use Google Classroom. Students will practice using these devices during in-person learning so that they are comfortable if we transition to remote learning.

We will work with families to make sure that all students have internet access at their homes during remote learning.

### **Transportation**

We will continue to provide bus service to and from school. However, the capacity of our school buses will be reduced in order to meet distancing requirements. We encourage families to consider alternative methods of transportation. Each micro-campus will have designated locations and procedures for drop-off and pick-up.

Students riding the bus will have assigned seats. Each student will have their own bench, with the exception of siblings or children from the same household who will share a bench. All students and adults on the bus will wear masks at all times. To increase ventilation, the windows on the bus will remain open unless there is extreme weather.

### **Food Services**

Revolution Foods will be our food service vendor again this year. We will work with Revolution to ensure that standards for food preparation meet or exceed state guidelines. This year, all meals will be eaten in classrooms or outdoors. At least six feet of distance will be maintained whenever someone is eating or drinking. Some grades may have staggered lunch schedules in order to have enough distance. We will follow COVID-19-specific [CDC guidance](#) and DESE's [Reopening Facilities and Operations Guidance](#) for food service.

Families will be required to pre-order breakfast and lunch on a weekly basis so that we can deliver the right number of meals to each classroom and reduce waste. Both breakfast and lunch will have unitized servings, meaning that each student will receive a pre-portioned, pre-packaged meal. Food service staff will deliver meals to the outside doors of the classrooms. Teachers or classroom aides will distribute meals to students. OSACPS will work with families of full-time remote learners qualified for free or reduced cost lunch to be sure they receive breakfast and lunch.

**I. *Certification of Health and Safety Requirements:*** *Districts will need to certify that they meet the final health and safety requirements issued by DESE. A preliminary list of these requirements appears in DESE's initial fall reopening guidance; DESE will release a final list later this month.*

Old Sturbridge Academy Charter Public School certifies that we meet or exceed all health and safety requirements detailed in DESE's guidance documents listed below:

- [Initial Fall School Reopening Guidance](#)

- [Comprehensive Special Education Guidance](#)
- [Protocols for Responding to COVID-19 Scenarios](#)
- [Transportation Guidance](#)
- [Facilities and Operations Guidance](#)
- [Guidance for Courses Requiring Additional Safety Considerations](#)
- [Career/Vocational Technical Education Reopening Guidelines](#) (not applicable)