



COMPASS School Reopening Plan 2020-2021





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August 14, 2020

Dear COMPASS Community,

The past five months have been a very challenging time for all schools across the country. Students, educators and families have struggled to cope with the anxiety and stress caused by the COVID-19 pandemic and school closures. As we look ahead to the upcoming school year, we realize the need for students to be in front of teachers and experience in-person interaction with staff to build relationships, to teach and to learn like we are used to. In the midst of a pandemic, there needs to be extra planning and thought put into what this in-person learning will look like. The following pages include the COMPASS School Reopening Plan for the 2020-2021 school year.

This plan was developed by our Reopening Taskforce, along with other staff and stakeholders. We reviewed the many guidance documents that were provided by the state Department of Elementary and Secondary Education (DESE). We participated in the weekly DESE Special Education calls to hear updates related to the guidance and special education as a whole. Furthermore, we joined the Maaps Reentry and Reopening group to talk with and learn from other similar schools in Massachusetts. I appreciate the collaborative work that has taken place these past few months.

The COMPASS School is a therapeutic day school that serves students with varying disabilities including emotional impairment, behavior disorders, and others that require special education in an individualized environment. All of our students are “high needs” and we realize the importance of prioritizing in-person learning for each of them. Thus, the following plan includes a phased-in approach, which will start with Remote Learning, move to Hybrid Learning, and then Full In-Person Learning. Moving through these phases will allow us to ensure that we are meeting the health and safety protocols set forth by the Centers for Disease Control and Prevention (CDC) and DESE, along with the emotional, behavioral and academic needs of our students.



At COMPASS, we talk a lot about resilience. Resilience is “the ability to bounce back from adversity, frustration, and misfortune.” Our students are resilient and will continue to be so during the upcoming school year. I am confident that our staff, our families and the entire COMPASS Community will be resilient as well.

I appreciate your patience and support as we continue to meet the needs of our students. I view the following plan as a living document, which will be updated and changed as needed. We will communicate with you as this happens and look forward to working with our students, families, staff and others during the upcoming school year.

Sincerely,

A handwritten signature in cursive script that reads "Laura Lajewski".

Laura Lajewski



Executive Summary

The following Comprehensive Plan was approved by COMPASS' Board of Directors. It outlines a formal and detailed recommendation on how we will proceed with the upcoming 2020-2021 school year. As all of our students are “high needs,” full in-person learning is a priority. With this said, we will use a phased-in approach to ensure the health and safety of our staff and students.

Phase 1	Starting: Tuesday, September 8 Duration: 2-4 weeks Remote Learning for all students
Phase 2	Starting: between September 21 and October 6 Duration: TBD Hybrid Learning, and Remote Learning for those families who choose that model
Phase 3	Starting: TBD Duration: TBD Full In-Person Learning, and Remote Learning for those families who choose that model

Each phase is a period of time during which we will use the three different learning models: Remote Learning, Hybrid Learning, Full In-Person Learning. The Reopening Plan includes specific details on what teaching and learning will look like during the three phases and learning models. This is what we know. What we don't know is the specific amount of time in each phase. We will follow the guidelines set forth by the CDC and DESE and also assess our own ability to meet the needs of our students.

Throughout this process, we gathered thoughts and concerns from our families and our staff. We will continue to do so as we move forward and communicate with the entire COMPASS Community throughout the phases.



A. Teaching and Learning for All Students, Regardless of Learning Model

As a special education therapeutic day school, we consider all of our students to have high needs and provide services required by their IEPs as well as individualized teaching and programming to support their various academic, social and emotional needs.

- A phased in approach will be used as we move towards full in-person learning.
- SEI strategies are provided to our English Learners and our former EL students.
- Our students and families have access to the COMPASS Help Fund to assist them with the purchase of food and other items such as clothing, furniture, etc.
- Parents are provided transportation to school, or virtual access to meetings as needed.
- Translators or translation services are provided when necessary.

To maintain equity and consistency for all of our students, the following structure will be in place across all learning models:

Prioritizing Students for In-Person Learning

- In Phase 1, all students will work remotely for a period of time, not to exceed four weeks.
- After this remote phase, all students will be offered Hybrid Learning, until full in-person learning is safe and available.
- Some classes may be able to return to school for full in person learning while others remain in the Hybrid phase, depending on individual needs, the number of students in a classroom, and safety considerations.
- Parents will always have the option to choose remote learning for their children.
- Families will receive an explanation of each learning plan and schedules for their students during August.
- Parents will be kept informed of any changes in dates, times, etc.

Attendance

COMPASS employs many ways to track attendance for all students:

- Our school-wide data base is used to document student attendance, on a daily basis.
- Teachers keep track of student attendance for each class.



- Teachers use remote platforms including Google Classroom, Lexia, and Prodigy to enhance student learning. These platforms maintain records of when students use the programs, and how long they work on assignments.
- Contact notes are created by caseworkers, clinicians and other staff members when they communicate with students and/or guardians. These notes are written daily and monitor the content of contacts and amount of time that staff spend connecting with students, parents and guardians.
- Caseworkers contact parents/guardians when students do not attend school.

Time on Learning

COMPASS will provide the mandated hours and schools days for each of our programs.

- Elementary students will be scheduled for a minimum of 900 hours of learning time.
- High school students will be scheduled for a minimum of 990 hours of learning time.
- The school calendar will consist of 180 days with 5 additional days scheduled in the event of emergency school closure, where remote learning is unavailable.

Grades

Compass will continue to follow the grading system that it has established for each grade level.

- Students will receive four report cards during the school year.
- Grades 6 and up will receive letter grades.
- Grades 1-5 will receive quarterly assessments of students' progress towards learning goals.
- Performance criteria will be consistent across all learning models and will be based on several criteria including, but not limited to, attendance, participation in synchronous classes, performance on Google Classroom assignments, and individual needs of our students.
- The specific circumstances of each student and their family will be taken into consideration throughout these unusual times.

Learning Standards

All students will have access to grade level instruction, regardless of the learning model in which they participate.

- Instructional content will be based on the Massachusetts Curriculum Frameworks.
- Students in all appropriate grades will take the MCAS in the Spring of 2021.



- As is always the case at COMPASS, teachers and all staff members will work with students to accommodate their specific needs and to meet their individual IEP goals.
- Students learning remotely will have opportunities to engage in enrichment and elective activities such as virtual classes in physical education, art, music and Social Emotional Learning activities.

Building Modifications and Safety Procedures

In planning for the school year, we structured the building and the classrooms to be able to accommodate all students in a full in-person model when appropriate. We have dismantled community spaces, such as the computer lab and the sensory room, to allow for more classrooms. We will have a maximum number of 9 students in each classroom, rather than 12, to allow for desks to be 6 ft apart. We are providing larger desks and individual storage containers to help students to maintain physical distancing and to provide personal space for their belongings. Signage will be posted throughout the building with reminders of safety precautions, traffic flow, location of hand sanitizing stations, etc.



Additionally:

- We are rearranging our time out areas to adhere to the social distancing protocols.
- We have ordered the necessary PPE for staff and students to ensure the health and safety of everyone during the school day.
- Signage will be placed around the building to promote the safety protocols that staff and students must follow. We will utilize all building entrances for arrival and dismissal to allow for students to move in cohorts as much as possible.



- Students and staff will remain in cohorts throughout the day to the best of our ability. This will limit the movement and flow throughout the building during the school day. It will also allow us to move certain cohorts through our phased reopening as they are ready. Thus, one cohort may be able to move to full in-person while others remain hybrid.
- Students in each class will follow the same schedule, as we will provide synchronous classes for students who remain at home. The use of several virtual platforms such as Google Classroom will provide work opportunities to support students who might struggle with participating in the class schedule.

Technology Platforms

COMPASS understood early on in this pandemic that for our students to be successful, they needed to have a remote learning experience as close to “normal” as possible. This meant live access to teaching and therapeutic staff. We have explored several live streaming technologies that would bring the teaching to the students. But students need more than just to see their teachers and clinicians, they also need the materials to do the work. Our fall technology plan builds on the work that was done during the spring and summer.

First, for remote learning to work, all students need reliable access to the internet. We will continue to work with families to ensure that they have access to the internet. In cases that families do not have access, COMPASS will pay for, or provide equipment to enable wifi access in every student’s home. Google Chromebooks have been provided to all students and this is the primary remote learning access point. Google classroom will be used to distribute, check and evaluate student work. Other applications will be used for students to access self paced work to enhance the work done in the “classroom.”

Our goal is to create a fully functioning remote classroom that provides a complete therapeutic learning environment.

Description of Technologies:

- Zoom
Zoom is a paid subscription video conferencing platform.
(We used GoToMeeting during the Spring and Summer.)

Zoom will allow COMPASS to run “live” classrooms to all students learning remotely. Utilizing their Chromebooks, students will have access to all the same learning



opportunities as students who are learning in-person. Zoom has an extensive set of features that allow for effective presentation of academic and therapeutic content.

- **Chromebooks**
COMPASS has provided all students with Chromebooks for remote and in-person learning, as needed.
- **Google Classroom**
Google Classroom is a free web service provided to schools that use the Google Education platform.

Google Classroom is utilized by all COMPASS teachers to simplify creating, distributing, and grading assignments in one simple place. Each COMPASS classroom, from Elementary to High School, has a corresponding dedicated Google classroom. Students are invited by the teacher to join the classroom to access assignments. Teachers can utilize the Google Suite to create and deliver assignments, quizzes or tests, and other types of media to students, either individually or as a whole class.

- **Lexia Core5 and PowerUp**
Lexia Core5 and PowerUp are programs that are used in the Elementary Program and with some older students in the High School.

COMPASS Students receive a login for Lexia with their grade level, which determines if they are in Core5 or PowerUp. Core5 Reading provides differentiated literacy instruction for students in grades K to 5 and personalizes the learning experience depending on an initial pre-test given by the program. PowerUp is designed to assist struggling readers in grades 6 to 12 become “proficient readers and confident learners” (lexialearning.com/products/powerup). Both programs assist teachers to address gaps in fundamental reading skills and build on students' higher-order thinking skills needed to comprehend, analyze, evaluate, and compare complex literary information.

- **Prodigy**
Prodigy is used in the Elementary Program and with some older students in the High School.



Prodigy is an adaptive learning platform that takes a student on a quest by answering curriculum-aligned math questions. Teachers use this program to augment students' math skills and help them better understand concepts. Prodigy can be used with Google Classroom to create assignments or assign test prep, e.g. MCAS, to students. Teachers can implement a practice timeframe for the student to complete.

- Other platforms

Several other free platforms are utilized in classrooms. COMPASS continues to research platforms which will enhance teaching and learning.



B. Learning Models

Hybrid Learning Model

After a two-four week period of Remote Learning, The Hybrid Learning Model will be the primary method through which instruction will occur. While some parents have chosen the Remote Model for their children, the Hybrid Model will remain available to them until full in-person learning is available without restrictions. The structure of the way in which COMPASS will provide Hybrid Learning to our students is described below.

- In each classroom at every grade level, students will be separated into 2 groups (A and B). Individual needs of students will be taken into consideration in forming these groups.
- COMPASS will take into consideration the location/transportation of our students when forming the groups.
- Students will be in-person for learning one week, and at home learning remotely during alternating weeks.
- COMPASS has provided each student with a Chromebook. Students have access to technology support from COMPASS staff, as needed.
- Students will follow a Week A/Week B schedule for rotating through in-person and remote learning. No matter which group the students are in, all students will receive the same number of live learning hours, with the exception of Physical Education. Our PE instructor will create videos for students who participate remotely in classes. These will be accessible throughout the day, however students will be encouraged to engage in these activities when their classmates go outdoors to participate in PE classes.
- We will use Zoom (online) in each of our in-person content and elective classes to allow students who are remote to join in the live class. One teacher will present lessons to the students in the classroom while another teacher or staff member will monitor and assist the students who are online.

Remote Learning Model

As we have since mid-March, COMPASS will always be prepared to provide Remote Learning to all students. We will always respect parent/guardian choices when it comes to their children's education.



Based on our parent/guardian survey, 35% have opted to keep their children in remote learning due to COVID-19. Some fear for the children's own safety due to health concerns. Some worry about the children bringing COVID into their homes to vulnerable family members. COMPASS will provide synchronous learning opportunities for each student, in the same manner as for students attending in the hybrid model. If parents/guardians change their minds and would like students to join in in-person learning, arrangements will be made for those students to join a cohort participating in hybrid or full in-person learning, depending on the model in use at that time.

Caseworkers, clinicians and other staff members maintain frequent contact with families to discuss student needs and progress. COMPASS staff also check with families to determine if they have needs with which COMPASS can help or support them.

- All students have received a Chromebook and have been offered live remote learning since March.
- Attendance is kept daily in our FileMaker database. Our contact notes have been adjusted to keep track of all levels of engagement for each student and family.
- All academic work is aligned with state standards. Instructional materials will be provided through Google Classroom or presented through Zoom during daily classes. Any texts or workbooks that the students will use in in-person classes will be delivered to students who are remaining in remote learning.
- Student work is assessed through classroom observation and student participation. Work may be submitted through Google Classroom.
- Grading will be consistent across all learning models, as described above. Teachers grade according to individual work and ability.
- Administrators, teachers, caseworkers and clinicians are able to communicate with families through phone calls, texts, emails and video technology. All communication is tracked in our database. Translation is provided as necessary.
- COMPASS will use Zoom, Google Classroom, Google Suite, Lexia, Prodigy, Khan Academy and various resources suggested by WBGH and DESE to provide remote learning to students.

Full In-Person Learning Model with Restrictions

In-person learning will become available when we are able to maintain the health and safety standards set forth by CDC and DESE with all students in the building. Also, we will evaluate



our ability to safely meet the special emotional, behavioral and academic needs of our students and to provide transportation for students to and from school.

We will accommodate the wishes of parents who choose remote learning as an option for their children during this time. When full in-person learning with restrictions is possible, all of the protocols and methods described above will be in place.

Individual classrooms or cohorts may be able to return to full in-person learning before others. Parents will receive frequent communication to keep them informed of any changes that will occur throughout upcoming months.



C. Clinical Student Support (Social, Emotional and Behavioral)

COMPASS is a therapeutic day school whose mission is taking care of the student's academic, behavioral and clinical needs. During remote learning, we acknowledge that all 3 of those stated needs become much more difficult to meet. While a lot of emphasis has been put on continuing to present the academics and provide the students with a comparable learning experience, we have also worked equally hard to support their clinical and behavioral needs.

Clinicians, and other related staff, have used in person, phone and video telehealth to engage the students around their social and emotional needs. In person meetings have been held in the community when a student has been unable to attend remote classes or therapy sessions. When a student is struggling with the remote learning process, often a caseworker or clinician is able to engage them and bring them back into the remote classroom. However, there are a few students that have struggled with remote learning. The trauma of the pandemic or the loss of the structure that school normally provides, makes their ability to engage in remote learning very difficult. It is important that those students stay connected in any way possible to COMPASS and the possibility of school.

Related staff reach out frequently to the students and their guardians to encourage connection and engagement. While all related services (clinical, OT, SLP and ABA) have continued to have scheduled sessions during the remote learning to address their IEP goals, extra time and sessions are offered as needed. Whether we are all remote, hybrid or full in-person, we will continue with this model when school begins in the fall. We are committed to meeting the students' needs in the most effective way possible. We will continue to use Zoom or GoToMeeting for telehealth when students are remote. It has been determined that, due to the clinical issues that our students present, face-to-face sessions will be best when we are back in the building. We look forward to doing in-person therapy in a safe environment. Rooms will be designated as therapy rooms and safety protocols will be followed.

Our students have historically needed frequent breaks from their academics. Our related services staff will continue to provide breaks when necessary. While our sensory room will no longer be available, separate safe outdoor spaces have been designated to allow staff to bring students for breaks.



D. Student Instruction and Professional Learning

Planning and Instruction

- Schedules at COMPASS are developed to meet the academic, emotional and behavioral needs of our students. Student schedules include time to meet with their clinicians for individual therapy sessions, as required by their IEPs. In addition to times in service delivery plans, schedules remain flexible in order to provide interventions to meet the special needs of our students, as necessary.
- Teachers create curriculum maps that are aligned with the state frameworks when planning classes. These include content to be covered, materials to be used, the required technology and the method of assessment that will be employed to determine student progress.

Assessment

- Students in all appropriate grades will be expected to participate in the MCAS in Spring of 2021.
- Teachers will perform ongoing student assessments on a day to day basis through observations, class participation, interactions with students, classwork, quizzes, tests and other age appropriate activities.
- Student IEP goals will be a strong focus, as every child has goals and expectations specific to their special education needs. Five IEP Progress Reports are provided at the same time as our quarterly report cards and at the end of the summer program for students with ESY.
- Grading will be consistent across all models, taking individual needs and challenges into consideration.

Calendar

- School will begin at COMPASS on September 8th. A calendar is attached to this document and will be sent home to parents in August.
- Staff will begin work on August 31st. Professional Development will be provided from August 31st to September 4th and during the week school opens on designated half days.
- Every year during Orientation, all staff members receive training in the DESE mandated topics.
- During orientation this year, staff will have an opportunity to practice using Zoom and further training will be provided to teachers for synchronous and remote learning.



- Staff will receive training in the required COVID-19 topics, as well as orientation to the health and safety protocols that are specific to the COMPASS School such as daily screening procedures, building safety, etc.
- Opportunities for professional development are also provided on designated Wednesday afternoons throughout the school year.



E. Additional Supports:

Help Fund

In order to help youth and families who are experiencing a financial crisis, especially during the unprecedented times of COVID-19, COMPASS can provide assistance through our John J. Lydon Help Fund. This fund typically assists families with short-term, emergency funds for groceries, clothing, housing, and education. Those who are in need can apply for funding through a COMPASS staff member with whom they work.

Tool kits

Some classes will require specific materials for students to participate in learning activities. Staff will deliver 'tool kits' to students at home when these materials are necessary to maximize student participation. These tool kit drop-offs will also give staff members opportunities to remain connected with students and families.

Physical Education Videos

Our PE instructor will create videos for students who participate remotely in classes. These will be accessible throughout the day, however students will be encouraged to engage in these activities at home when their classmates go outdoors to participate in PE classes.



F. Health, Safety and Well-Being of Staff and Students

In order for teaching and learning to take place during this time, the healthy and safety of our staff and students is a priority. COMPASS administration has worked together to develop protocols to keep our staff and students safe. These are separated into five categories: **Social Distancing, Face Coverings, Hygiene, Cleaning and Disinfecting, and Daily Operations.**

Social Distancing

Six Feet Apart: Staff and students must remain at least six feet apart to the greatest extent possible. We have spaced desks at least 6 feet apart, have repositioned desks where applicable so all desks face the same direction, and have developed protocols to maintain social distancing when students are entering and exiting the building and moving through the school.

There may be instances when maintaining social distance is not possible in order to meet the needs of our students. In situations where staff must provide hands-on assistance, such as physical prompting, helping students sit at a desk, working with academic materials, and prompting students to use a communication device, etc., staff will wear appropriate protective equipment based on the activity and risk level, which will be provided by COMPASS.

Physical Intervention and Restraint Protocols: Prior to any physical intervention or restraint, when possible, staff will put on disposable gloves, disposable masks or face coverings, face shields, and, to the extent available, long sleeves. Only staff required for safely restraining a student will be involved; one additional staff will monitor and address protective equipment needs for those staff who are involved in the restraint.

Face coverings

Staff and students are expected to wear face coverings while in the school building, on a school bus or van and at all times throughout the school day.

Staff and students should supply their own face covering on a daily basis. In the event that staff and students forget to bring their face covering to school, our school nurse will provide a disposable mask to use for the day.

Per guidance from the Center for Disease Control and Prevention (“CDC”), staff and students should wear face coverings properly by putting the face covering over their nose and mouth and securing it under their chin so that it fits snugly against the sides of the face, while making sure they can still breathe properly. Staff and students should not put the face covering around their



neck or up on their forehead. After touching the face covering, staff and students should always clean their hands as described under the Hygiene Protocols.

Staff and students should also remove the face covering carefully, while away from others, by untying the strings behind their head or stretching the ear loops, folding outside corners together, and storing them in a place away from others in the workplace.

We realize that it is difficult to wear a face covering throughout the entire day. Students may ask for a “mask break” and the designated staff will go with the student to the designated area, which may include outside spaces.

Hygiene Protocols

According to the CDC, COVID-19 is believed to spread from person to person, and the following measures are critical to prevent the spread of the virus:

Hand washing and sanitizing: Staff and students will be required to wash their hands with soap and water for at least 20 seconds or hand sanitize upon arrival to the school in the morning. Staff and students should wash their hands frequently throughout the day after coming into contact with any shared surface throughout the school, after having physical contact with any student or bodily fluid, before and after taking off face coverings, as well as before and after breaks and meals, and before dismissal. We will provide hand soap and paper towels in the staff and student bathrooms for hand washing. There are also hand sanitizer dispensers throughout the building for staff and students to use when hand washing is not possible.

Additionally, staff and students will create new contact-free, polite ways to greet each other. They should not shake hands or even fist/elbow bump.

Cleaning and Disinfecting

In order to minimize exposure to the virus, we have intensified general cleaning, sanitizing and disinfecting routines.

We will clean and disinfect the school building frequently and will keep cleaning logs that include the date, time, and scope of cleaning. Our maintenance staff will disinfect classrooms, shared spaces, common surface areas and equipment at the start and the end of the day. At the end of the day, all surfaces will be electrostatically sprayed with disinfectant. This technology provides an electrical charge to solutions, allowing them to wrap surfaces with effective and even coverage. We will regularly clean and disinfect high-touch surfaces, such as doorknobs, light switches, handles, handrails, etc. throughout the school day.



To the most extent possible, students will not share learning materials in the classroom. If they do, however, staff will clean the learning materials before and after each use. If a student is in a common space for therapy, time-out, space, etc., staff will clean the common space before and after each use.

Daily Operations

School Attendance Guidelines

Before coming to school each day, staff and students will attest that they do not have any symptoms related to COVID-19. The CDC has identified the following as symptoms of COVID-19: cough, shortness of breath or difficulty breathing, fever of 100.4 degrees or greater, chills, muscle pain, fatigue, headache, nausea or vomiting, diarrhea, congestion or runny nose, sore throat, and new loss of taste or smell.

Staff will complete a daily self-screening form to attest that they are not experiencing any of the above symptoms. If a staff member is experiencing symptoms, they should stay home, contact their supervisor and contact their PCP for further evaluation.

Families should assess their child's state of wellness before leaving home for school. If the student has any symptoms of COVID-19, they should not attend school. The family should notify our school nurse that the child will be absent and the reason for the absence. The school nurse will follow-up with the family regarding the child's symptoms, whether the child was seen by a medical professional and any testing that was done. The child can return to school once cleared by the school nurse.

When a Student or Staff Member Becomes Ill

Staff who begin to exhibit symptoms of COVID-19 while at school will immediately separate themselves from other staff and students and inform our school nurse. The staff member will leave the school and follow the Return to Work protocols in place for our employees.

Students who begin to exhibit symptoms of COVID-19 while at school will be separated from other students and staff immediately and brought to the COVID-19 Medical Waiting Room located on the 2nd floor, adjacent to the nurse's office, until a parent/guardian is able to pick up the student. We will continue to monitor and follow CDC guidelines in regards to exposure and the need for quarantine.



If a student or staff member comes in close contact with someone who has tested positive for COVID-19, or if a student or staff member tests positive for COVID-19, they will be asked to follow the CDC guidelines for caring for oneself and others who are sick.

Transportation

The majority of students who attend COMPASS are provided with door to door transportation through their IEPs. COMPASS transports students from three districts: Boston, Quincy and Cambridge. Students from other districts receive transportation that is arranged by the sending district.

- COMPASS uses 7 passenger vans to transport students, thus limiting the number of students who can be safely transported together. As our caseworkers are an essential part of staffing during the school day, it is not always possible for them to drop off students and make second runs for staggered start times.
- Maintaining safety for students and grouping children in cohorts will be considered in planning transportation routes.
- Three families have expressed the desire or ability to drive their children to and from school daily.

Breakfast and Lunch

Breakfast and lunch will continue to be held in individual classrooms. Social distancing protocols will continue to be followed during breakfast and lunch. Students will not be permitted to use the same serving or eating utensils and will not be able to share food or anything with other students. Students will be provided with 2 napkins during each meal; one napkin will be used for them to place their mask face down and the second napkin will be used for their own personal needs.

Visitors

At this time, visitors will not be allowed in the school building, except in instances of a medical emergency or for school-related needs. Whenever possible, meetings, such as intakes, IEP meetings, or discipline related meetings, will be conducted virtually.



G. Sample Class Schedule for the Hybrid Model

LOWER SCHOOL- Grades 1-3 SAMPLE SCHEDULE	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:15-8:30	Breakfast/Journal				
8:30-9:00	Morning Meeting				
9:15-10:00	Math				
10:00-10:45	PE	Coop Games	PE	Coop Games	SEL Group
10:45-11:30	Reading Skills	Math Skills	ELA	Reading Skills	Math Skills
11:30-12:15	Science	Social Studies	Science	Social Studies	Science
12:15-12:35	Lunch				
12:35-1:20	ELA	Computers	Early Release Dismissal 12:35	Health	ELA
1:20-2:00	Art	Individual Goal Work		Art	BEAMS Activities
2:00-2:20	Individual Goal Work	Read Aloud		Individual Goal Work	
2:20-2:30	Wrap Up - Homeroom/Dismissal				



LOWER SCHOOL- Grades 4-5 SAMPLE SCHEDULE	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:15-8:30	Breakfast/Journal				
8:30-8:45	Morning Meeting				
8:45-9:30	ELA				
9:30-10:15	Math				
10:15-11:00	PE	Computers	PE	Health	SEL Group
11:00-11:45	Science				
11:45-12:15	Reading Skills	Math Skills	Reading Skills	Math Skills	Computers
12:15-12:35	Lunch				
12:35-1:20	Social Studies/History	Social Studies/History	Early Release Dismissal 12:35	Social Studies/History	Social Studies/History
1:20-2:00	Individual Goal Work	Art		Art	BEAMS Activities
2:00-2:20	Cooperative Games	Individual Goal Work		Individual Goal Work	
2:20-2:30	Wrap Up - Homeroom/Dismissal				



MIDDLE SCHOOL-SAMPLE SCHEDULE	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:15-8:30	Breakfast/Journal				
8:30-9:15	Math				
9:15-10:00	ELA				
10:00-10:45	PE	ART	PE	ART	Health
10:45-11:30	Reading Skills	Math Skills	Social Studies/History	Reading Skills	Math Skills
11:30-12:15	Science	Science	Science	Science	Science
12:15-12:35	Lunch				
12:35-1:20	Social Studies/History		Early Release Dismissal 12:35	Social Studies/History	
1:20-2:00	Individual Goal Work	Individual Goal Work		SEL Group	Individual Goal Work
2:00-2:20	Read Aloud	Read Aloud		Read Aloud	Read Aloud
2:20-2:30	Wrap Up - Homeroom/Dismissal				



UPPER SCHOOL- SAMPLE SCHEDULE	Monday	Tuesday	Wednesday	Thursday	Friday
8:15-8:30	Breakfast/Journal				
8:30-9:15	ELA				
9:15-10:00	Math				
10:00 - 10:45	Science				
10:45-11:30	*Elective/Vocational - Culinary Arts/Building Maintenance and Repair/Life Skills/Transitions/SEL/Yoga and Mindfulness				
11:30 - 12:15	History				
12:15 - 12:35	Lunch				
12:35 - 1:20	Elective (Arts)	PE	Early Release Dismissal	Elective (Arts)	PE
1:20 - 2:05	Reading	Reading		Health	BEAMS
2:05 - 2:50	Individual Goal Work	Individual Goal Work		Individual Goal Work	
2:50 -	Upper School Dismissal			Upper School Dismissal	



H. Certification of Health and Safety Requirements

The COMPASS School certifies that it will meet all of the final health and safety requirements issued by DSE.