

# Farmington River Regional School District

555 North Main Road, Otis, MA 01253

July 21, 2020

## FALL 2020 RETURN-TO-SCHOOL PLAN

Farmington River Regional  
School District



### DISTRICT MISSION STATEMENT

The Farmington River Regional School District is committed to providing a quality educational experience that is appropriate for all aspects of a child's development and includes the family, staff, and community in a meaningful way. It is our goal to provide each and every child with the values, knowledge, and skills needed to achieve full potential in his or her personal and work life and to contribute actively to the civic and economic life of our diverse and changing democratic society.

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## LETTER FROM THE SUPERINTENDENT

Dear Farmington River School District Community,

As we approach the new school year, it's going to look very differently from any other we have experienced. We know that COVID-19 conditions will continue to evolve and that the guidance we must follow from the State and federal health authorities will also change, sometimes very quickly. These unprecedented circumstances have required us to reimagine teaching and learning, and think very differently about how we can support a safe and successful school year for all members of our School District community. This plan will allow us to adjust quickly as the public health landscape continues to evolve both before and after school starts. The School Year 2020-2021: Return-to-School Plan is our roadmap.

We have a fundamental responsibility to resume teaching and learning throughout the school year for all students. Our commitment is to do this with equity, safety and sound instructional practices guiding our decision making. The plan reflects a significant amount of time working with the State and other leaders from across Berkshire County and listening to the ideas and feedback of our entire school community.

In the coming school year, all students are expected to participate in learning five days per week. Our schools will offer a mix of face-to-face and digital learning to meet the varied needs of our students, families, and staff. We will have enhanced cleaning protocols for our schools and buses, and extensive safety measures will be in place to promote healthy learning and work environments for everyone. We will work together to mitigate healthy and safety risks to our students, teachers, and staff. Everyone will be required to wear face coverings, adhere to frequent handwashing routines, practice social distancing, and follow all health and safety protocols, including staying home if you are sick, exhibiting symptoms, or have had close contact with a person diagnosed with COVID-19.

As a District, we will prioritize socially distanced face-to-face learning whenever possible, especially for students with complex needs and our youngest learners, who research suggests benefit most from face-to-face instruction. We recognize that there may be families who may not feel comfortable with face-to-face learning for many reasons, so digital learning for all or part of the school year will also be available as an option. We learned a lot this past spring about what worked and what didn't work during remote learning, and these lessons have helped us to strengthen our digital learning model.

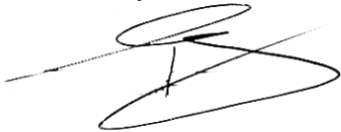
We will also provide a series of resources to support schools and families in preparing for the 2020-2021 school year. This additional guidance will include distance learning resources and specific information for families in need.

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We know that the upcoming school year will be a challenging one for all of us. COVID-19 conditions will likely require the temporary closure of the school at times. We will all need to plan for this. I believe that by working together, we can accomplish our goals and advance education safely to help our students continue to learn and grow.

Thank you.

Sincerely,



Thomas Nadolny  
Superintendent of Schools

## GUIDING PRINCIPLES

Survey input from students, employees, and parents regarding school reopening, student health and safety, and other operational issues along with state guidance has helped shape this plan.

1. **Maximize the safety and well-being of students, families, and staff.** We adhere to all current guidelines issued by state and town officials, with approval from our school committee. We will continue to focus on physical health, nutrition, social-emotional, and mental health needs.
2. **Optimize student learning equitably.** No matter the educational model, we remain focused on our mission to consistently deliver high-quality educational experiences with rigorous content standards, which develops collaboration, communication, creativity, critical thinking, citizenship, and character of all learners. Technology access and use is a top priority for the District to ensure every student has a device and internet access that allows them to access the entire remote learning curriculum equitably.
3. **Make connections between school staff, students, and families.** We seek to communicate in streamlined, consistent, and meaningful ways so that the District can address students' specific needs.

## STARTING SCHOOL

### School Calendar

A copy of the planned 2020-2021 Farmington River Regional School District Calendar can be found [here](#). The return-to-school date for students is currently scheduled for Thursday, September 10. The State modified the 2020-2021 school day requirement from 180 to 170 days to allow Massachusetts educators to participate in additional return-to-school planning and safety preparations.

The School Committee approves any modifications to the school calendar, and the Superintendent of Schools will notify you of any changes. In the absence of any notification on changes to school start dates, please plan to follow the dates outlined in the school calendar.

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## State Guidance

On Thursday, June 25, 2020, Governor Baker shared [State guidelines](#) for Massachusetts' school reopening in the fall. With input from many sources, including the American Academy of Pediatrics, Commissioner of Education Jeffery Riley shared the State's goal for the "safe return of as many students as possible to in-person school settings to maximize learning and address our students' holistic needs." Since then, the State has offered guidance for remote learning, courses that require additional safety considerations, transportation, transitioning young children back to school, food assistance, and facilities, all of which are reflected in this plan.

State guidance on core health and safety practices:

- Stay at home, if not well.
- Masks are among the most important measures to contain the spread of COVID-19.
- Physical distance greatly reduces the risk of transmission.
- Hand hygiene is critical.
- Create cohorts and assign seats.
- Maximize ventilation.
- Update school cleaning and disinfecting protocols.
- Develop clear movement protocols within facilities.

The health, safety, and well-being of our students and staff is our top priority. We recognize that an in-person learning model may not be feasible for students and families if future restrictions are indicated because of the COVID-19 pandemic. Based on our initial feasibility study, we confirmed our capacity to meet or exceed the States' physical distancing recommendations and set up classrooms with at least a minimum of 3 feet distancing and, in most cases, 6 feet or more of separation for all students and staff. This is good news. We are currently using two surveys to determine staff and students' plans for returning to school. It is important to emphasize that regardless of the survey results, an essential component of our Fall 2020 Return-to-School plan, provides students and families with options for remote learning. Additional information regarding our initial return-to-school options can be found below.

We reserve the right to change this draft "Fall 2020 Return-to-School Plan" at any time. It is our understanding that the Massachusetts Department of Elementary and Secondary Education (MA DESE) expects to issue additional return-to-school guidance in July. In late June, we began our planning process and engaged the FRRSD's stakeholders to obtain input and develop the draft "Fall 2020 Return-to-School Plan" after the State released the initial fall school reopening guidance. We revised our plan when the State released its most recent fall reopening guidelines. If guidance changes again, we will need to reconcile this "Plan" when any new changes are made available.

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## LEARNING MODELS

The State requires each school district to plan for three possibilities on the continuum for reopening: 1) in-person learning with new safety requirements; 2) a hybrid of in-person and remote learning; and 3) remote learning. Each of the models will have detailed plans to serve special student populations outlined in the document.

**In-person Learning:** A majority of this document focuses on the steps we are taking to ensure a safe return for our students and staff. Information on health and safety procedures related to COVID-19, changes to our day-to-day school operations, including physical distancing, student groupings/classroom design, the wearing of face coverings, supports for social-emotional growth and well-being, special education, and essential information regarding curriculum /instruction and technology are outlined below.

**Hybrid Learning:** The implementation of a hybrid model, where students alternate between in-person and remote learning, provides additional programming options for our community members. While we have the capacity/space to allow all students to return during the initial reopening phase, there are a variety of possible situations where Hybrid Learning models can be used effectively.

**Remote Learning:** Given the shifting health landscape and student/family needs, remote learning options will continue throughout the COVID-19 crisis. We have reviewed the successes and challenges experienced this spring and have gathered valuable information through surveys from families, students, and staff to guide improvements and professional development. Remote learning options will be available for individual students who cannot yet return in-person, for students and families who choose this option, and also for all students in the event of future classroom or school closures due to COVID-19.

The three models focus on access, quality and consistency of learning experiences, and connectedness. During August, curriculum leaders and educators will begin to modify their lessons and activities to account for these significant variables. They will be engaged in professional learning to support their choices in instructional methods that are best-suited to remote learning methodologies. This process will continue throughout the year, with the expectation that regular educators work collaboratively with their special education counterparts to co-plan lessons that support learning for all students.

Our plan is to develop a flexible and sustainable curriculum under learning conditions that are unusual and challenging for all involved. **One significant difference from the learning that happened in the spring is that expectations will be very different for student learning. Assignments will not be optional, and the focus will be on the social-emotional well-being of the students (a major focus of our work in the spring) and their traditional academic growth.** To the extent possible, we will be returning to the norms we all recognize—teachers teaching students directly, students working on assignments, passing them in for grades, and engaging in a wide range of classes and activities. Additionally, the various screening tools and diagnostic assessments typically used will continue to be used to identify areas of need for all students. Additional guidance on statewide support and resources

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for remote learning is forthcoming, and these updates will be incorporated in our work and plans accordingly.

## **YOUR RETURN-TO-SCHOOL OPTIONS FOR FALL 2020**

Our goal is to deliver high-quality instruction seamlessly to all students across face-to-face and digital learning environments while maintaining everyone's health and safety. While most students have been engaged in digital learning, we recognize that students have been away from what they once knew as "school" for an extended amount of time. So, we are preparing to thoughtfully address the social-emotional and academic needs of our students as we move forward into the 2019-20 academic year.

We are providing two options for teaching and learning for the fall reopening 2020-2021 school year plan: (1) Phased-in Return-to-School Full Time Learning Model; or (B) Remote Learning Model. After weighing the pros and cons of many learning models, it was determined that these two return-to-school options best meet the Farmington River Regional School District community's needs. More details for each of the learning models are below.

Once you select either the Phased-in Return-to-School Full Time Learning Model or the Remote Learning Model, you should plan to remain in that model for at least three weeks. After three weeks, if state mandates have not changed, you can choose to return to school full-time or begin full-time remote learning. We will then make the option of switching models open for choice, every four weeks. Note that in either scenario, students on IEPs and 504s will receive their required services. These services will take place either remotely or in-person, depending on individual circumstances.

The hybrid model, which we are implementing as phase 1 of our Return-to-School plan, will be utilized to help prepare us for full-time in-class learning, as well as, a procedural safeguard if the state imposes a full-time remote learning model. The full-time hybrid model is designed for larger districts, where population density makes it virtually impossible to safely maintain distances of minimally 3 and ideally 6 feet of social distancing. This does not apply to the Farmington River Regional School District under current enrollment conditions and our large classrooms and common spaces; however, if the State mandates that we use a full-time hybrid model, we have planned for it.

### **Option 1 – Phased-in Hybrid to In-Person Full Time Learning**

We are starting with a three-week hybrid model transitioning to a full-time in-person model. Ultimately, it is your choice if you would like to have your student learn remotely, even if we are offering full-time in-class learning, and we will make accommodations to meet the needs of all students. If you choose to have your student not return in the fall, remote learning will continue for three weeks, and after that time, you can decide to return your student to full-time in-class learning. Note that in any of the learning options, students on IEPs and 504s will receive their required services. These services will take place either remotely or in-person, depending on individual circumstances.



**Option 1 - Phase 1: First Three Weeks of School – Hybrid Instruction (September 10 – October 1)**

*Sample Schedule: Hybrid - Elementary Full Days*

Monday	Tuesday	Wednesday	Thursday	Friday
Cohort A* – In Class Cohort B - Remote	Cohort B* – In Class Cohort A - Remote	Remote Full-Day	Cohort A – In Class Cohort B - Remote	Cohort B – In Class Cohort A - Remote

\*Cohort A- Half of each grade; Cohort B the other half of each grade, special populations may attend 4 days

- Each PreK-6 class will be divided into two cohorts in an A/B (every other day) model. This allows for in-person face-to-face instruction two days a week within a smaller class size. Building community and addressing students' individual needs with increased personal interactions will occur in these smaller classroom groups.
- Each cohort will include 50% of students in each class who will learn remotely through synchronous (live lessons and experiences) and asynchronous (recorded lessons and activities) 3 days per week and attend school in person 2 days per week. While Cohort A will attend school in-person on Mondays and Thursdays and Cohort B will attend school on in-person on Tuesdays and Fridays. Wednesdays will be used exclusively for remote learning all day for all students.
- This hybrid schedule, as opposed to week-to-week or a M T / TH F cohort schedule, allows for shorter periods between face-to-face instruction with the teacher and remote learning.
- Cohorts will be diverse, inclusive, and heterogeneous (mixed ability groups).
- Gaining knowledge of and experience with a phased-in three-week hybrid model will streamline transitions between remote, hybrid, and full-time classroom teaching and learning if COVID conditions change.
- A phased-in three-week hybrid model will provide time and opportunities to determine staff and student remote learning needs and provide student, staff, and family support.
- The phased-in hybrid transition into full-time classroom learning will improve our ability to address social-emotional needs, food access, technology needs, assess individual student learning gaps, address comfort levels of students, staff and families, and effectively practice school safety procedures and routines in smaller groups.

**Option 1 - Phase 2: Return to Full Time in Class Learning – (Beginning October 6)**

The Farmington River Regional School District has the space and staff to serve all of our students in person with social distancing that exceeds the DESE state guideline minimum of 3ft., and in most cases, 6 feet or more, for all students and staff. The three-week, Phase 1 Hybrid plan will help orient students, family, and staff to the inherent changes and help students learn and practice new classroom and safety expectations. Providing engaging lessons tied to rigorous content-specific standards and providing frequent feedback and completion times for activities to students will

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continue to be a top priority. Students will stay together as one "cohort" with the same teacher(s) with limited transitions throughout the day. Individual and assigned seating will be provided for each student. Based on medical and scientific information, outdoor education and breaks are recommended weather permitting. Mask breaks (inside and outside) will occur throughout the day. Students will have individual bins for school supplies and personal belongings. There will be procedures for material use in class and traveling to and from schools. This careful rollout follows the same phased-in approach that the State uses to make safety a top priority. Safety measures will be put in place so that students may attend art, music, PE/Health, and instructional technology classes. Students will wash/sanitize their hands each time they leave or enter a room. Equipment and materials in all classrooms will be disinfected after use. The District is dedicated to providing a free and appropriate public education (FAPE) to our students, consistent with the need to protect students with disabilities and provide education, specialized instruction, and related services.

## **OPTION 2: Remote Learning Model**

The Remote Learning Model is designed specifically to respond to students' needs and the concerns of families and staff. Our most recent survey indicates that approximately 21.15% of families will choose full remote learning in the fall, and if schools open full or part-time, 34% of families are unsure whether they would return to school. We have reviewed the strengths and challenges of our springs remote learning experiences and listened to your comments in the spring remote learning survey, and are actively making improvements to instructional delivery in a remote setting to include more live learning opportunities. Technology access and use remains a top priority for the District to ensure every student has a device and internet access that allows them to access the entire remote learning curriculum equitably. Continued work and professional development have begun and will continue throughout the school year. Much of the additional ten day professional development will include remote learning instructional design. Students will engage in meaningful and productive work for the length of a regular school day, and student work will be graded using our standards-based report card.

Our focus will be on providing engaging lessons tied to rigorous content-specific standards and providing frequent feedback and completion times for activities. Accommodations for special populations will be made based on individual student needs. The District is dedicated to providing a free and appropriate public education (FAPE) to our students, consistent with the need to protect students with disabilities and those who provide training, specialized instruction, and related services.

Remote learning in both the hybrid and full-time remote models will include both asynchronous ("live") lessons and synchronous (recorded) lessons. Daily scheduled synchronous lessons may consist of morning meetings, small group tutorials provided by teachers and paraprofessionals, IEP services, teacher office hours, individual calls from educators and staff, small interest-based groups, or counselor facilitated peer support groups. Asynchronous learning will include short tutorial or informational videos, textbook assignments, project-based lessons, and more. The benefits to this approach are that it frees up educators to provide live support to smaller groups of students who

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may need it. It also provides flexibility for family time commitments and it allows students to watch the lesson multiple times if necessary.

As appropriate, students may also be supported by various educators (e.g., special educators, specialists, IEP service providers, and the adjustment counselor). Instructional paraprofessionals will also provide support in a remote environment focusing on the areas of re-teaching and providing accommodations.

The transition to online learning may be challenging for some families, and the school community will work collaboratively to support students and families during this time. We will work to create structures and routines that allow students to be successful. We will provide information and resources to assist you in monitoring and supporting your children's learning and social-emotional needs. Some practices intended to help students find success in an online learning environment include: establishing routines and expectations, providing at-home sample schedules, defining the physical space for the student's schoolwork, include daily check-ins with teachers and parents, monitoring how much time the student is spending online, following "Netiquette," and encouraging physical activity.

### **Full-Time Hybrid Model – Planning Reflects Phase 1 of Reopening Plan**

A full-time hybrid model has been planned due to state requirements and in the event that it is mandated by the state or it is deemed necessary by district administration in order to provide safe instruction for all students and staff, a full-time hybrid model will be implemented and is articulated below.

A hybrid model can support a safe and productive phased entry to school, emphasizing the health and well-being of all members, social connections, and rigorous face-to-face instruction. Crucial considerations of our hybrid models also include meeting the needs of special populations and providing staff with needed professional development and planning time. The District is dedicated to providing a free and appropriate public education (FAPE) to our students, consistent with the need to protect the health and safety of students with disabilities and those individuals providing education, specialized instruction, and related services. Even though we have the physical capacity (space) to accommodate all of our students, this approach can provide opportunities to meet our community members' varying needs during a prescribed transitional phase. Allowing for flexibility in our educational programming, providing additional programming options for our special populations, and addressing professional development to enhance educational experiences in-person and remote learning is supported in this model. Families have expressed a desire to have siblings be on the same schedule for in-person and remote learning with a hybrid learning model. We will make every effort to keep siblings on the same schedule.

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## INSTRUCTION

The planning group identified considerations impacting student instruction for three different models for education in the 2020-21 school year. The three models include traditional, hybrid (face-to-face and remote), and full remote options.

- A research-based, best practices instructional model should provide the core foundation for instruction across all three models. A flexible, supportive, and collaborative student-centered environment should provide the core of the learning environment. This core should be supported by a continuum of high-priority rigorous, relevant, and transferable life-ready targets; active, engaging and expanding modern learning tools; and customizable personalized instructional tools.
- The considerations below apply to all content areas.
- When the school closed, many educators quickly experimented with and adapted to new tools, techniques, and roles. In many cases, professional development occurred organically, as teachers collaborated and supported each other's growth. We will continue to progress in this area.

### **Classroom management** (relationships, norms, and routines)

- developing and maintaining positive teacher/student relationships in face-to-face, hybrid, and remote learning environments.
- Intentionally designing the first days to assure a positive start to the school year.
- Teachers establish a clear presence in a consistent and streamlined online classroom using Google Classroom and SeeSaw.
- Provide clear expectations for standard operating procedures for common tasks (i.e., work completion expectations) will be developed, clearly communicated and posted in online learning platforms, and referenced consistently across courses.
- Provide a consistent approach for students' submission of assignments in online learning platforms.
- Minimize handling papers in the classroom (send electronic notes, screenshots, photos, screen sharing, etc.)
- Provide clear methods and times for struggling students to access help and additional supports within a remote environment.
- Design outdoor space to teach and learn, including and investigate hotspots for outdoor internet access.
- Plan and establish new routines for students (see health and wellness section)

### **Environment** (flexible, supportive, collaborative)

- Establish a flexible, collaborative, and supportive student-centered environment.
- provide a blended environment of both online and offline lessons to reduce screen time.
- Provide instruction on safe online behavior and practices.
- Provide project-based, hands-on lessons.

- Provide live and remote learning lessons

### **Learning Goals** (rigorous, relevant, authentic and transferable)

- Provide instruction of high-priority and rigorous educational standards.
- Determine evidence to demonstrate learning
- Determine which standards will be addressed in each grade level and content area throughout the school year.

### **Social and Emotional Learning**

- Prioritize social-emotional learning into the curriculum during the initial “return-to-school” transition (for staff and students) and throughout the year, also focusing on elements for individuals who have virtual access and those who do not.
- Communicate with families and learn about students’ interests, etc., to promote connection in a virtual environment.
- Use Responsive Classroom, AL’s Pals, Zones of Regulation, and Sanford Harmony as social-emotional curriculum. Resources and lessons will be used to support students transition back to school and throughout the year.

### **Personalized Instruction**

- Communicate expectations for learning, directions, and procedures and explanations of content, meeting individual learning needs.
- Provide clear methods of individualized communication between teachers and students/parents.
- Focus on engaging students by providing instruction relevant to task mastery and applied to tasks within each subject area.
- Differentiate instruction to meet the needs of all learners.
- Identify the best strategies to meet the individual needs of students with IEPs.

### **Learning Tools** (empowering, engaging, expanding)

- Provide a streamlined inventory of the available technological tools and ensure they are accessible for remote learners.
- Ensure that students in all learning models understand and can access the digital tools necessary to complete and submit all assignments.
- Provide learning opportunities to parents on the use of digital tools used for teaching and learning remotely.
- Students will use Google Classroom as their Learning Management System (LMS) (1-6) and SeeSaw (PreK-K) to serve as a platform for learning and communication with teachers.
- Teachers will be using tools such as Zoom, Screencastify, Clever and all other Farmington River content-specific resources.

- A delivery system will be developed to get students the physical items they need to work at home. These include small whiteboards, science experiments, clay for art projects, and manipulatives for math work.
- Students and teachers will be accessing all applications through a single sign-on dashboard, eliminating the need for remembering multiple usernames and passwords.

### **Equity**

- Ensure equity in all instruction, engagement, and activities.
- Provide all of the necessary resources and tools to improve equity in educational outcomes for all students.
- Determine ways for students without WiFi to get access to the curriculum.

### **Assessment**

- Identify student readiness and gaps in learning due to school closure in the spring.
- Provide assessments in subject/grades that can be used in face-to-face, hybrid, and remote learning environments that can be used with fidelity.
- Ensure that grading criteria are shared and understood, feedback to students is constant, monitoring of student learning is continuous, and students can monitor and assess their progress.
- Use assessment data to adjust online instruction (asynchronous or synchronous) based on results.

### **Attendance**

- All students are expected to attend school five days per week, whether face-to-face or digital, in alignment with state and school district regulations and requirements.
- During face-to-face and digital learning, daily attendance will be taken and recorded.
- Staff will actively identify students who are not regularly attending class and assist with addressing the barriers preventing each student's attendance.

### **Grading**

- Provide consistent grading across all learning environments (face-to-face, hybrid, and remote learning).
- Identify the impact that remote learning environments impact students' ability to master content.
- All work will be graded using our standards-based report card model and will become part of the student's permanent record.
- Students in all models must complete all of the daily assignments for each of their classes, including art, music, PE/health, and instructional technology.
- Students and staff will follow the district official grading and promotion policy.

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## Grading and Feedback Continued...

A new and significant challenge noted by families was related to unclear expectations for student work requirements. It is important to remember that the focus of much of the work in the spring was to facilitate student engagement, support them emotionally, and provide maximum flexibility for families and staff during stressful and uncertain times. We also know that meaningful educator feedback is critical to learning. Data collected throughout the spring indicates our families and students are looking for more frequent and detailed feedback from educators. In terms of more formal reporting of grades, as curriculum and instruction are modified for the upcoming school year, Farmington River RSD will be considering the skills and content to be assessed. Those standards will be identified by educators' teams and will drive what we report out on and inform any adjustments we need to make to report cards.

## TECHNOLOGY

Technology is a critical component for in-class, hybrid, and remote learning. Remote learning is fundamentally different from in-person learning. Changes based on the spring 2020 experiences with remote learning are being implemented to strengthen the model. The District will continue to use Google Classroom as the learning management system for grades 1-6, PreK-K will use SeeSaw, to facilitate a robust remote learning experience for students. Over the summer, the District will be implementing Clever, which is a single sign-on (SSO) platform that will be used by students and staff to easily access all of the digital curriculum/resource sites for the classroom in one location. This eliminates the user from having to remember multiple usernames.

One day following the school closure, the District conducted a technology needs survey and within a week, distributed Chromebooks/laptops to every family who indicated a need, about 25% of our families. Farmington River Regional School District is well-positioned to provide devices to any family in need, going into the 2020-21 school year. The Family Remote Learning Survey results indicated that of the 37 families responding, 3.13% have no WIFI access, and 37.50% have limited WIFI access. Additionally, 84% of the parents surveyed, indicated that the technology they had available to them was adequate, while 15.15% believed it was inadequate, citing limited internet speed as the primary reason. Internet bandwidth, particularly in our most rural areas, continues to be a significant problem. Farmington River is committed to working with families to provide solutions, which may be in the form of mobile hotspot devices or broadband, to make remote learning accessible to all families in need.

One major focus for technology in the Farmington River Regional School District is enhancing the quality of remote learning and methods to communicate clear expectations for students and parents, as well as support for families on learning new technologies and how best to assist their children learning remotely. Farmington River educators will continue to have access to Google's collaboration and communication tools, which greatly support teaching and active engaging learning in a remote environment. These tools allow students to demonstrate learning and acquire new skills, easily complete

assignments, communicate with the teacher, maintain a sense of community, and collaborate with peers in a safe environment. Additionally, based on student and teacher feedback, the District and Technology Department is looking to provide increased student access to additional tools that will support further collaboration for students related to group projects, help support peer relationships, and provide a sense of community.

Our District is committed to maintaining a core group of digital tools to make remote learning more accessible to students and easier for families to access and support. Staff professional development will include training in this core group of digital tools: Google Suite for Education, Clever, SeeSaw, Screentastify, Zoom, teacher website creation, online safety, district acceptable use policy, curriculum development using new technologies, differentiation tools in applications, assistive technology, equipment care, and cleaning, and opportunities for teachers to collaborate around best practices for remote learning will be prioritized. Our learning from this spring has resulted in our looking to also provide learning opportunities for families to better understand the digital learning tools that their children use and how they can support students in a variety of ways in a remote learning environment. Technology learning opportunities for parents will be made available in the form of in-person training, video lessons, instruction documents, and a Farmington River Regional School District technology resources and help page.

<b>Ensuring Reliable Internet Access to All Educators and Families</b>
<ul style="list-style-type: none"> <li>• WIFI in school was upgraded to a 1GB fiber line to handle heavy bandwidth demands.</li> <li>• Communicate with families to determine the best method for access (personal hotspots and broadband options).</li> <li>• Provide a list of available area hotspot locations.</li> <li>• Provide personal hotspots or broadband assistance to families in need.</li> </ul>
<b>Providing alternatives to reliable internet access to all educators and families (after above options)</b>
<ul style="list-style-type: none"> <li>• Provide USB flash drives that have lessons on them for students.</li> <li>• Provide paper-and-pencil tasks, packets, projects, and traditional textbook-based homework activities if the internet is not available.</li> <li>• Create a dropbox at the school to submit work instead of completing online tasks.</li> <li>• School vans can be deployed with personnel who would bring work to students' homes and pick up finished work. Meals can be delivered in the same way.</li> </ul>
<b>Technology for home use</b>
<ul style="list-style-type: none"> <li>• All families in need will be provided with a Chromebook/laptop or tablet for the home.</li> <li>• Assistance with a mobile hotspot or internet access devices will be provided to all families in need.</li> <li>• Students with disabilities will be afforded equitable access to opportunities and resources within each model of learning.</li> </ul>



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## Student Data Privacy

As a district, we will continue to follow student data privacy laws, which help keep our students safe during their online experiences. Educators will continue to collaborate with the technology director to investigate tools that most appropriately support the curriculum and are safe for students. We understand that students need tools that promote engagement and learning while ensuring a level of safety while working online. Our District continues to maintain and refine processes for using software and apps and how teachers and staff can request the use of those software/apps, as we work to protect student data. Digital literacy content will be part of the first three weeks of school activities. We are also planning professional learning opportunities for parents and families around technology.

## SOCIAL-EMOTIONAL LEARNING

Since school doors were last open, our students and staff have experienced isolation; separation from friends, teachers, and colleagues; illness or loss of loved ones; and disruption of the familiar routines that made them feel cared for and safe. It's important to also recognize diversity and the current unrest in our nation. For all of these reasons and more, this is not a normal school year.

Farmington River Regional School District staff will work collaboratively with each other and with families and students to provide the solid social-emotional foundation and conditions for thriving during the coming school year, including attending to students' basic psychological needs while diving into more traditional academic content. Social and emotional learning teaches students skills such as self-awareness, emotional regulation, flexible thinking, relationship building, and responsible decision-making. Developing these skills is an important part of meeting the needs of the whole child and supporting their ability to adapt during uncertain times. Maintaining connectedness during these times of disruption helps students feel safe and supported. As we prepare for the return to school, we will be exploring innovative ways to maintain school connectedness, build relationships, and cultivate a positive climate within the new safety guidelines.

Time will be allotted at the beginning of the school year to extend the practice of building community, creating strong and trusting relationships, and developing safe daily routines for all stakeholders. Self-care practices for staff and students and students will be explored and practiced. A primary focus of the school adjustment counselor will include family outreach and support. Social-emotional learning blocks will be included twice a day in every classroom (a morning meeting for 20-30 minutes and a 15-minute block in the afternoon). Classroom teachers will be using materials from three possible curriculums depending on student ages and needs: Responsive Classroom, AI's Pals, and Sanford Harmony. A clear daily emotional check-in plan will be developed for all students.

### **Social-Emotional Plan and Learning Goals**

- Mindfulness and community building exercises will occur at the beginning of classes to help students' transition.
- Teachers will allow space in class to talk about student experiences over the spring/summer and help them feel safe and comfortable about returning to school.
- Practice and reflection/discussion time for school rules and safety procedures will be incorporated for all students.
- Intentional community-building opportunities/activities will be designed to support adjustments to the newness of school as well as practice building social connections, negotiation, and problem-solving skills/strategies within each classroom and learning group.
- Provide clear communication of expectations, policies, and procedures to students and families/parents/guardians/caregivers before reopening school to address fears and concerns and provide resources and support
- The District will plan to identify and evaluate the mental and social/emotional health needs of staff and students and ensure that we provide relevant and targeted resources to those who need them.
- Will integrate and prioritize social-emotional learning into the curriculum in virtual and classroom environments, including promoting: social and emotional development, supportive engagement and relationships, and stress management.
- Will identify strategies for communicating with families and learning about students' interests to build stronger connections in a virtual environment.
- Determine safe guidelines to promote play.
- Provide frequent physical activity opportunities, time to relax, and ways to promote social relationships and healthy interactions.
- Will provide a blended environment of both online and offline lessons to reduce screen time.

### **Social-Emotional Curriculum Resources and Support**

- Responsive Classroom: Curriculum designed to create safe, joyful, and engaging classrooms and school communities for both students and teachers.
- Sanford Harmony: Curriculum includes diversity and inclusion, empathy and critical thinking, communication, problem-solving, and peer relationships.
- AI's Pals: A social-emotional and life skills program for young students that includes self-control, problem-solving abilities, and healthy decision making. It also promotes the appreciation of differences and positive social relationships.
- Zones of Regulation: A complete social-emotional learning curriculum, created to teach self-regulation and emotional control. The Zones approach uses four colors to help students identify how they feel in the moment of their emotions. It helps understand the body's signals, detects triggers, and helps read social context clues to consider how their behavior impacts those around them. It improves emotional control, sensory regulation, and self-awareness.

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- Provide a resource guide online for students, staff, and families, which will include self-care strategies, social-emotional skill builders, and community resources to provide SEL support.
  - Will develop and use social stories and common vocabulary around the virus to ensure clarity in communication.

## **SPECIAL EDUCATION**

Our responsibility is to ensure students with disabilities and other special populations are fully integrated into every aspect of preparation and participation; to ensure the needs of all students are addressed.

### **Responsibilities for FAPE**

Farmington River Regional School District has developed a reopening plan that addresses the implementation of IEPs to assure FAPE in the least restrictive environment while focusing on health and safety precautions. The District has placed a priority to ensure that service hours on the IEP address individual goals in all models of learning. Any modification to the service hours or goals will be made by the PPT process, which will be based upon data and/or re-evaluations as necessary. Once school begins, related service providers will be scheduling students for in-person services or synchronous (live) remote services, home bound services when deemed necessary by team, depending on the student's individual needs. These services will be delivered individually or in small groups. Schedules will accommodate the time needed to sanitize these rooms after each student or small group session. Parents of children participating in the three-week phased in hybrid model and the remote model can expect that their children will receive a combination of in-person and remote synchronous services, as required. IEP meetings will be held mainly remotely to limit the number of people in a building, and the District will continue to work with families to meet timelines or agree to extensions for Initial Evaluations, Reevaluations, and IEP Team Meetings. The District will make every effort to maintain as much in-person instruction as is safely possible should a full closure once again be necessary.

### **Least Restrictive Environments: Recognizing that students with disabilities are general education students first. Commitment to accommodations, Universal Design Learning (UDL) and Access**

Recognizing that students with disabilities are general education students first, the plan assures access to general education curriculum and classrooms to the greatest extent appropriate. Continuing our focused work on effective co-teaching strategies and UDL, special education staff will provide inclusive services including co-teaching, in-class support, small group and individual work to the greatest extent possible. Accommodations via UDL supported by the special education department are available to all students. This work has begun in earnest during COVID-19 closures by including accommodations of curriculum and instructional materials and strategies. Students with disabilities, along with their peers in general education, will be assessed to evaluate skill gaps. In addition, special education progress reports

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and data on performance levels towards goals before closure will be reviewed for progress and regression post-closure.

Consistent with Massachusetts Department of Elementary and Secondary Education (MA DESE) focus, FRRSD will prioritize in-person instruction for students at high-risk and students. MA DESE recommends considering the following when prioritizing students for in-person instruction:

- Students with multiple disabilities;
- Students who will need time to learn new procedures and protocols to increase their successful reentry to school in the fall;
- Students who are English Language Learners;
- Students whose level of engagement with remote learning during closure was low.

Parents of students with disabilities have always had a decision-making voice and required participation as critical members of the IEP Team. In recovery efforts and moving to in-person, hybrid, or remote learning models, we will continue to communicate and collaborate with parents to make decisions and agree on student learning plans.

## **Enhanced Safety Protocols for Music/Band, PE, and Art**

We agree with the State that the arts and physical education are an integral part of the learning experience for every student at every grade level. We will continue providing these classes to students this fall. Adaptations to these courses, however, are necessary to support the safety of students and staff. Even though these activities require additional logistics, we are confident that they can and should continue this fall, as outlined in state guidance. [In this linked document](#), DESE focuses on guidance for courses that require enhanced health and safety measures due to increased respiration or sharing of equipment. They include guidance specific to each type of class. These guidelines are designed to reduce the risk of virus transmission.

Farmington River Regional School District will use the same health and safety guidelines outlined for all classrooms and common areas. Students will be required to wash or sanitize hands before entering and leaving the music room, gymnasium, and art room. Masks and social distancing of 6 ft. are also required. We will minimize the sharing of equipment, and any equipment that is shared will be sanitized before and after each use by an EPA approved disinfectant. Teachers will demonstrate how to properly clean equipment, reinforce the importance of this practice, and make sure it's done correctly. Proper signage will be posted in all areas with shared equipment to properly sanitize it before and after each use. All rooms will be cleaned and disinfected daily by custodial staff.

### **Chorus, Singing, Musical Theater, Using Brass or Woodwind Instruments**

- None of these activities will be permitted indoors at this time.
- Brass and woodwind instruments and chorus will not be permitted at this time indoors or outdoors.
- Class singing and musical theater may occur outdoors with masks and 10 ft. of social distancing.
- If singing outdoors, care will be taken to ensure students keep their volume low and all face in the same direction.

### **Band and Use of other Musical Instruments**

- May occur indoors and outdoors with masks required and 6 ft. of social distancing between individuals.
- Students will be encouraged to clean personal instruments daily.
- Air-blowing instruments will not be permitted at this time.
- Sharing will be minimized, and instruments and equipment that do not require air blowing between music classes will be sanitized before and after each use (tuners, music stands, guitar cables).

### **Non-Musical Theater**

- May occur indoors and outdoors with masks required and 6 ft. of social distancing between individuals.
- Any dance movement will occur in a defined space with social distancing of 6ft. between individuals maintained.

### **Physical Education**

- May occur indoors and outdoors with masks required and 6 ft. of social distancing between individuals.
- At this time, Physical Education without a mask is not permitted.
- There will be no close physical contact.
- Will prioritize activities that do not require shared equipment. If shared, it will be sanitized before and after each use.
- Will prioritize outdoor activities whenever possible.
- A 5-minute mask break may occur outdoors before physical education classes that are held outdoors. If this occurs, students will maintain 6 ft. of physical distancing and sanitize their hands before and after masks are removed and put on.

### **Visual Arts**

- Individual art kits will be created for all students.
- Will focus on activities that do not require shared equipment use.
- Some art classes may occur outdoors (drawing, sculpting with clay, etc.), with masks and social distancing of 6 ft. if weather permits.

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- A 5-minute mask break may occur outdoors before art classes that are held outdoors. If this occurs, students will maintain 6 ft. of physical distancing and sanitize their hands before and after masks are removed and put on.

## SCHOOL OPERATIONS

The District has thought through school operations comprehensively across four areas – going to school, entering school, being in school, and leaving school – and has developed guidance and protocols based on federal, state, and local guidelines. The District will communicate with educators, staff, students, families and other community members changes related to operations and facility, including a summary of major facility changes, guidance for health and safety protocols, food services and distribution, visitor protocols, arrival and dismissal protocols, and medical waiting room procedures.

### Going to School - Transportation

Students, staff, and family members are required to adhere to the District's health and safety measures to do their part in protecting our community. Students who are provided transportation through the District's Department of Transportation Services will follow the specific rules below:

- Families conduct a daily screening of their children at home before their children leave for school.
- All children are required to wear an approved face mask while riding a school bus or van. Medical exemptions can be made.
- Students will be seated *at no more than* one student per bench, alternating sides for each row, which allows them to maintain a minimum of 3 feet of physical distance. Children from the same household may sit together and in closer proximity (e.g., two students per bench).
- Windows will be open at all times during operation, unless not possible due to extreme weather conditions.
- Hand sanitizer will be applied to children's hands upon boarding every vehicle. If a student boards a bus with gloves/mittens, they must leave them on for the entire ride.
- There will be assigned seats, and social distancing will be implemented.
- Revised procedures for loading and unloading will be implemented.
- All vans and buses will be disinfected and sanitized with electrostatic backpack sprayers before and after each run.
- Families will be surveyed to learn who will be riding the bus to and from schools before reentry.
- Dismissal from buses, vans, and personal transportation will be staggered to promote social distancing of 6 feet and safe management of the school and personal vehicles.
- By September 4, 2020, families of students receiving transportation services will receive a Parent Notification Letter that includes route information and additional supplemental procedures.

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## Entering School

On arrival at school, families and students will follow the guidelines below.

- Dismissal from buses and vans will be staggered to promote social distancing of at least 6 ft. and safe management of the school and personal vehicles.
- We will prepare for an increased number of cars dropping off students.
- Any K-3 student who has early arrival permission (8:10-8:30) will report to the cafeteria. Early arrivals from grades 4-6 will enter the gym. 6 ft. of social distancing will be maintained and all students will continue to wear masks. Students will have assigned seating.
- Staff members will be located in the gym and the cafeteria will supervise safety protocols and signs will be posted as reminders.
- Parents/guardians are required to wear a mask at drop off and pick up.
- Signs will be posted to maintain social distancing and to use hand sanitizer as they enter the building.
- Staff will be assigned to ensure students enter and exit the school adhering to safety guidelines and release students from buses in a staggered fashion.
- As students enter school, there will be processes and procedures to ensure hands are cleaned before obtaining a Grab-N-Go breakfast and reporting directly to their classrooms keeping social distancing of 6ft.
- Movement directions for halls and stairways will be clearly posted and practiced and reviewed.

## Being Inside the School

Students and staff will follow visual cues, including signage, floor and wall decals, and colored tape indicating social distancing parameters and directing traffic flow through building entrances, exits, and other common areas. In addition, various health and safety protocols for classrooms, cafeteria, and common areas will guide students and staff.

### Movement In and Use of Common Areas

- Signage, floor and wall decals and colored tape will be installed in school buildings to remind students and staff of the requirement to maintain six feet of social distancing, with cues for traffic flow direction through building entrances, exits, and other common areas.
- Students and staff who require the use of an elevator will adhere to capacity rules, with a maximum of two people. Stairs should be used wherever possible.
- Staff will ensure that staggered times will be in place for hallway use during whole-class transitions.
- Restroom use will be monitored to minimize the number of students or staff in restrooms and hallways at any given time.
- Teachers and Paras will pre-teach and practice transitions with students during the first week of school.

- Teachers and Paras will walk with students during transitions, reminding students to follow the safe transition guidelines.
- Social distancing of 6 ft. and wearing masks is required in the staff room.

### Classroom Design and Safety Measures

- Each classroom will be provided with hand sanitizer.
- Students wash their hands or use hand sanitizer when entering and leaving rooms.
- Schools will use the following measures to maximize distance between students and staff during face-to-face instruction: assigning seats, spacing desks 6 ft. apart, using visual aids on floors and walls to illustrate movement and spacing within classrooms, arranging all desks to face in the same direction, and using large tables with children assigned seats at the ends(see **Appendix** for classroom layouts).
- Younger students will have washable mats, spaced 6 ft. apart, to sit on to take a break from sitting at a desk or table.
- Each classroom will be provided with a plexiglass divider for individual and small group instruction.
- Strategies to limit student sharing materials will include: keeping student's belongings separate with bins and folders, labeling belongings and cubbies, and cleaning and disinfecting shared items after each use.
- All classrooms and common areas will be sanitized with electrostatic backpack sprayers, at least once daily.
- Staff and students should minimize clutter in the classroom and on desktops to allow facilities the ability to achieve maximum cleaning and disinfecting.
- If outside temperature permits, windows should be opened to increase air circulation and maximize airflow.

### Mask Breaks

- Mask breaks will have a duration of at least 10 minutes, two times daily. Ideally, they will be outside, or in a larger room such as the gym or cafeteria that enables larger distancing and a less confined area for airborne COVID-19 particulates.
- A staggered schedule will be created to avoid multiple classes taking breaks at the same time outside.

### Outside Breaks

- These will occur on the back playground for K-6. Preschool will use their playground. Proper social distancing must occur (6 feet min.). Students will sanitize their hands before and after the break. Students will have a safe place to keep their name labeled mask.
- There will be a two classroom limit during these breaks. When possible, older classes will be paired with younger classes. K and 6th, 1st and 5th, 2nd, and 4th, third can be on their own.
- DESE has mandated that no overt physical activity occur to minimize the breath rate and distribution of aerial COVID-19 droplets.



### **In-Class Mask Breaks**

- DESE suggests mask breaks with minimal students by open windows. This will mean rotating students over to windows, one student per window, for a five-ten minute break without a mask.

### **Restrooms**

- Only one student will be permitted in the restroom at any one time to ensure at least six feet of distance between individuals.
- Signs reminding students of mandatory hygiene rules will be posted.
- Students will knock on the bathroom door and wait in a designated area 6ft. from the door, until the restroom is available.

### **Recess**

- Delineate distance parameters and flow paths in outdoor spaces that could be used by students.
- Create a recess schedule that provides for social distancing on the playground or in the gymnasium
- Implement games and activities which promote physical exercise and do not use shared equipment while social distancing.

**Food Service and Cafeteria:** Continuing to provide all students with access to healthy meals remains a high priority for the District. We are adjusting how and where meals will be served throughout the school year across all learning models.

- There will be one-way arrows instructing students and staff on how to enter the Cafeteria.
- Students will enter and use the hand sanitizer before heading into the kitchen, walking along the side wall.
- There will be X marks on the floor 6 feet apart, demonstrating where each student should stand and wait their turn to come into the kitchen to receive their Grab-N-Go breakfast or lunch.
- Once the student has received their breakfast or lunch, they will exit the kitchen to the Point of Sales Register and check out with a staff member.
- Each student will be directed to their assigned seat (or to the classroom with their breakfast).
- Social distancing of 6 ft. will be maintained, and there will be no sharing of food.
- Students will be facing away from each other during lunch periods and can then remove their masks.
- Students will raise their hands when they want to clear their tray and a staff member will direct them – one at a time to the clearing station. Students will clear their trays and return to their designated seats.
- The student will be released in a staggered fashion from the Cafeteria to exit back to their

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classrooms.

- Every table will be cleaned after each lunch using an approved EPA disinfectant. Materials used to wipe down tables will be disposed of.
- Every student will use hand sanitizer after exiting the Cafeteria.
- Pre-K will eat in the classroom only. A staff member from the kitchen will safely deliver meals to the classroom at lunchtime.
- We will be utilizing individual packets of ketchup, mustard, syrup, and packaged silverware to reduce handling.
- All staff working in the Kitchen will be equipped with the proper PPE equipment and follow all sanitizing and disinfecting guidelines.

**Food service for families in need will continue to be offered on all the days the student is learning remotely, either in the hybrid or full remote learning model available for curbside pickup or delivery.**

**Water:** Students will be asked to bring their own water bottles clearly labeled with their name. Students can fill up their water bottles from a touchless water fountain.

## Leaving School

Similar to arrival, families and students will follow the guidelines below.

- Dismissal to buses and vans will be staggered to promote social distancing of 6 feet and safe management of school and personal vehicles.
- We will prepare for an increased number of cars dropping off students.
- Signs will be posted to maintain social distancing and to use hand sanitizer as they leave the building.
- Staff will be assigned to ensure students enter and exit the school adhering to safety guidelines and release students from buses in a staggered fashion.

## HEALTHY AND SAFE ENVIRONMENTS

As we plan for the upcoming school year, we have been intentionally focused on preserving healthy school and work environments, limiting the spread of COVID-19, and implementing systems to keep our communities healthy and safe. The protocols below reflect weeks of intensive conversations that our Fall Reopening Planning Team and its various subcommittees have been engaged in after thoroughly reviewing guidelines from the Centers for Disease Control and Prevention (CDC) and the Massachusetts Department of Elementary Secondary Education. There is still much we do not know about this virus. This section's guidance is based on current conditions and the best information we have as of late July. It will be updated as we receive new information.

### Healthy Hygiene Practices

Experts agree that routine healthy hygiene practices are a foundational measure to protect against COVID-19. Everyone in our school buildings will be required to:

- Wear a face mask that covers the mouth and nose at all times.
- Exercise hand hygiene (hand washing or sanitizing) before boarding the bus, upon arrival to school, upon entering and exiting every room, before and after eating, before putting on and taking off masks, after using the restroom.
- Handwashing or Sanitize: Use soap and water to wash all surfaces of hands for at least 20 seconds or use alcohol-based hand sanitizer with 70% alcohol, which will be placed inside each classroom, cafeteria, and outside the main offices as you enter the building.
- Avoid touching eyes, nose, and mouth.
- Cover coughs and sneezes with a tissue or elbow.
- Additionally, students and staff must stay home if they feel sick or have any symptoms associated with COVID-19. Those who become sick at school or work will be sent home immediately. More details are below in Response to a Symptomatic Student or Employee.

### Mask Wearing

Since respiratory droplets are the primary way that COVID-19 is transmitted, masks are among the most critical components of risk reduction. **Employees, students, visitors, and contractors are required to wear a face mask or other approved face covering that completely covers their mouth and nose while on District grounds, with limited exceptions.** Other requirements and provisions are as follows:

**All Staff and Students in grades PreK – 6 will be required to wear masks.** The student/family should provide masks/face coverings, but extra disposable face masks will be made available by the school for students who need them. Reusable masks/face coverings provided by families should be washed by families daily. Masks will be provided to families experiencing financial hardship and unable to afford masks/face coverings.

- Acceptable masks include disposable surgical masks, cloth masks purchased or made from household items, and gaiters. Clothing and household items (like scarfs, t-shirts, sweatshirts, or towels) are not acceptable in the original form for use as masks on District grounds.
- Exceptions to mask requirements will be made if wearing a mask is impossible due to medical conditions, disability impact, or other health or safety factors. Face shields will be a viable alternative to masks for those with medical, behavioral, or other conditions precluding them from wearing masks. Completion of the Mask Exemption Form by a licensed medical provider will be required, stating that the individual is exempt from wearing any form of face covering.
- Wearing face masks is required for everyone on school buses.

- Students will be instructed when they may take “mask breaks” and remove their masks, such as during mealtimes, and when outdoors and more than six feet apart from other people. Mask breaks will be 10 minutes maximum.
- Student and employee mask protocols will be provided and communicated to families.

### **Social Distancing**

The cohort model is the best approach and will be implemented when feasible. A cohort is defined as the same group of students who stay in the same classroom throughout the day with the same teacher and do not mix with other students to the extent feasible. Increasing the physical distance between individuals can also reduce the risk of transmission, so the following requirements will be in place:

- All individuals must maintain at least 6 ft. of social distance to the extent possible, following visual cues from signage, floor decals, and colored tape indicating social distancing parameters and traffic flow through building entrances, exits, and other common use areas. Mitigation efforts will be put in place when 6 ft. is not feasible.
- Clear physical barriers will be installed in reception areas, school front offices, and workspaces where face-to-face interaction with the public occurs.
- Layouts for desks, tables, chairs, and other items will be implemented to promote social distancing in classrooms and commons areas to maintain six feet of social distancing.
- No more than two people may occupy an elevator at a time, with each person standing in each corner of the elevator.
- In-person meetings are discouraged and should continue to take place in a virtual setting whenever possible.
- Employee break rooms and lunchrooms will be closed for gathering.
- Only one student permitted in a restroom at any one time and an individual will maintain social distancing of 6 ft. while waiting.
- Plexiglass barriers will be in classrooms for individual and small group instruction and any room without sufficient space to maintain 6 ft. of social distancing.
- Teachers’ desks should be at least six feet from the nearest student desk, and all student desks should face forward.

### **Medical Waiting Room**

To minimize the transmission of COVID-19, we will dedicate an isolated space as a medical waiting room for students displaying COVID-19 symptoms. The following protocols will be in place.

- The medical waiting room will be the conference room, a mandatory designated space separate from the nurse's office.
- A student showing symptoms during the school day will be moved to the medical waiting room.
- A staff member will monitor the student until they can be picked up by a family member.
- Masks are required, even for students in grades PreK-1.

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- Supervising staff will be wearing a gown, face shield, mask, and gloves; and maintain 6 ft. of physical distancing.
  - Handwashing/Sanitizing will be required when entering and exiting the medical waiting room.
  - Food and drink will not be permitted in the room, except when the wait time for parents is long, and the student missed the scheduled lunchtime, or it is a medical emergency.
  - If more than one student is in the medical waiting room, students will be kept as far apart as possible, but no less than 6 ft. apart even when masked.
  - Ventilation in the medical waiting room is adequate.
  - Close off all areas used by the sick person, and the room will be cleaned and disinfected immediately.

## VISITORS

Non-essential visitors and volunteers will be restricted. Here is a link to our visitor protocol.

Our students, employees, and visitors deserve a safe learning and work environment. To lower the likelihood of exposure to COVID-19, ensure the proper safety level within our schools and facilities, and best regulate and monitor the flow of guests, the District is implementing the following interim visitor protocols during the COVID-19 pandemic.

### INTERIM RESTRICTIONS FOR VISITORS

Access to all District facilities will be limited to current students, current staff, approved vendors and contractors and invited guests with administrative approval. Until further notice, no other visitors will be inside the District building.

### SCHOOL VISITORS

Visitors who do not fit the criteria above will not be allowed in schools or other District buildings during the day. This prohibition applies broadly to parents, volunteers, mentors, outside speakers, etc. While the District always values and relies on the participation of parents and guardians in our schools, at this time and until further notice, parents and guardians will not be able to participate in classroom activities or programs such as room parents, and back-to-school events, in order to promote the health and safety of students, staff, and their families. All in-person parent meetings, including Back to School Night, Annual Title I meetings, School Council meetings, Organized Parent Group meetings (ex. PTA), and Parent-Teacher Conferences will be scheduled virtually or via teleconference until further notice.

## PROTOCOLS FOR RESPONDING TO COVID-19 SCENARIOS

We will be following DESE's [Protocols for responding to COVID-19](#) for responding to specific COVID-19 scenarios this fall. Protocols from the Centers for Disease Control (CDC) related to this topic may be

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released in the coming weeks, and this guidance may be updated accordingly. Please read the document to see the specific details of every scenario.

### **Most common symptoms of COVID-19 and testing requirements**

The single most important thing to do if any of the following symptoms is present is **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.**

Below is the full list of symptoms for which caregivers should monitor their children, and staff should monitor themselves:<sup>2 3</sup>

- 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*

Any student or staff member exhibiting COVID-19-like symptoms must stay home. Staff and families should not come to school if they become sick with COVID-19 symptoms, test positive for COVID-19, or have been exposed to someone with COVID-19 symptoms or a confirmed or suspected case. Staff and families will be asked to report any illness symptoms that prevent them from attending school.

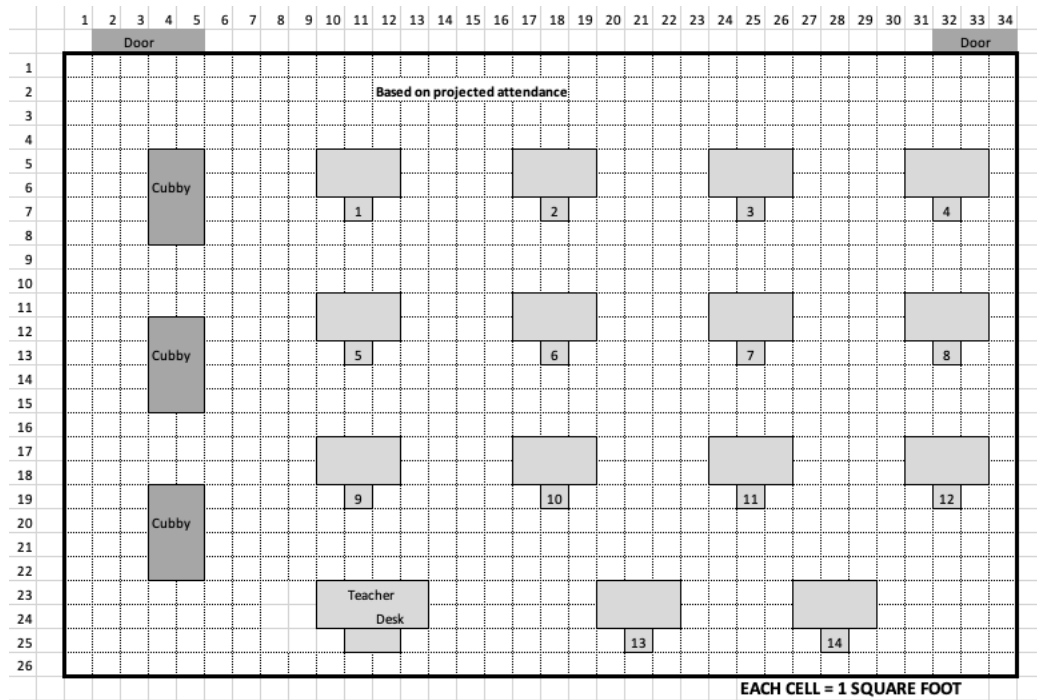
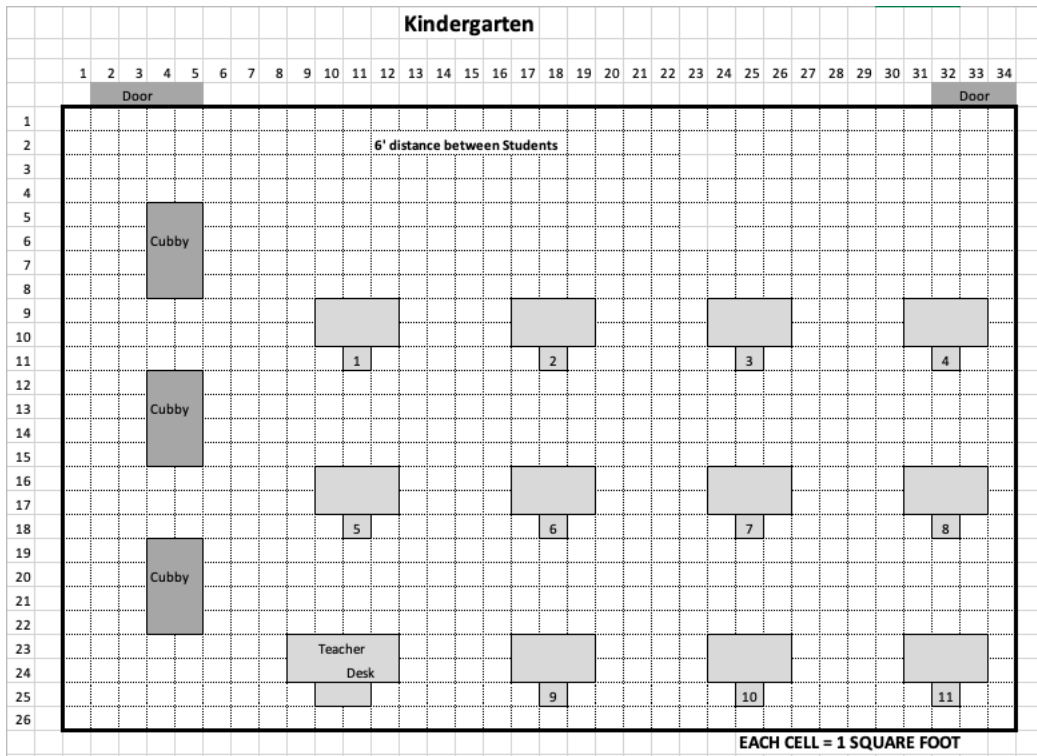
### **CLEANING AND FACILITY ENHANCEMENTS**

Our current ventilation system continually draws in air from the outside and is inspected quarterly. The District will be implementing guidelines for deep cleaning, and disinfecting the building per best practices from MDPH, Massachusetts Department of Elementary and Secondary Education, and the Centers for Disease Control and Prevention, and input from union partners. As we work to prepare buildings for reopening, we will continue to monitor and implement any new best practices.

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- The District will be equipped with EPA registered COVID-19 viricide and disinfecting equipment/supplies to support increased cleaning protocols.
  - Custodial staff will be trained in daily cleaning practices, specialized/responsive cleaning, enhanced disinfecting techniques, and how to respond to emergencies, if they arise.
  - The district will be equipped with electrostatic backpack sprayers to support custodial staff in increased disinfection of vans and spaces after students and staff leave the building each day.
  - Hand Sanitizer Stations with 70% alcohol-based sanitizer will be mounted and maintained outside of main entrances/exits, entryways of cafeterias and bathrooms.
  - Each classroom is equipped with hand sanitizer and a sink with soap for frequent handwashing.
  - Identified 'high touch points' will be disinfected multiple times per day.
  - Signs will be posted throughout the building identifying high touch areas.
  - Cleaning/sanitizing checklists will be used and completed by custodial staff.
  - Training will be provided to any staff member responsible for sanitizing equipment and materials.
  - Custodial staff will ensure that all handwashing sinks are operational and have clean running water, soap, and paper towels. If a sink becomes inoperable, immediate steps will be taken to repair it. Hand sanitizer is available in its place until the repair occurs.
  - The district will maintain proper ventilation through continuing our preventative maintenance plan, which includes replacing approved air filters quarterly and ensuring windows are operable and secure to allow for increased outdoor airflow.

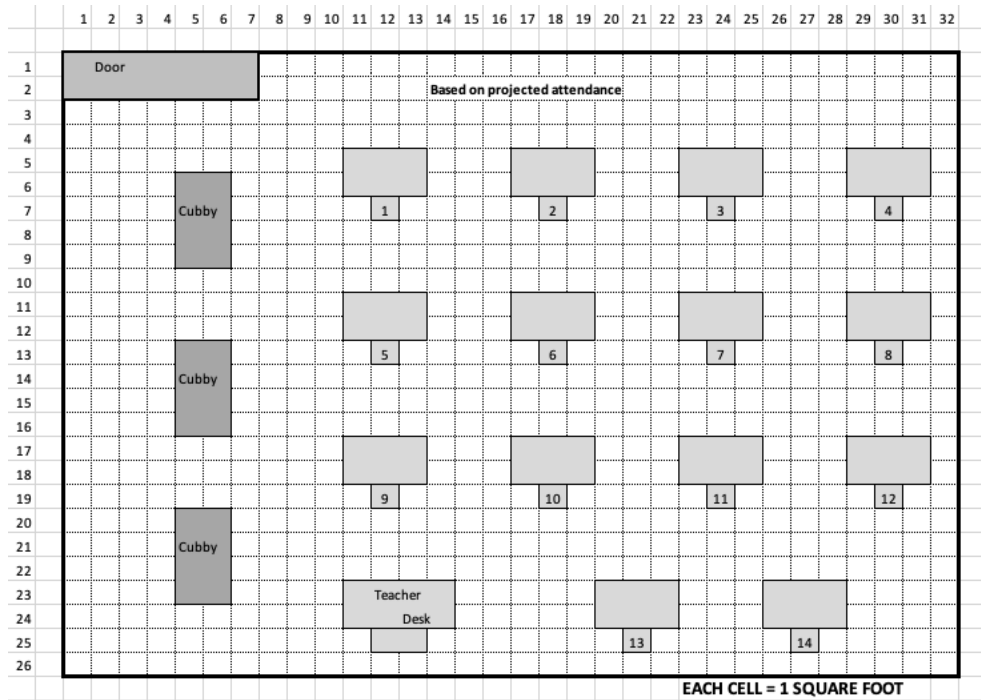
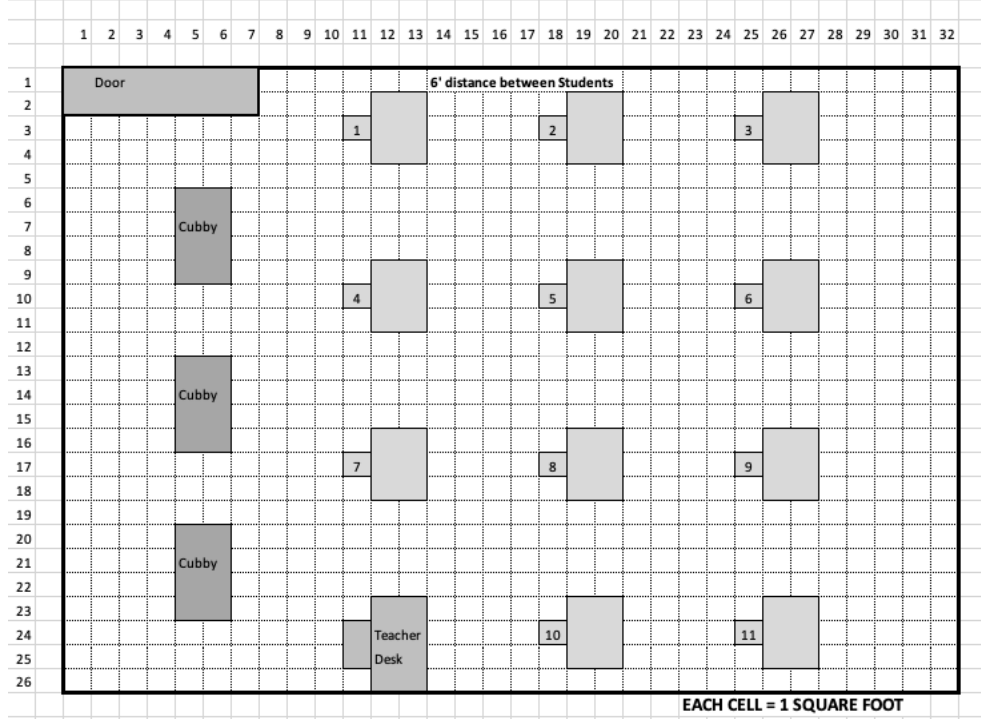
## Appendix

All classrooms will maintain 6 feet of social distancing during phase one of the hybrid model (the first three weeks of school). Depending on final enrollment when we return to the full in-person model, we expect that most classrooms will continue to maintain 6 feet of separation. If we have full enrollment (all parents who are currently unsure, decide to send their students to school), a few classes will have no less than 5 ft. of separation between desks.

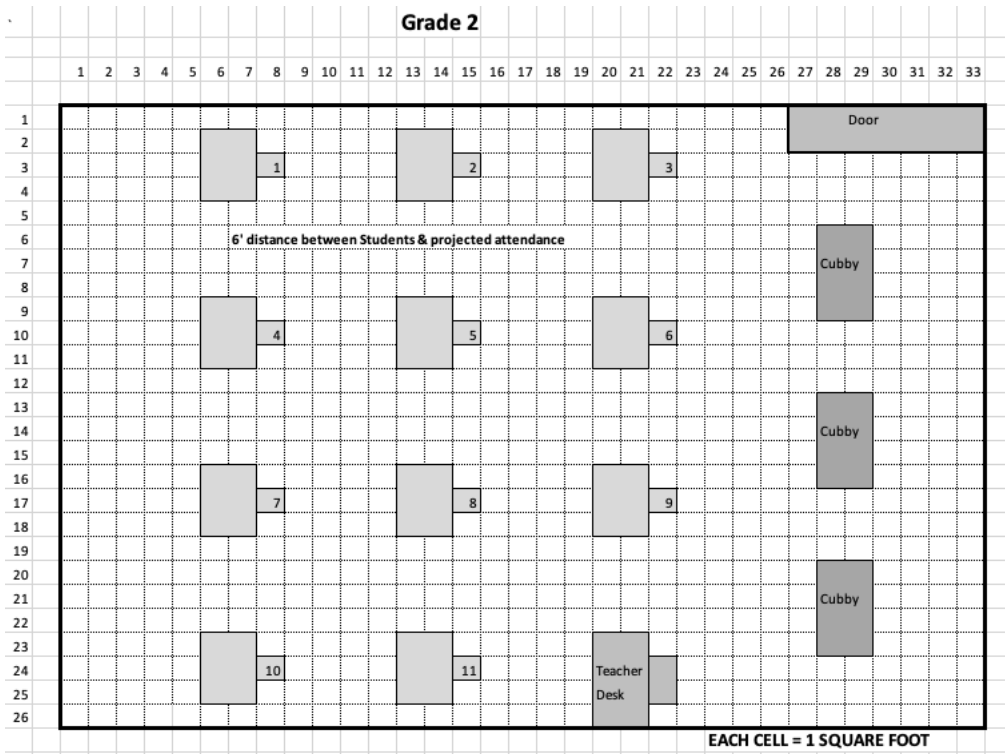




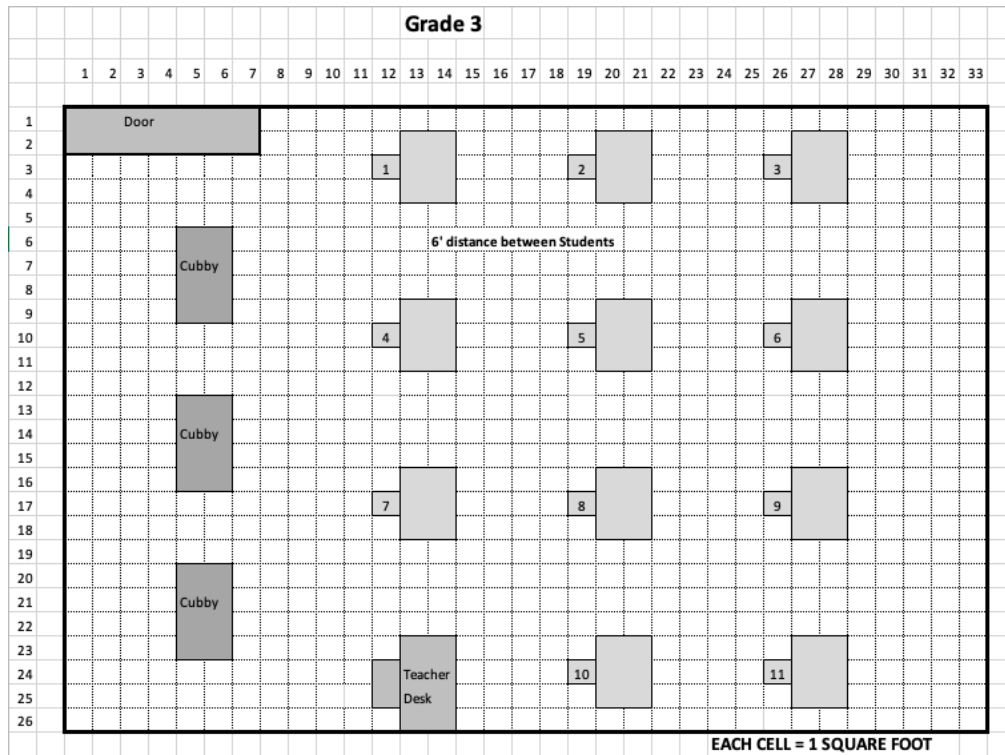
### Grade 1

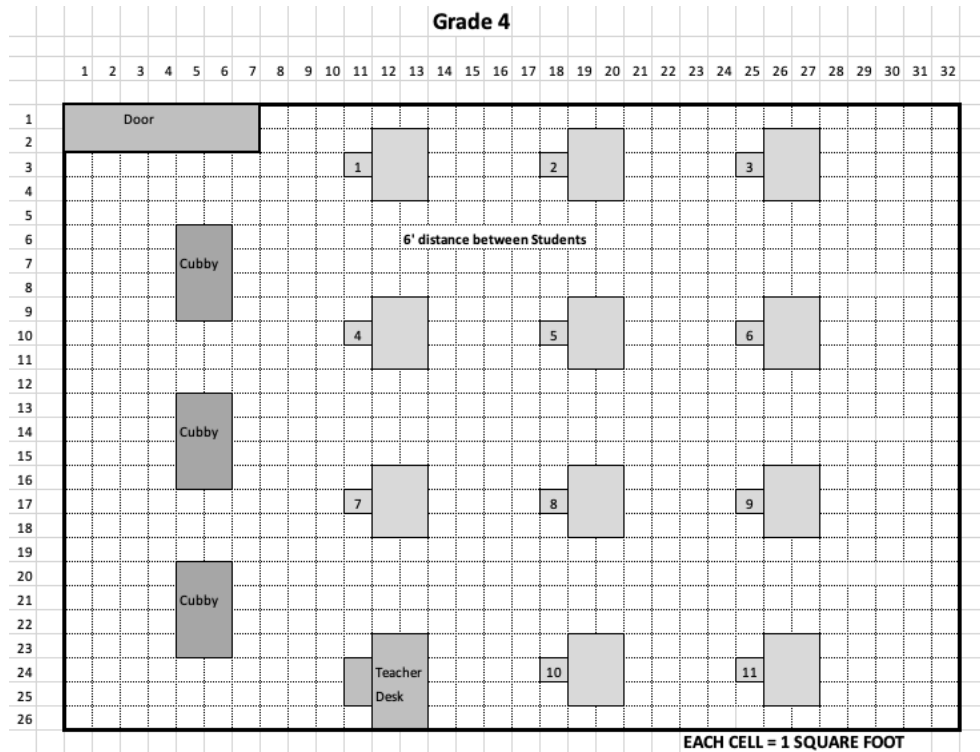
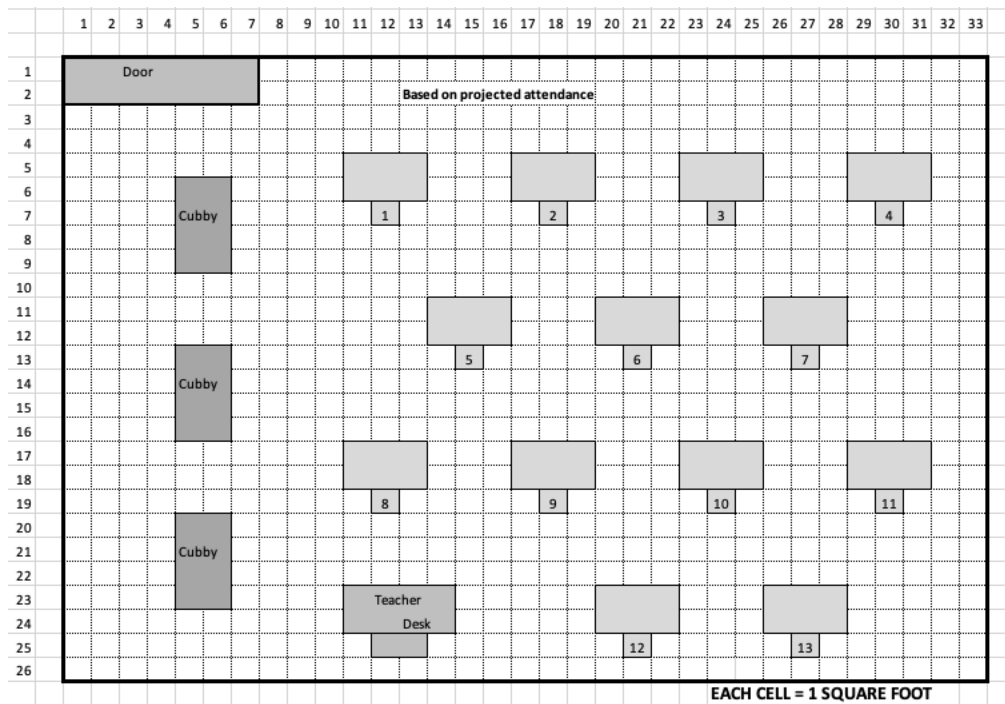


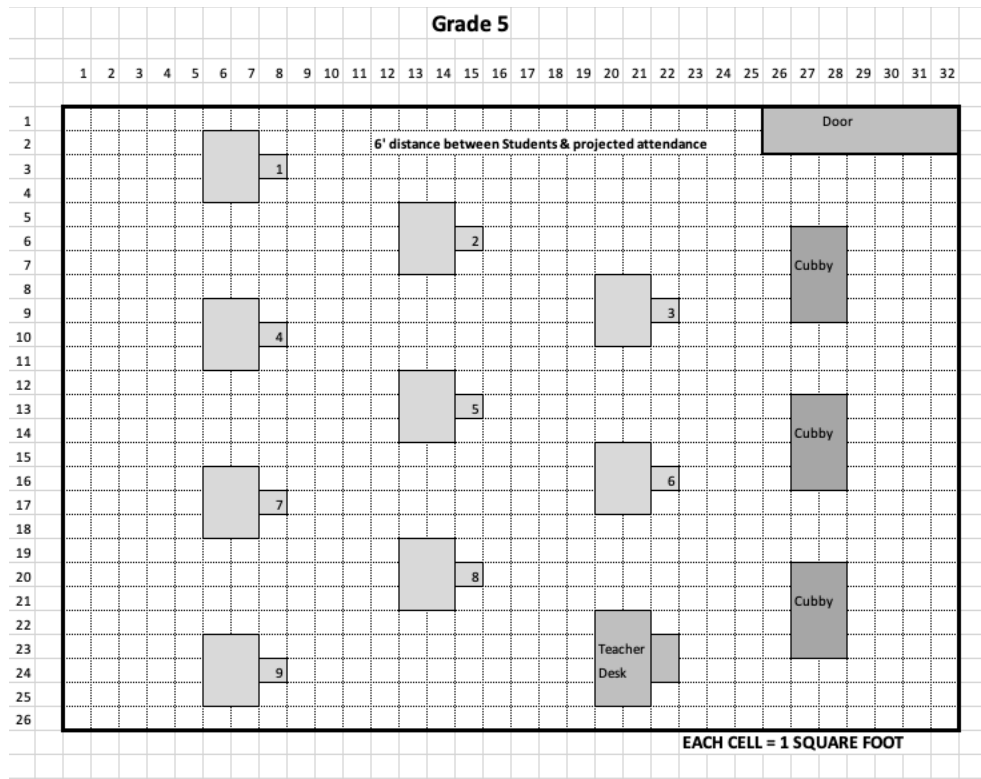
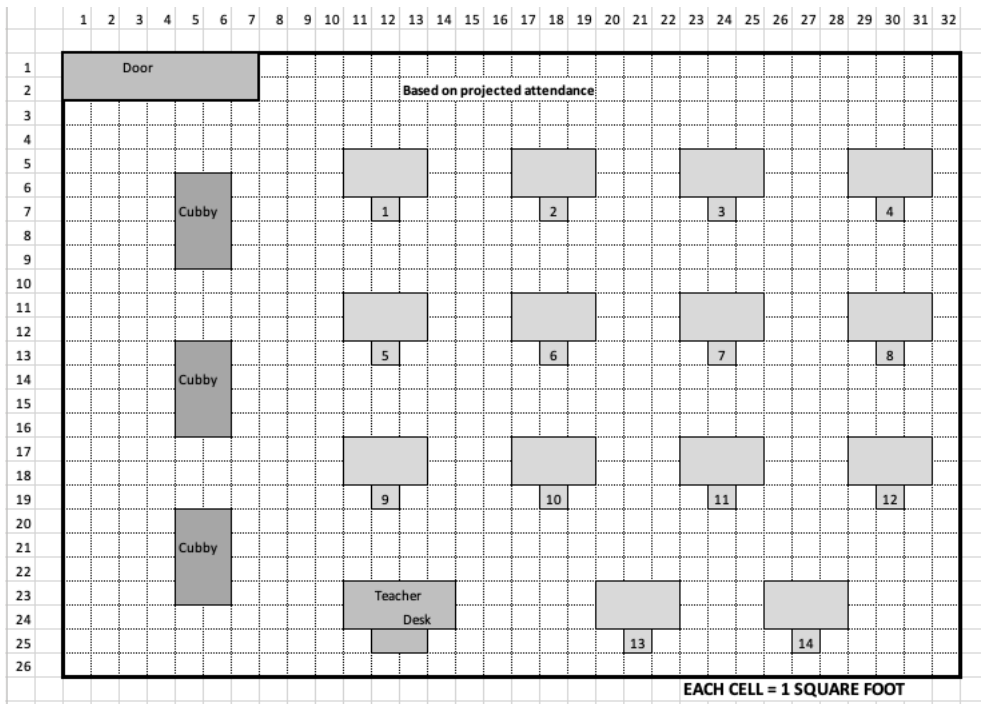
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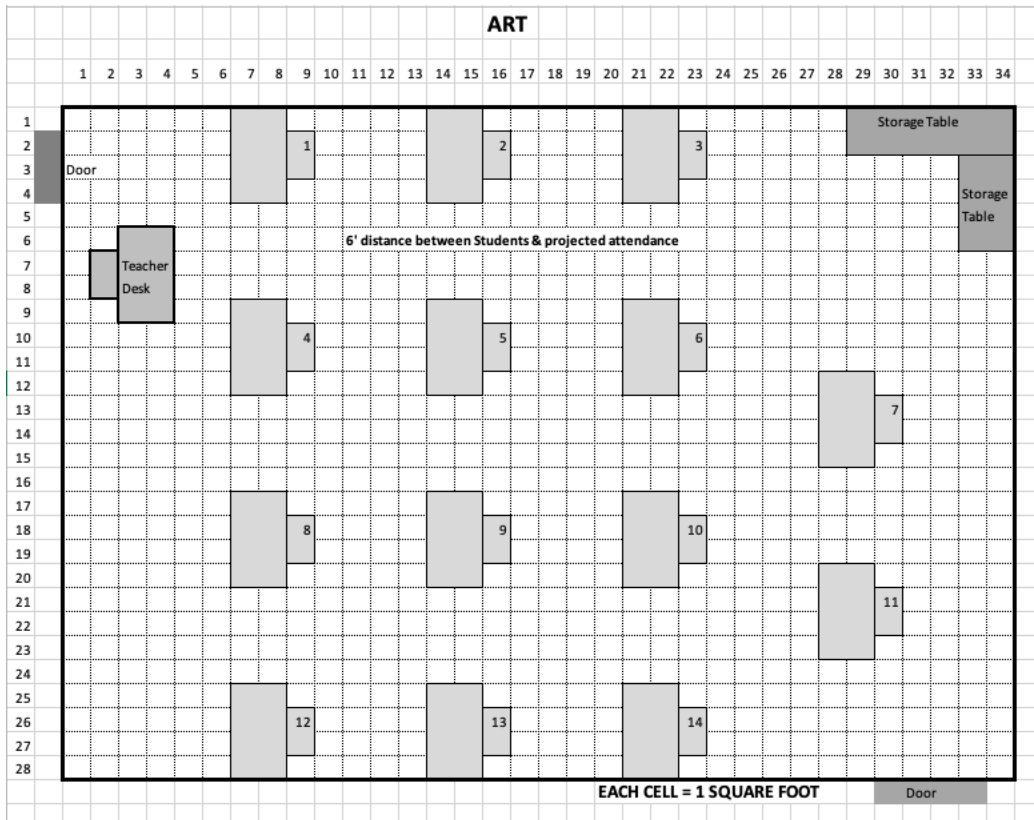
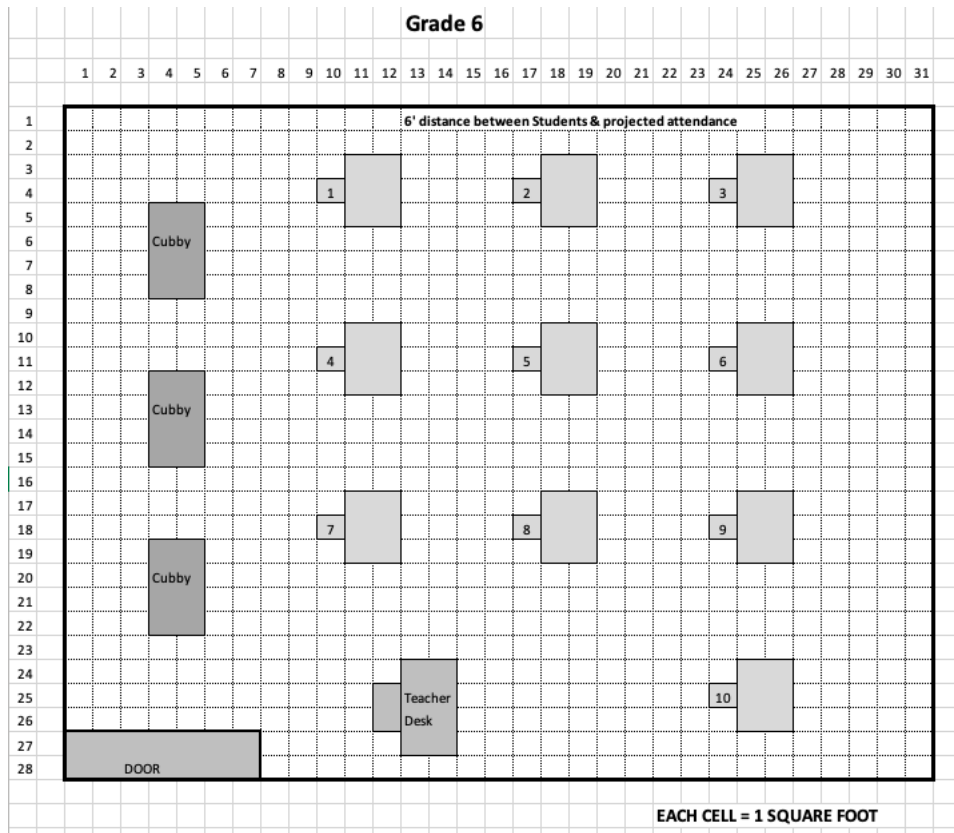


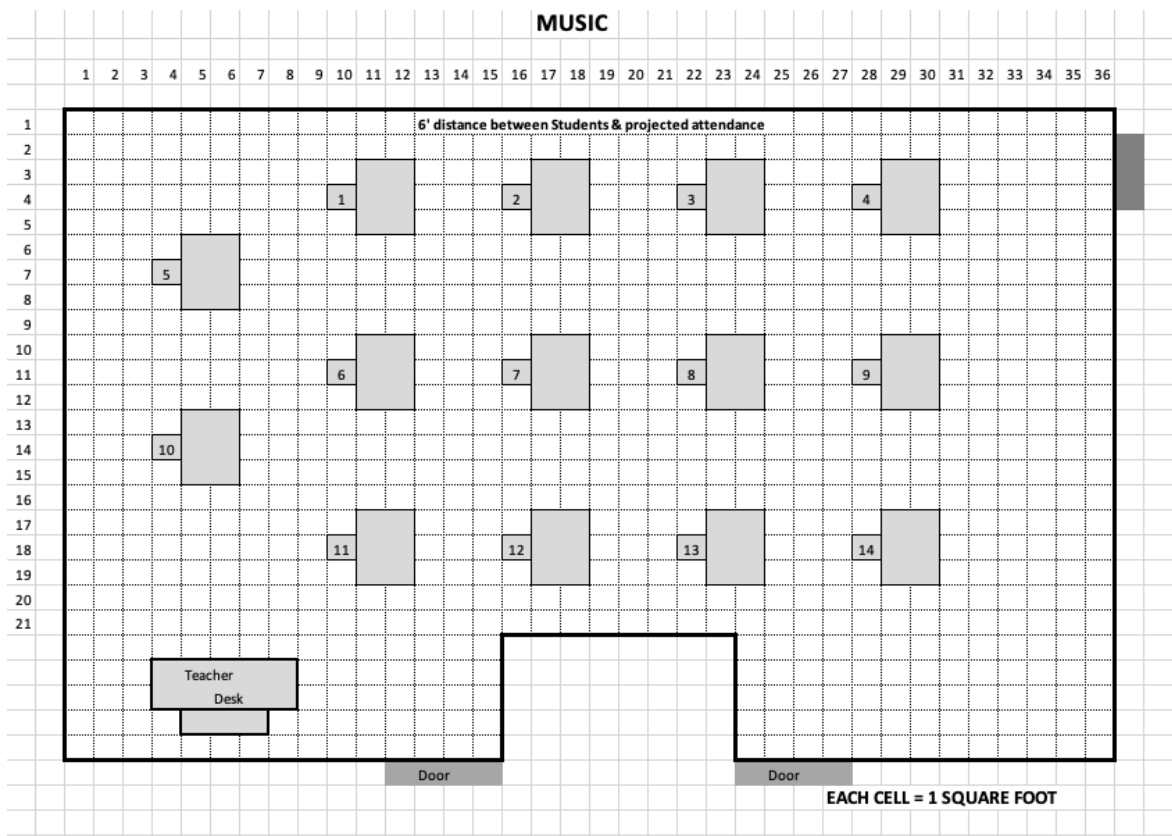
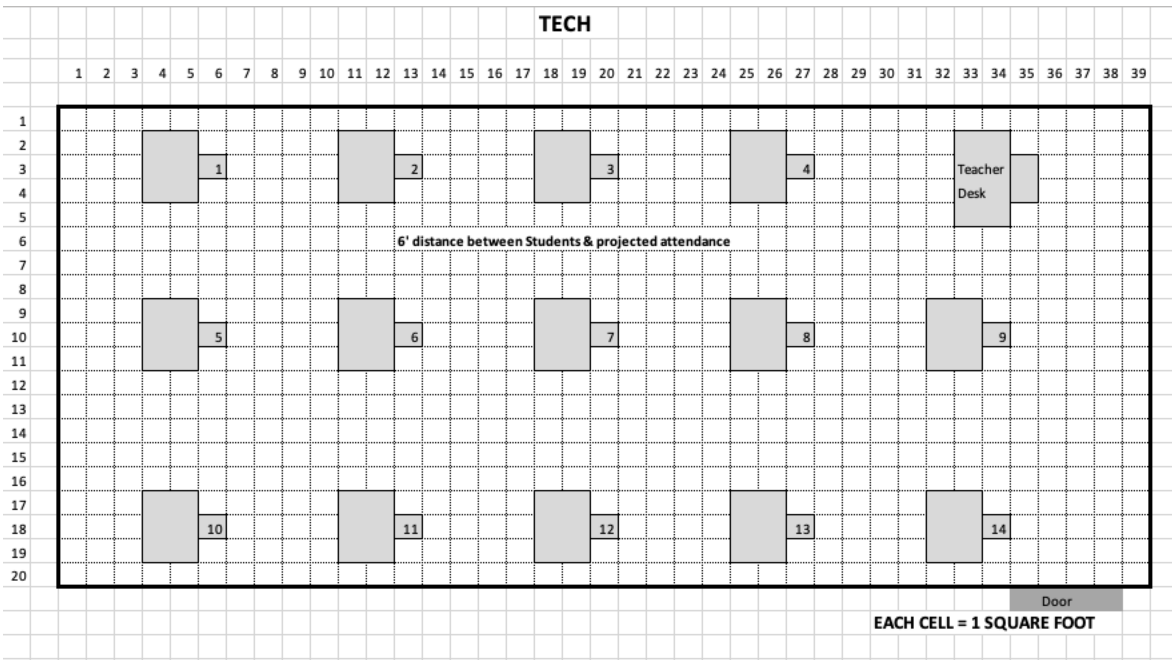
### Grade 3











### Cafeteria

