

Southwick-Tolland-Granville Regional School District Final Reopening Plan

For the 2020/2021 School Year



August 13, 2020

Jennifer C. Willard, Superintendent of Schools

Letter from the Superintendent

Dear STGRSD Community,

I hope this message finds you and your family well as we begin our reopening of schools. As promised, I am writing with an update on our plans for the start of the 2020-21 school year in the Southwick-Tolland-Granville Regional School District.

I think we would all agree that under normal circumstances, students are best served in schools every day, interacting with their peers and engaged in live classroom learning. While our educators and families worked incredibly hard last spring to implement remote learning, we know that this approach presented challenges, did not reach all students, and is not an adequate substitute for in-person interaction with teachers. When not in school, our students also lack access to all of the academic, mental, and physical supports that help ensure their social-emotional wellbeing. Therefore, we put together a plan that would help meet the needs of our most dependent learners while also educating all students in a way that prepares them for future success.

In order to adhere to the school re-opening guidance provided by Department of Elementary and Secondary Education consistent with recommendations from the Centers for Disease Control (CDC) and the American Pediatric Association, we also do not believe we can safely meet physical distancing requirements with all students and staff in the buildings at the same time. However, we do believe we can make significant changes in our school schedules and operating procedures to make a partial return to in-person learning both safe and successful. This approach will require strategies to ensure physical distancing, as well as a series of other critical health and safety measures, including wearing face coverings, washing hands frequently, cleaning and sanitizing facilities, screening regularly for symptoms of illness, and staying home when sick, among other precautions. Our planning process includes a comprehensive set of strategies and investments to minimize the risk of transmitting the virus. We are also fortunate to have a very low level of active COVID-19 cases in our three communities.

On August 5, 2020, I presented a plan to the School Committee that I felt best met the needs of our District and would provide the best possible education during these complicated times. The School Committee supported my recommendations and the STGRSD will be moving forward with two options for parents to choose from for the fall of 2020.

The hybrid plan that was approved by our School Committee outlines which grades will be returning to school for a full in-person model and which grades will be part of a hybrid model (part in-person and part online). Currently, grades preK-4 will be in person five (5) days a week, with Wednesdays being a half in-person learning day. Grades 5-12 will utilize a hybrid plan broken up into two cohorts depending on first letter of last name and/or geographic location. These cohorts will attend a two-day-a-week in-person and a three-day-a-week online schedule. We also have a cohort of students in grades 5-12 who meet certain criteria, who will attend a five (5) day-a-week in-person plan with a half day on Wednesdays. Parents will be notified if their child qualifies. Please see the attached plan for greater detail

The School Committee also approved a full remote online learning plan as an option for our students. Parents who choose this model will have their children taught by STGRSD teachers and will follow the

STGRSD curriculum. It needs to be reiterated that this model is not like what we provided at the end of last school year. This model will be a full day of school for students and staff and students MUST participate daily as attendance will be recorded. In addition, this will not be a pass/fail model, but rather traditional grading will be given.

We recognize that the circumstances of every family and staff member are different, and that no plan ultimately will satisfy everyone in our community. But rest assured we worked diligently to explore all options available to us, that we remain guided by the science to keep our students and staff safe and healthy, we listened to feedback we received, and that we are prepared to make adjustments along the way if the public health conditions or other variables change over time.

We will continue to keep you informed about our progress and I plan to present the outcome of our enrollment numbers and its impact on our two plans to School Committee on Tuesday, August 18, 2020. I am confident that together, we can provide our students with an exceptional education under the most challenging of times.

Please be safe and enjoy these beautiful summer days; and as always, thank you for your continued patience and support.

Sincerely,

Jennifer C. Willard
Superintendent of Schools

Executive Summary

For those who prefer an abbreviated version of Southwick- Tolland-Granville Regional School District's Return to School Plan, this section is for you! In STGRSD, our school community's desire for information is as varied as the individual learners we serve. We developed lengthy plans to satisfy those who are interested in the planning process and want access to detailed data and information. We also know that it can be overwhelming for some members of our school community and not everyone is interested in that much information. Here are the essentials of what students, staff, and families must know about the upcoming 2020-2021 school year!

1. Calendar

The initial return-to-school date for students was September 3, 2020; however, the Committee voted to modify the 2020/2021 STGRSD School Calendar on August 5, 2020 due to Elementary and Secondary Education Commissioner Jeffrey Riley and state teachers' unions agreeing to reduce the 180-day school year requirement to 170 days, to accommodate a 10-day period for districts to prepare to reopen school buildings with staff that have been closed since March. These days are essential to prepare staff for the changes in instruction and the safety precautions that need to be followed.

Given that the State has reduced the number of required school days for students, and the significant changes in our school protocols, we will be having a soft reopening in the fall of 2020. All students will begin school on September 15, 2020, but some will begin the school year remotely. You will be notified of your child's first in-person date in your return to school letter provided by your child's school.

2. Safety Protocols

In order to reopen schools, the health, safety, and well-being of our students and staff is our top priority. The State's most recently issued guidelines include the use of a combination of ALL of the following mitigation strategies:

- Social distancing for students and staff at a goal of six feet
- Face mask/covering that covers the nose and mouth is required for all adults
- Face mask/covering that covers the nose and mouth is required for all students in school (pending School Committee policy vote) and utilizing District transportation, regardless of grade level.
- Daily symptom checks by families and caregivers should take place in order to ensure that students in attendance are symptom free
- Increased handwashing and hand sanitization is expected, including upon arrival to school and then periodically during the school day
- Students at the middle and high school levels will organize by cohorts to minimize interaction.

3. Expectations for Remote Learning

Our STGRSD faculty and staff have learned a lot about remote learning in the past four months. We have discussed what worked well and what needs to be improved upon. We have listened to our staff, parents, and students and will be providing professional development to support our teachers in this new instructional model. The remote aspect of our online learning plan will differ greatly from what we offered last spring. Attendance and grading are required as well as a full day of learning new curriculum. Sample schedules and expectations are provided in the full plan.

4. Two Learning Options for Families

STGRSD students will start the 2020-2021 school year in either Option #1: Hybrid Learning Plan or Option #2: Full Remote Online Learning Plan as defined below. Each plan is described in detail in the section entitled Return to School Models.

Option #1 is a “hybrid” continuum which combines in-person and remote learning. Under this plan some students attend school every day for in-person instruction while others are assigned to cohorts that alternate between in-person and remote learning opportunities on a defined schedule.

- Students in preK-grade 4 will attend in-person learning Monday through Friday. Wednesdays will be a half in-person instructional day for students and a full day for staff to provide staff professional development opportunities and collaboration for planning.
- Students in grades 5-12 will be divided into two cohorts depending on town of residence and last name. *

Cohort A: Students residing in Tolland and Granville, and students who reside in Southwick or participate in our school choice program with last names beginning with A-J, will attend in-person learning on Monday and Tuesday.

Wednesday, Thursday and Friday will be remote learning days for these students.

Cohort B: Students residing in Southwick or participating in our school choice program with last names beginning with K-Z, and students who participate in our METCO program, will attend in-person learning on Thursday and Friday.

Monday, Tuesday and Wednesday will be remote learning days for these students.

Cohort C: Students in Grades 5-12 prioritized programming. DESE has asked us to prioritize our students in specialized programming, such as English Language Learners, students with special needs and students identified as being in the lowest 25% of performance. These students may attend school in-person Monday through Friday, with Wednesdays being half days. Parents will be notified if their child qualifies.

*Students in grades 9-12 who are enrolled in CTEC will attend LPVEC in-person and receive District provided remote learning depending on their CTEC schedule. The LPVEC in-person days are anticipated to be Monday, Tuesday, Thursday and Friday, with Wednesday being a remote learning day for all CTEC. SRS staff will continue to working closely with LPVEC and families if schedules are adjusted.

Some epidemiological studies suggest we could experience a “second wave” of the pandemic. Everyone should prepare for a return to full remote learning if the health indicators dictate.

Option #2 is a wholly remote learning experience. In this model, students will not return to school under the hybrid plan and will instead learn remotely with no in-person component of the plan. STGRSD students will be taught by STGRSD staff and be offered the same STGRSD curriculum that is provided to our hybrid students. This option is not classified as Home Education.

Cohort D: This cohort identifies students and families who select a wholly remote learning experience. These students will remain registered in STGRSD and are eligible for extracurricular offerings so long as they remain in good standing (conduct and attendance).

5. Serving Special Populations

DESE guidance requires districts to develop a plan across all three models for how special populations, including students with disabilities and English learners, will receive necessary services and accommodations. Some students have a particularly high need for in-person instruction in order to progress adequately in their learning. For this reason, STGRSD will prioritize in-person learning for students with disabilities and English learners, and those identified as needing additional support. Even if a student is prioritized for in-person learning, parents/caregivers have the option to choose our district's full remote learning plan for their child's instruction if they prefer – with the understanding that the remote learning cannot replace the full benefits of learning in person. We also created a plan to accommodate the CTEC students' schedules in order to ensure they have access to their specialized programs.

6. Student Enrollment Form

Families have been asked to complete the Student Enrollment Form no later than August 15, 2020 to register for either the Hybrid Plan or Full Remote Online Learning Plan. We also know that once we receive the final enrollment numbers, we may be able to offer more in-person learning for some grades and may have to move to a hybrid for some full in-person grades depending on transportation limitations. If families do not complete an enrollment form, we will automatically place students in one of the two options outlined above.

***Important:** STGRSD families with multiple children must complete a separate form for each child.

7. A Responsive Model, Subject to Change

We reserve the right to make changes to any and all aspects of this STGRSD Back-to-School Plan, as we consider community input, additional guidance from the State and DESE, as well as updates from the Massachusetts Department of Public Health and other health agencies as we monitor COVID-19 trends.

Context of Planning

The Southwick-Tolland-Granville Regional School District school buildings have been closed since March 13, 2020. Following closure, we engaged students using remote learning practices while continuing school closure operations in accordance with the Massachusetts Department of Elementary and Secondary Education (DESE) guidance. In late June, Governor Charlie Baker, through DESE, released initial guidance for the reopening of schools in Massachusetts. Together with Commissioner Riley, Governor Baker established guidance with the clear priority for getting ALL students back to school for in-person learning, while keeping the health and safety of both students and employees at the forefront of planning and allowing for decision making at the local level.

Each school district in Massachusetts is required to develop a local plan to support three models of reopening: 1) a plan for full in-person schooling 2) a hybrid model of in-person schooling coupled with remote learning, and 3) a plan for fully remote learning. DESE has rightfully required each district to perform their own in-depth analysis of scheduling, safety, operational, and instructional responsibilities for these three models, including a “pressure test” to determine space constrictions related to the social distance parameters outlined in the guidance. Flexibility and fluidity are key contextual attributes articulated throughout the guidance, and it has been made clear to us that said guidance is subject to change based on medical or scientific developments on the ground in relation to the COVID-19 Pandemic. DESE has requested districts to upload their initial plans by July 31, 2020.

DESE has directed Districts to submit their reopening plans to them through a two-step process:

- Step 1: By July 31, 2020 districts must complete and submit a preliminary reopening plan summary to DESE. Districts will fill out an on-line form that consists of two parts, which are outlined below and detailed later in this document. This form will allow DESE to collect key summary information about districts’ reopening models and other planning considerations.
- Step 2: By August 14, 2020 districts must finalize their comprehensive plan documents, submit them to DESE, and release them publicly to their communities. This additional time will provide districts with an opportunity to incorporate any desired changes based on additional guidance DESE may release through early August.

Superintendent's Intent

Our school system will reopen for staff on Monday, August 31, 2020. Our goal is to open as safely as we can, with as many students as possible in school for face-to-face learning, providing all necessary and needed supports, and taking extraordinary safety measures to minimize risk and maximize student learning; safety will always be paramount, as our students and our employees remain our greatest assets. We will improve student achievement in academics and social-emotional learning domains while increasing student growth and development. To accomplish this, our most dependent learners will be at the forefront of our planning; these students will include those with special needs, English learners, and those in grades preK-4. We will develop and articulate one reopening plan designed to support three potential opening contingencies: 100% in-person, face-to-face learning; 100% remote-learning operations; a hybrid option blending the first two scenarios.

As your Superintendent, working with our Return to School Task Force, including administration and the Southwick Education Association (SEA), and based on the advice of medical/scientific experts, State guidance, and ongoing conversations between State leadership and state associations, I will propose to the School Committee a plan that is both practical and strategic. The core values of scholarship and responsibility will drive our planning and reopening operations to ensure that we are prepared to meet the needs of all our learners. Our reopening plan is designed to provide flexibility, enabling us to adapt and adjust as the pandemic at ground level changes the context of our ability to provide a safe environment for learning and teaching.

Planning Process

STGRSD has been engaged in ongoing planning through each phase of our closure operations since March 13, 2020. At the present time, we are ramping up our planning efforts in conjunction with the newly released school reopening guidance as we prepare for reopening schools in about one month. Our detailed planning has been informed by:

- Recommendations from STGRSD faculty, administrators, students, and parents
- Analysis of community feedback forums
- On-going weekly engagement around the guidance with teams from DESE and statewide district leaders in the Massachusetts Association of School Superintendents (MASS) and in conjunction with partners from the Lower Pioneer Valley Educational Collaborative (LPVEC).

Below are some important dates for your reference:

July 7, 2020	First Superintendent webinar presentation on school reopening
July 6-8, 2020	Feedback Forum with teachers, parents, and students
July 21, 2020	Second Superintendent webinar presentation on school Reopening; analysis of feedback sessions; social emotional learning supports for fall 2020
July 29, 2020	Feedback Forums with Special Education parents
July 30, 2020	Superintendent presentation to School Committee and community members of Initial Reopening Plan
July 31, 2020	Initial Reopening Plan submission due to DESE

August 4, 2020	STGRSD School Committee approval of Final Reopening Plan
August 14, 2020	Final Reopening Plan submission due to DESE
August 6 – 15, 2020	Families select their enrollment option
August 17, 2020	Data for families needing transportation sent to the transportation department.
August 18, 2020	Superintendent Update on Enrollment Numbers to School Committee
August 2020	School administrators work with task forces to collaborate, review and revise school reopening plans based on new or updated guidance
August 31, 2020	Staff Opening Day
August 31, 2020 - September 14, 2020	Staff Professional Development and Training
September 15, 2020	First Day of School for all Students

*Note: From final submission to the actual first day of school, updated guidance and current state of COVID-19 pandemic may dictate potential changes to our plan.

DESE has identified the following requisites of district/school reopening plans:

Each district and school will need to plan for three possibilities on the continuum of reopening:

- 1) in-person learning with new safety requirements;
- 2) a hybrid of in-person and remote learning;
- 3) remote learning.

In addition, all districts/schools will also need a focused plan for serving special student populations across each of these models.

Capacity and Pressure Testing

Pressure Testing was conducted at Southwick Regional School (SRS), Powder Mill School (PMS) and Woodland School (WS) to determine building capacity of students. Two different “tests” were conducted. The first was with students at the “minimum” separation acceptable by DESE (i.e. three (3) feet). The second was at six (6) feet - the preferred margin of separation and the only distance I deemed safe for a return of staff and students. Below are example images of what classrooms would look like with 6 ft social distancing.

Woodland School: Grade K Classroom



Woodland School: Grade 2 Classroom



Powder Mill School: Classroom



Southwick Regional School: Classroom



Guiding Principles

All reopening planning was conducted with the following guiding principles.

- Ensure staff and student safety upon return
 - 6 feet of social distancing - 6 feet between chairs of students
 - Mask wearing for all staff and students. Grades preK--12 required (pending face coverings policy)
- Our most dependent students should be in-person as much as possible
- Plan must support students on an IEP or for whom English is their second language
- Plan must meet remote learning requirements
 - Procedures for all students to participate in remote learning and track attendance and participation
 - Alignment of remote academic work to State standards
 - Issuing grades for students' remote academic work
 - Regular communication by teachers and administrators with students' parents and guardians

Operational Imperatives

All in-person learning at STGRSD depends on the following operational imperatives:

1. Per our face coverings policy*, ALL students in Grades preK-12 will be required to wear masks to the extent possible, except for when they are eating breakfast/lunch or for an approved mask break. This means every student and staff member must have a mask on in order to allow entry.
*Face Coverings Policy scheduled to be acted upon by School Committee on August 18, 2020.
2. STGRSD will provide needed PPE, hand sanitizer, and other preventative materials to schools and classrooms.
3. Schools will be cleaned and sanitized each day. Each facility will receive a deep cleaning process one or two days each week.
4. Outside groups will not be allowed to rent school spaces, and visitors will only be allowed in main office areas.
5. Student classrooms will operate as cohorts, meaning students will stay grouped together from start to finish, to the extent possible.
6. Specialist teachers will teach in the cohort classroom to decrease hallway transitions, to the extent possible.
7. Breakfast and lunch will be served in the classroom or alternative spaces as available.
8. Faculty and staff will be provided with technology training needed for remote learning.
9. Students will be provided laptops (once received by the District) and assistance with internet connectivity, such as hotspots, as needed.
10. The District will follow the safety plan and protocols outlined in the DESE guidance which address the necessary actions taken when a student or adult has COVID-19 symptoms or tests positive.

Delivery of Special Education Services

Students must receive all services documented in their IEPs through in-person instruction, remote instruction, or a combination of both, with a strong emphasis on providing in-person instruction to the greatest extent possible, while abiding by the current necessary health and safety requirements. Due to the health and safety requirements that will be in place when school resumes, special education services may be provided differently as compared to previous school years. The District remains committed to providing students with “a free and appropriate public education (FAPE) consistent with the need to protect the health and safety of students with disabilities and those individuals providing education, specialized instruction, and related services to these students” (US Dept. of Ed. March 21 *Supplemental Fact Sheet*). To best meet the needs of our students, the District will prioritize in-person instruction for students with disabilities, especially prekindergarten-aged students and students with significant and complex needs.

Addressing the needs of specific populations

Parents of students with disabilities who have high risk medical conditions are encouraged to consult their child’s healthcare provider to discuss the appropriateness of attending in-person instruction. We will work with families and their primary healthcare providers to inform decision-making and revise individual healthcare plans as necessary.

The District will review the needs of our students with visual and hearing impairments to ensure that the students and staff who work with them have the necessary technology and PPE (such as “clear masks”) to support their learning understanding the impact of mask requirements on remote learning.

For students who receive transition services (18-22), the District will make best efforts to develop plans collaboratively with community-based providers, colleges, parents/guardians, and students in order for students to continue to access as much community-based transition programming as possible.

Reopening Options

Option One: Full In-Person Learning for All Students

As we developed our reopening options, we first looked at the all-student in-person learning model. Under this option, all students in the district would come back for full in-person learning. To evaluate this option, principals conducted pressure testing for all available spaces in their buildings and determined how many additional staff would be required in order to utilize these spaces as classrooms. Although the District has the physical building capacity to accommodate this model, it would require additional staffing in excess of twenty (20) professional teachers. Considering the lack of confirmed budget information from the State, this is not a fiscally feasible option.

Another obstacle to the full in-person learning option is transportation. Because of the large geographical area of our district and the current health guidance regarding reduced bus carrying capacity, up to three tiers of transportation would be required for each building. This would be neither logistically nor financially feasible. Without the restrictions on busing being lifted and capacity returning to normal, in-person learning is not an option for our district.

Benefits:

- We will be best positioned to address critical learning gaps that have likely widened during school closure
- This is the most familiar model for students and staff based on experiences

Challenges:

- Budgetary constraints impact ability to staff all classrooms
- Physical distancing restrictions limit district's ability to transport all students to school in a reasonable time frame
- Safety requirements limit district's ability to offer full array of courses, including specials and electives

Option Two: STGRSD Hybrid Learning Continuum

Because full in-person learning for all students is not a feasible option, we needed to look at a realistic hybrid model for our district. We used our guiding principles to develop a plan that would best meet the needs of the staff and families in our three communities.

Option Two is a "hybrid" continuum which combines in-person and remote learning. Under this plan some students attend school every day for in-person instruction while others are assigned to cohorts that alternate between in-person and remote learning opportunities on a defined schedule.

- **Students in preK-grade 4** will attend in-person learning Monday through Friday. Wednesdays will be a half in-person instructional day for students and a full day for staff to engage in professional development opportunities and collaborate with other teachers for planning purposes.

- **Students in grades 5-12** will be divided into two cohorts depending on town of residence and last name.
 - **Cohort A:** Students residing in Tolland and Granville, and students who reside in Southwick with last names beginning with A-J, will attend in-person learning on Monday and Tuesday. Wednesday, Thursday and Friday will be remote learning days for these students.
 - **Cohort B:** Students residing in Southwick with last names beginning with K-Z, and students who participate in our METCO program, will attend in-person learning on Thursday and Friday. Monday, Tuesday and Wednesday will be remote learning days for these students.

Monday	Tuesday	Wednesday	Thursday	Friday
Cohort A In-Person	Cohort A In-Person	Full Remote Both Cohorts	Cohort A Remote	Cohort A Remote
Cohort B Remote	Cohort B Remote	Full Remote Both Cohorts	Cohort B In-Person	Cohort B In-Person
Special Needs; ELL, Etc. In-Person	Special Needs; ELL, Etc. In-Person	Special Needs; ELL, Etc. ½ day In-Person	Special Needs; ELL, Etc. In-Person	Special Needs; ELL, Etc. In-Person

- **Students in Grades 5-12 prioritized programming: Cohort C:** DESE has asked us to prioritize our students in specialized programming, such as English Language Learners, students with special needs and students identified as being in the lowest 25% of performance. These students may attend school in-person Monday through Friday, with Wednesdays being half days. Parents will be notified if their child qualifies.

Students enrolled in CTEC will attend LPVEC in-person and receive District provided remote learning depending on their CTEC schedule.

In the event it becomes necessary to transition temporarily to a remote learning model, students in Cohorts A, B, and C will shift fluidly to a temporary full online model.

Benefits:

- Allowing our dependent learners including our youngest learners, students with special needs and English Language Learners to attend school daily
- Class sizes that meet the six-foot distancing requirement
- Ability to accommodate socially distanced students on the buses
- Opportunities to personalize the learning environment and experience for our students

Challenges:

- Potentially disruptive to families, especially those with childcare needs
- Staff professional development needed to provide robust remote learning opportunities
- Technology order fulfillment delays may impact implementation of in-person student collaboration

Although students enrolled in the hybrid plan will attend in-person for part or all their learning, the experience will not be identical to that experienced prior to the COVID closure. For this year and possibly into future years, students will be required to wear masks on school buses and throughout the day, except for mask breaks and while eating. Transitions will be limited and moving throughout buildings will be restricted. Students will remain in classrooms and teachers will move into their learning space. These necessary protocols will limit potential exposure and aid in contact tracing. Arrival, dismissal and bathroom protocols will also be modified to adhere to new safety guidelines. We recognize these changes will be adjustments for students and staff, however, we feel that even with the new protocols, an in-person environment is beneficial to the learning and social emotional needs of our students.

Students with Special Needs in a Hybrid Model Continuum

All students with IEPs have the option to attend school five days a week, joining both Cohort A and Cohort B for in-person learning. Full-time, in-person instruction is an option and a priority for specialized populations, including special education students with significant and complex disabilities. The STGRSD administration and staff will be in communication with students and families scheduled for full-time, in-person instruction to provide additional information specific to each student. Even if a student is prioritized for in-person learning, parents/caregivers have the option to choose the hybrid model or fully remote learning for their child's instruction if they prefer. While in in-person learning, special education staff will make every effort to provide services as closely aligned to the way they are described in the IEP as possible while also taking into consideration health and safety requirements. Staff will consider creative ways to maintain opportunities for inclusion for students with disabilities, such as providing inclusive groupings of students or using technology to support peer-to-peer connections, while maintaining physical distancing requirements. Staff will also consider creative ways to provide special education and related services within the safety guidelines that will be in place.

Some students with disabilities require supports that may make it less possible to practice physical distancing; some students will not be able to wear facemasks as frequently or at all. In order to support both students and staff safely, the District will provide specialized supplies and PPE that may be needed (such as gloves, disposable gowns, face shields, etc.) and train staff on how to use these items.

Prior to the start of school, special education staff will communicate with students and families regarding new protocols and procedures for school (topics such as, staying home if sick; wearing of masks; maintaining social distance; handwashing/sanitizing; transportation; entry/exit from building; meal routines, etc.). Staff will also develop tools such as social stories for students who may struggle with transitioning back to school.

Special Education Students in the Standard Hybrid Learning

Students with special needs who choose to participate in the standard hybrid learning schedule of two days in-person learning and three days of remote learning will continue to receive support from their special education teacher and service providers in both settings. During remote learning days, special education teachers and service providers will provide instruction remotely. General and special education teachers will collaborate on content to be taught and provide necessary accommodations and modifications. Service providers will coordinate schedules with classroom teachers and families to arrange for services to be delivered remotely.

Monitoring Progress of Special Education Students

Regardless of the learning model a student chooses, special education staff will continue to collect data to monitor progress and issue Progress Reports at least as often as report cards are issued. During remote learning, data may include information gathered from the family and home environment.

English Learners in a Hybrid Learning Continuum

All English learners (ELs) have the option to attend school five days a week, joining both Cohort A and Cohort B for in-person learning. ELs choosing to participate in the standard hybrid learning schedule of two days in-person learning and three days of remote learning will continue to receive support from their ESL teacher in both settings. During remote learning days, EL teachers will continue to provide instruction remotely to students who were previously in self-contained EL classrooms or in pull-out models. For classes in which ELs participated in mainstream classrooms with both a content teacher and an EL teacher, the EL teacher should continue to collaborate with the content teacher to ensure that the appropriate supports and accommodations are provided to the ELs in that class through remote learning. Additionally, during remote learning, teachers should continue to provide appropriate supports and accommodations to EL students who were previously in mainstream classrooms with only a content teacher to the greatest extent possible. Additional guidance on planning and providing remote learning for ELs can be found [here](#).

Option Three: STGRSD Online Full Remote Learning

Option Three is a wholly remote learning experience. In this model, students will not return to school under the hybrid plan and will instead learn remotely with no in-person component of the plan. STGRSD will provide students who opt for this plan a full virtual day synchronous with the learning taking place in the physical school. This option is not classified as Home Education.

- **Cohort D:** This cohort is for students and families who select a wholly remote learning experience. These students will be enrolled in the STGRSD Online Full Remote Learning plan and receive all their instruction from our teachers. These students will remain registered in STGRSD and are eligible for extracurricular offerings so long as they remain in good standing (conduct and attendance).

Benefits:

- Safest model possible from a medical infection control perspective
- Potential for students to learn at their own discretion 24/7/365
- It provides parents with a known structured schedule for childcare planning

Challenges:

- Internet connectivity is an issue for some of our families
- Possible delays with availability of technology devices, if needed by families

Regardless of the learning model chosen by families, students with IEPs and 504 plans will receive communication prior to the start of classes to discuss how and when services and/or accommodations will be delivered.

In order to provide you with as much information as possible, we have developed some sample online schedules and expectations surrounding this model.

Woodland School Sample Remote Learning Schedule

Preschool	Kindergarten	First Grade	Second Grade	Specials
9:00 - 9:30 Morning Meeting (live)	9:00- 9:20 Morning meeting (live)	9:00- 9:20 Morning meeting (live)	9:00-9:45 Morning Meeting and Math Warm-Up and launch (live)	9:00-9:55 Special Prep
9:30-11:00 Students complete activities at home and select one to share at closing meeting (teachers take 30 minutes for prep and can meet with individual students during the other hour)	9:20-9:55 Word Work Students will do independent Science/SS (watch video or read/listen to an article/story)	9:20-9:55 Word Work Students will do independent Science/SS (watch video or read an article/story)	9:45-10:45 Students complete explore and submit work sample to teacher. Teacher selects 3 pieces of work to share. i-Ready work. Students will do independent Science/SS (watch video or read an article/story)	9:55-10:50 Kindergarten
11:00-11:30 Closing meeting Sing song Share work Play game	9:55-10:50 Special (live)	9:55-10:15 Reading Focus Lesson (live)	10:45-11:00 Math share using selected work (live)	11:00-11:55 First Grade
11:30- 12:00 teacher lunch 12:00-12:30 prep	10:50-11:20 Reading Focus Lesson (live)	10:15-11:00 Teachers pull small group Students independent reading and iRead.	11:00-11:30 Lunch	11:55-12:25 Lunch
12:30-1:00 Morning Meeting (going to need to be very engaging to hold their attention for this amount of time, more likely they will last 15 minutes)	11:20-11:50 Lunch	11:00-11:55 Special (live)	11:30-11:50 Recess	12:25-1:20 Second Grade
1:00-2:30 Student's complete activities at home and select one to share at closing meeting (teachers take 30 minutes for prep and can meet with individual students during the other hour)	11:50-12:10 Recess	11:55-12:25 Lunch	11:50-12:25 Reading & Writing Focus Lesson(live)	1:30-2:25 Support grade levels with small group or individual students.
2:30-3:00 Closing meeting Sing song Share work Play game	12:10-12:30 Math Warm-Up and Launch (live)	12:25-12:45 Recess	12:25- 1:20 Special (live)	2:25-3:20 Support grade levels with small group or individual students.
	12:30-2:00 Students will be exploring math, independent reading, iRead (ELA), i-Ready (Math). Teachers will pull small groups.	12:45-1:15 Math Warm-Up and Launch (live)	1:20- 3:00 Independent Reading and Independent Writing. Work on iRead. Teachers pull small groups.	
	2:00-2:15 Math Share Out (live)	1:15-2:15 Teachers pull small groups. Students do math exploration and i-Ready.	3:00-3:20 Closing Meeting (live)	
	2:15-2:30 Writing Focus Lesson (live)	2:15-2:30 Math Share (live)		
	2:30-3:00 Independent Writing	2:30-2:45 Writing Focus Lesson (live)		
	3:00-3:20 Closing Meeting (live)	2:45-3:10 Independent Writing		
		3:10-3:20 Closing meeting (live)		

Morning Meeting:

- **Greeting:** Students and teachers greet one other by name.
- **Sharing:** Students share information about important events in their lives. Listeners often offer empathetic comments or ask clarifying questions.
- **Group Activity:** Everyone participates in a brief, lively activity that fosters group cohesion and helps students practice social and academic skills (for example, reciting a poem, dancing, singing, or playing a math game).
- **Morning Message:** Students read and interact with a short message written by their teacher. The message is crafted to help students focus on the work they'll do in school that day.

Review of Class Norms while in virtual classrooms.

- Attention is focused on the computer and the class that is occurring.
- Attention is to the speaker
- While in main room we want to have our microphones muted until the teacher tells you to unmute.
- Chat is for relevant questions to the teacher or responses to the teacher when everyone is asked to answer a question.

Math:

- **Warm-up** (whole group)
 - Students post answers in chat
- **Launch** (whole group)
 - Set the collaborative work up. Explain the Slides that they will be working on and how to move the manipulatives.
- **Explore** (individual)
 - Students will submit their work to the teacher
- **Share** (whole group)
 - Generate discussion based on strategies collected. Find the similarities and differences between the strategies.

Science

- Independent work
- Teacher will do share of this during closing meeting

Lunch and Recess

ELA

Reading

- **Reading Focus Lesson** (whole group)
- **Send off** (independent)
 - Provide students with the time that you will meet with them in small groups or individually. Send students to independently do the reading and complete iRead.

Writing

- **Writing Focus Lesson** (whole group)
- **Send off** (independent)
 - Provide students with the time that you will meet with them in small groups or individually. Send students to do the writing independently.

Social Studies

- Independent work
- Teacher will do share of this during closing meeting

Powder Mill School Sample Remote Learning Schedule

Grade 3	Grade 4	Grade 5	Grade 6	Specials
8:15-8:30 Morning Meeting	8:15-8:30 Morning Meeting	8:15-8:30 Morning Meeting	8:15-8:30 Morning Meeting	8:15-9:10 Prep
8:30-10:00 Math/ELA	8:30-10:00 Math/ELA	8:30-10:00 Math/ELA	8:30-9:15 Science/SS	9:15-10:10 Grade 6
10:00-10:15 Screen Break	10:00-10:15 Screen Break	10:00-10:15 Screen break	9:15-10:10 Special	10:20-11:15 Gr. 5
10:20-11:50 Math/ELA	10:20-11:45 Math/ELA	10:20-11:15 Special	10:10-10:25 Screen break	11:15-11:45 Lunch
11:50-12:20 Lunch	11:45-12:40 Special	11:15-11:45 Lunch	10:30-12:00 Math/ELA	11:45-12:40 Gr. 4
12:20-12:35 Recess	12:40- 1:10 Lunch	11:45-12:00 Recess	12:00-12:30 Lunch	12:50-1:45 Gr. 3
12:35-12:50 Read Aloud/Journal Writing	1:10-1:25 Recess	12:00-1:30 Math/ELA	12:30-12:40 Recess	1:45-2:10 Screen Break
12:50-1:45 Special	1:25-1:50 Read Aloud/Journal Writing	1:30-1:40 Screen break	12:45-1:50 Math/ELA	2:10-2:40 Support in grade level classroom Zooms
1:45-1:55 Screen Break	1:50-2:00 Screen Break	1:40-2:40 Science/SS	1:50-2:00 Screen Break	
1:55-2:40 Science/SS	2:00-2:40 Science/SS		2:00-2:40 Science/SS	

Morning Meeting for 3rd and 4th grade:

- **Greeting:** Students and teachers greet one other by name.
- **Sharing:** Students share information about important events in their lives. Listeners often offer empathetic comments or ask clarifying questions.
- **Group Activity:** Everyone participates in a brief, lively activity that fosters group cohesion and helps students practice social and academic skills (for example, reciting a poem, dancing, singing, or playing a game).
- **Morning Message:** Students read and interact with a short message written by their teacher. The message is crafted to help students focus on the work they'll do in school that day.

MS Advisory Meeting for 5th and 6th grade:

The four components of Responsive Advisory Meeting are:

1. **Arrival welcome** – The teacher welcomes each student by name as they enter.
2. **Announcements** – In advance, the teacher writes an interactive message and displays it where it can be easily seen and read by all students.
3. **Acknowledgments** – In pairs or small groups, students share their responses to a prompt in the announcements message, a piece of news about themselves, or ideas about a topic related to their studies or interests.
4. **Activity** – The whole group does a fun, lively activity that's focused on the specific purpose of the meeting.

Review of Class Norms while in Zoom:

- Attention is focused on the computer and the class that is occurring.
- Attention is to the speaker
- While in main room we want to have our microphones muted until the teacher tells you to unmute.
- Chat is for relevant questions to the teacher or responses to the teacher when everyone is asked to answer a question.
- Breakout rooms are just like working with groups/partners in class. We are on topic, respectful, and helping each other with our thinking so we both understand.

Math:

- **Warm-up** (whole group)
 - **Students** post answers in chat
- **Launch** (whole group)
 - Set the collaborative work up. Explain the Slides that they will be working on and how to move the manipulatives.
- **Explore** (small group)
 - Post link to slides in chat for students to click on and access their groups slides
 - Students are in break out rooms working on slides collaboratively.
 - Teacher is monitoring slides and popping into break out rooms to confer with small groups of students. Keep track of who you conferred with.
 - Teacher is collecting strategies from slides to use in Share by screenshotting and placing student work in new slide.
- **Share** (whole group)
 - Generate discussion based on strategies collected. Find the similarities and differences between the strategies.
- **Exit Ticket** (individual)
 - Provides teacher with formative assessment of students' progress towards standard
 - Do not send students to break out rooms to complete. Simply have them access the work while in the main room.
 - Post link in chat to have students complete an exit ticket in Slides. (each child gets their own slide assign a slide to them and have them place their names on top of slide.
OR
 - Assign an exit ticket in Teams for students to complete and turn in.
- **Send-off Instructions** (whole group)
 - Provide directions for practice problems for students to work on during their off-screen time.

Science

- **Warm-Up:** (varies)
 - Science warm-ups could be a graph pertaining to a science topic that students could analyze. Is it accurately representing the data? Where did the data come from? How was it collected? Is the data represented accurately? Do you have wonderings about the graph?
 - Or a science warm-up could be a model of a phenomenon, or a demonstration.
 - It could be a time where students are given a question and they need to formulate their initial ideas about that question into a digital notebook.
- **Launch** (whole group)
 - Set the students up for a question that they will be investigating.
 - Explain the slides that they will be collaborating on.
- **Explore** (small group)
 - Send students into breakout rooms to collaborate on their slides. This may involve the students accessing websites or videos that you have placed into the slides.
 - Have students write their thoughts to the question(s) at hand.

- Monitor slides and visit breakout rooms to gather ideas for the share
- **Share** (whole group)
 - Facilitate discussion about students' ideas that you gathered.
- **Exit Ticket** (individual)
 - This may not occur each day like in math but use this as a formative assessment to check student understanding towards standard(s)
- **Send-off** (whole group)
 - What will the students be working on during their non-screen time? Do they need to make observations? Do they need to consolidate the ideas they just heard from others into their own thoughts?

Lunch and Recess

ELA

Reading

- Reading Focus Lesson (whole group)
- Connection (whole group)
- Explicit Instruction (whole group)
- Guided Practice: (small group)
 - Send students to Breakout Rooms to practice
 - Teachers jump into breakout room discuss with student what they practiced.
- Send off (independent)
 - Provide students with the time that you will meet with them in small groups or individually. Send students into breakout rooms to do the reading independently. Ask them to be close to the computer so that when it is their turn for a conference they can jump on.

Writing

- Writing Focus Lesson (whole group)
- Connection (whole group)
- Explicit Instruction (whole group)
- Guided Practice: (small group)
 - Send students to breakout rooms to practice. Students can show their writing on slides
- Send off (independent)
 - Provide students with the time that you will meet with them in small groups or individually. Send students into breakout rooms to do the writing independently. Ask them to be close to the computer so that when it is their turn for a conference they can jump on.

Social Studies

- Guiding Question
- Shared Experience
- Read aloud
- Primary resource investigation
- Role Play
- Wrap Up

Southwick Regional School Sample Remote Learning Schedule-Grades 7-8 (MS)

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
7:35-8:25	A	A	A	A	A
8:35-9:25	B	B	B	B	B
9:25-10:00	Screen Break				
10:00-10:50	C	C	C	C	
11:00-11:50	D	D	D	D	D
11:50-12:20	LUNCH				
12:20-1:10	E	E	E	E	E
1:20- 2:10	F	F	F	F	F

Southwick Regional School Sample Remote Learning Schedule-Grades 9-12 (HS)

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
7:35-9:07	A	B	A	B	A
9:13-10:38	B	A	B	A	B
10:43-11:13	LUNCH				
11:18-12:40	C	D	C	D	C
12:45-2:10	D	C	D	C	D

Community Building MS: 5 minutes HS: 10 minutes	<ul style="list-style-type: none"> Welcome Check-in
Learning Targets & Agenda MS: 5 minutes HS: 5 minutes	<ul style="list-style-type: none"> Review learning targets and agenda (have them ready to display on the screen)
Direct Instruction MS:15 minutes HS: 20 minutes	<ul style="list-style-type: none"> Teacher modeling Viewing a short video Pre-recorded lesson Launch of problem for math for students to explore.

Working Session MS: 25 minutes HS: 45 minutes	<ul style="list-style-type: none"> • Zoom breakout groups • Individual work with teacher support • Group and/or individual presentations • Off screen work (investigations, hands-on projects) • Socratic seminars • 1:1 teacher conferences
Whole Class Debrief & Check-out MS: 5 minutes HS: 10 minutes	<ul style="list-style-type: none"> • Groups and/or individual students report out • Exit Ticket • Polling through Zoom • Whole class whip around • Assign homework • Reminders • General Questions

Best Practices for Remote Learning

- **Help students find an appropriate place to do live learning sessions.**
 - A quiet space with little movement from other members in household
 - A location where there is a space to do work on. Is there a place to write things? Use math manipulatives? Do you have a pencil and paper in this space?
- **Set the Norms for live Zoom sessions every time**
 - Clear expectations need to be created such as:
 - Be visible
 - Be present
 - Be open to working differently
 - Be respectful of other's opinions and ideas
 - Be prepared with needed materials (pen, paper, manipulatives, etc.)
- **The person who does most of the talking is the one who does most of the learning.**
 - Watch your airtime as the teacher.
 - Have a lesson structure that breaks down the block of time into small goal-oriented pieces.
 - Use breakout rooms for students to collaborate on work/solve problems together.
 - Share PPT slide link in chat that work will be on for students to do their work
 - A math problem
 - A section from an article to read and analyze
 - A graph showing the water flow of a river over time that they need to analyze and create a hypothesis about
 - Label the top of the slide with break out room numbers so students know which slides theirs are to show their work.
 - Monitor the slides and jump into breakout rooms to hear student discussion, pose questions, gather formative assessment data on individuals. Make note of which students you joined so next session you will join in different students break out rooms.
 - When back in main room orchestrate the discussion by having students share their screen or by you sharing the slide they worked on and them sharing what they did.

- Ask other students to make connections to their own work, or to summarize what the group just shared.
- **Use formative assessments to track student understanding throughout the lesson by**
 - Using the poll, chat, and annotate features in Zoom.
 - Using Pear Deck in your PPT slides to collect responses.
- **Close out lesson** (ideas listed)
 - Send a link in chat to a Form document to use as an exit ticket/formative assessment
 - Have students write in class notebook in OneNote some takeaways such as a prompt like- I used to think....but now I think...
 - Ask students to continue thinking about_____ and come to class prepared to share an idea
 - Use the poll feature to ask on scale of 1-4 how confident do you feel about the topic discussed today/their progress towards the day's learning target. (1- I'm very unsure but will get it; 2- I understand some but feel unsure with parts; 3- I understand if I have someone to talk it through with; 4- I got this! I can teach someone about it.)
 - Use the annotate feature for students to type in their response to a prompt.

Attendance:

Students' attendance will be taken daily. Teachers will monitor students' presence in synchronous sessions, as well as their timely submission of assignments. Students are expected to be engaged in learning activities for the length of the regular school day with time permitted for lunch, and movement breaks as scheduled by the teacher. Failure to check in with the teacher each day will result in an absence. Students are subject to the usual attendance policy as in-person learning.

Grading:

Grades will be provided following the usual outlined grading criteria for a course/grade level as in-person learning. Please refer to the student handbook and course syllabi for information on grading and assessment.

Special Education in Remote Settings

Students with disabilities who choose a fully remote model will have a regular and consistent schedule of classes, interventions, services and therapies aligned as closely as possible with the student's IEP. Synchronous remote lessons or tele-therapy sessions may be provided via telephone or video conferencing. These lessons may be supplemented by asynchronous pre-recorded videos of lessons for students to follow at home. Students will also have opportunities for interactions with teachers and other staff members and opportunities for interacting with classmates. As appropriate, students will be given supplemental work during the school day that can be accomplished independently.

The District will assess the technology needs of students with disabilities and develop support for the infrastructure needed for students to participate in remote learning. We will also provide appropriate staff and parent training.

English Learners (EL) in Remote Settings

EL teachers will continue to provide instruction remotely to students who were previously in self-contained EL classrooms or in pull-out models. For classes in which ELs participated in mainstream classrooms with both a content teacher and an EL teacher, the EL teacher should continue to collaborate with the content teacher to ensure that the appropriate supports and accommodations are provided to the ELs in that class through remote learning. Additionally, during remote learning, teachers should continue to provide appropriate supports and accommodations to EL students who were previously in

mainstream classrooms with only a content teacher to the greatest extent possible. Additional guidance on planning and providing remote learning for ELs can be found [here](#).

Teacher Expectations

- Teachers will provide daily synchronous remote instruction via Zoom or Teams.
- Teachers will take attendance for each class daily.
- Teachers will post all assignments and materials needed for class in Microsoft Teams.
- Teachers will add their principal and department chair to their Teams. If there is a student with an IEP in a class, the special education teacher must be added to the Team. If there is an EL in a class, the ESL teacher must be added to the Team.
- Teachers will communicate regularly with families to set expectations for completing and turning in assignments.
- Teachers will provide due dates for all assignments.
- Teachers will grade and/or give feedback on all assignments.
- Teachers will check their emails daily and will respond to student and family inquiries in a timely manner.
- Teachers will collaborate with special education teachers, ESL teachers, and ancillary service providers to meet the needs of all students.

Student Expectations

- Students are expected to participate in and complete all assignments for each class.
- Students will attend live Zoom or Teams sessions assigned by their teachers.
- Students will check their email and Teams at least twice per day.
- Students will submit completed assignments via Teams.
- Students will check in with their teachers daily for attendance purposes.

Recommended Applications for Remote Learning

For the sake of consistency for our families, we recommend the following technology tools:

- Communication with students/families
 - Outlook email
 - Phone calls
- Assignments
 - Teams
 - Word
 - Forms
 - PPT, PPT with Pear Deck
 - Excel
 - Flip Grid
 - iRead (new ELA curriculum app)
 - i-Ready for Math
 - OneNote
- Notebooks
 - OneNote: Students capture what they have learned through lessons in a digital way. Perhaps they find or create a video that explains a topic, or they draw or insert a diagram or model. These notebooks can be used in collaborative manner between teacher and student to check for understanding and ask questions to deepen students' understanding.

- Lessons
 - **PPT**
 - Pear Deck Add-in makes PPT's interactive with students
 - **DESMOS** for Math possibly some Science topics Slides like PPT where students can interact and move manipulatives to demonstrate and explain their thinking
 - Grade 6-8 LearnZillion for Illustrative Math; Illustrative Math Videos
 - **Screencast-o-Matic** for recording lessons
- Synchronous Remote Learning
 - **Zoom**
 - Breakout rooms
 - Poll feature
 - Chat
 - **Teams Meeting**

Communication between families and STGRSD

Regardless of the enrollment selection made by families, communication is a priority for the District and the schools.

Family Questions

Families that have any type of classroom or curricular question, should follow the normal protocols for resolution.

1. Contact the teacher. For students in both the hybrid and online models, families can communicate directly with the STGRSD teachers to address any questions or concerns. Email is the preferred method of communication
2. Contact the building administration. Families that have an issue that cannot be resolved by the classroom teacher should reach out to the building principal or assistant principal via email or calling the school office.
3. District administration. District administration should only be contacted if families are unable to resolve their questions with the classroom teacher and then building administrator. Special Education Families may reach out to the Special Education Department via telephone or email and families reaching out the Superintendent's Office may do so by emailing or calling.

Families that have questions related to the technology devices they have received from the District, will be provided with contact information for resolving issues quickly.

District Information to Families

Information to be provided to families will be sent via, school newsletters, outreach emails, phone calls and text messages, the District website, and the two primary District social media outlets: Facebook and Instagram.

Proposed Path to Reopening

Families Select their Learning Model

During the month of August, families will be required to select and enroll their student in the STGRSD Hybrid Learning Continuum or the STGRSD Full Remote Online Plan. This selection is a commitment for

the first semester of the 2020/2021 school year, which ends on January 29, 2021. This selection will allow schools to identify and place students in cohorts as well as plan for transportation routes.

Changing Models

If a student / family decides to change their mode of receiving education (i.e. opting out of the hybrid model and into Cohort D of remote learning) they will have the opportunity to do so effective February 1, 2021. Switching models outside of those windows will be at the discretion of the school's and/or District's administration.

Schedule of Reopening: Phased Reopening

Staff Return

In order to safely and competently open the Southwick-Tolland-Granville Regional School District for learning on September 15, 2020, I am proposing a phased-in approach, much like that of the phased opening of the Commonwealth.

The phased-opening plan begins on August 31, 2020 with ten days of faculty and staff training and preparation. **These will not be school days.** DESE has reduced the requirement for student learning to 170 days, specifically so districts can provide ten (10) days of professional development on new safety protocols and learning models. Each school will use this time to complete all necessary administrative tasks for the phased reopening plan. Teamwork and preparation for implementation will be the key components of these days.

Student Return

Once our staff has been trained, students participating in the STGRSD Hybrid Learning Continuum will return in-person in phases over a few weeks. This phase-in will help schools implement new protocols and adjust as needed in a controlled manner. During the phase-in period, any students not returning to in-person learning will be in a temporary remote learning mode administered by STGRSD staff.

Students enrolled in STGRSD Online Full Remote Learning will begin receiving instruction on September 15, 2020.

Student Supports and Professional Learning

The District continues to work closely with James Levine & Associates on developing trauma informed best practices. We will screen students for social-emotional and mental health needs prior to their return. Teachers will be embedding social-emotional supports into their instruction, and school adjustment counselors will be available for additional supports as needed.

The Commissioner of Education has provided schools with 10 days at the beginning of the school year for professional learning centered on supporting our students' social-emotional needs upon return, best practices in remote instruction, use of instructional technology for rigorous and engaging instruction, and health and safety protocols.

The educational priority for all three plans is access to high quality instruction on grade level standards. Teachers will diagnose students for gaps in skills needed to access grade level content at the beginning of each curriculum unit and provide instruction on prerequisite skills in proximity with the grade level standards of that unit. We refer to this as "just in time" teaching rather than "just in case" remediation

that can further widen skills gaps. Students will also participate in benchmark assessments at the beginning, middle, and end of the year in reading/ELA and mathematics. Students in grades K-8 will also have access to adaptive online instruction in reading and math, as well as the opportunity to attend an additional in-person session on Wednesdays for additional academic and social-emotional supports.

Re-Evaluation of Plan

This plan will be formally reevaluated with members of the SEA, District administrators, and parent feedback before November 1, 2020. If safety conditions, medical science and State guidance necessitate a transition to a temporary remote learning model, we will adjust accordingly before that date. Likewise, if future guidance suggests we can move to a greater number of students attending our in-person model, we will look to implement that change as soon as practicable.

Summary

In closing, I firmly believe that we have a plan that is both reasonable for application and safe for implementation. The hybrid model will allow students to access the curriculum and restore their connections with faculty, staff, and administrators. Educators will be able to deliver meaningful lessons in a controlled environment. Feedback from students, staff, committee members, and community members will be accepted and appreciated.

Here is a link to a video that DESE put together for the public's consideration in the rolling out of plans to return to school:

<https://www.youtube.com/watch?v=oHiETThCMROc>

Other Additional Information

Site Specific Reopening Task Forces

Each school will be operating differently in our reopening plan and therefore will need to operationalize the protocols and procedures they will employ for the safe and orderly operation of school. Each building will convene a team made up of parents, staff and administrators to collaborate on the reopening of each school. These site-specific reopening task forces will be responsible for reviewing individual plans and the academic and operational protocols for the upcoming school year. These protocols will be based on the District Reopening Plan.

Transportation Operations

The success of our hybrid plan depends on our ability to safely and efficiently transport students to and from school. Therefore, we are working collaboratively with our transportation provider and our families as we develop bus routes for the coming school year. The transportation guidance released by DESE on July 22, 2020 focuses on supporting districts to develop a transportation strategy that provides safe conditions for all students and staff traveling by bus, while also maximizing in-person learning. Key components of the guidance include the following:

1. Follow the medically advised health and safety requirements for travel by school bus
2. Address bus capacity challenges created by the physical distancing requirements on the school bus by considering strategies such as adding bus routes, staggering schedules, establishing new service area criteria, and pursuing a waiver for student learning time requirements if needed
3. Take proactive steps to promote safe alternative transportation options for students, including family-provided transportation, walking, and biking, as appropriate

For our District to move forward with developing bus routes that comply with the medically advisable capacities, we will be asking each family that NEEDS bus transportation identify their need on the student enrollment form being distributed to all families in mid-August. This information will be critical to our efforts to open school on the expected first day. Without timely and accurate responses, there is risk of delay in school opening, or some students may be without transportation until we can accommodate a slot for them (this may take a few additional days).

Parents will receive bus assignment, stop location, and schedule information as soon as it is available but not later than the week prior to the start of school.

School Nutrition Operations

Based on the guidance provided by DESE and the pressure testing conducted for all three schools, we plan for meals (breakfast and lunch) to be served and consumed in classrooms and outdoor spaces when conditions allow. Daily options will be limited and will feature more pre-packaged food items than typical for school lunch programs. Food served by our staff will continue to meet the USDA requirements for nutrition and serving size. However, because of the in-classroom service model, pre-ordering of school-prepared meals will likely be required. The District plans to utilize a pre-ordering module within our point-of-sale system to facilitate the ordering, tracking, and delivery of meals to students. Students will continue to be allowed to bring their own lunch.

Curbside Grab & Go pickup will be available for families whose students are not in school on that day, are participating in our STGRSD Full Online Remote option or in the event the district needs to transition to a

temporary remote learning mode for all students. Meal distribution plans will be included in each site-specific plan and will be communicated to all families.

At the time of submission of this plan, DESE officials were still awaiting a decision by the U.S. Department of Agriculture on a waiver request that would extend free meal status to all students within Massachusetts for the 2020/2021 school year. If the waiver is granted STGRSD will notify all families of the availability of free meals under the National School Lunch Program.

Facilities and Sanitization

Room design

Classrooms: In accordance with CDC physical distancing guidelines, all STGRSD classrooms have been furnished to maintain 6 feet of distance between all student and staff workspaces. Provisions have been made to ensure 6 feet of distance for all teaching activities. Classrooms were first measured and then an estimated capacity was found by using modeling software. These estimates were then physically tested across the district to ensure accuracy. The custodial staff continues to set up classrooms with these guidelines and adjustments are being made to individual classrooms to account for built-in fixtures such as cabinets, HVAC equipment, and adjoining classroom doors. Any loose furniture that interfered with physical distancing has been removed from the classrooms and stored.

Staff offices: Shared staff office spaces are being reconfigured to adhere to physical distancing guidelines. Furniture has been rearranged and staff have been relocated to new workspaces to accommodate increased distance. Infrastructure has been modified as well, including relocating common use equipment such as photocopiers.

Medical waiting room

A medical waiting room has been designated in each building. This room is located within proximity to the nurse's office, a suitable restroom, and a building exit. Medical waiting rooms will be set up so that all students inside can be physically distanced at least 6 feet apart and observed from outside the room itself. All DESE requirements regarding staffing, mask wearing, hand hygiene, food/drink, ventilation and size will be followed.

Building sanitation

Our custodial and maintenance teams will clean our buildings daily in accordance with DESE guidelines. In addition to this, each school will receive a deep sanitization process every Wednesday and Friday if the buildings are occupied.

Custodial training

Custodial staff will be attending eight hours of training focused on safety standards, universal and specific precautions and proper cleaning and disinfection techniques. Four hours of training will be hosted by the Massachusetts Facilities Administrators Association and presented by staff from the Massachusetts Department of Labor Standards and a certified trainer/environmental health consultant. The remaining four hours of training will be an in-service training course focusing on building specific topics including enhanced cleaning techniques and proper use of specialized tools such as electrostatic sprayers.

Specialized cleaning routines

Each school will have all touchpoints (listed below) disinfected at least once each day in addition to standard daily cleaning. Areas/items identified as “High touch” will be disinfected 3-4 times per day while the building is occupied. Deep cleaning of classrooms/ restrooms will be scheduled to take advantage of low building occupancy times on a weekly basis.

Touchpoints

- Door handles and panic bars
- Light switches
- Classrooms sinks/faucets
- Classroom tables and chairs
- Bottle filling stations
- All restrooms surfaces including dispensers
- Touch screens and copier keypads
- Staff breakrooms spaces, including appliances
- Pencil sharpeners

Daily cleaning routines

In addition to the specialized work outlined above, custodians will be performing their standard cleaning routines.

Specialized cleaning products

Electrostatic sprayers have been purchased for use in all buildings. These sprayers are much more effective at evenly applying disinfectants to completely cover a surface quickly.

STGRSD has also increased its use of microfiber towels for wiping surfaces. Microfiber alone has been shown to remove more than 95% of surface contaminants. When used in conjunction with an EPA registered disinfectant and in accordance with the manufacturers’ specifications, microfiber cloths are much more effective.

The district has obtained a steady supply of an EPA registered disinfectant that carries a certified emerging pathogen claim for general disinfecting applications. All custodial staff will be trained on proper use of this product in accordance with the manufacturers’ specifications to ensure its efficacy and safe use. The district has also obtained a steady supply of a food-grade, EPA registered disinfectant that carries a certified emerging pathogen claim for use in food service applications. Either of these products can be used with an electrostatic sprayer for quick and thorough disinfecting in all building spaces.

Approved school cleaning products

Specialized disinfectant solutions require trained staff to be used effectively and safely. The district will supply CDC-approved, single use disinfecting wipes to be distributed at the classroom level for student and teacher use where appropriate. Uses include student desks, teacher workspaces and any shared materials such as computer keyboards or classroom calculators.

The sharing of items is strongly discouraged and, in most cases, prohibited. All efforts will be made to provide students with their own materials. In the case of items that need to be used by more than one

student the item will be sanitized or wiped down between uses. In the case of items that are for cooperative use, students will wash hands or use hand sanitizer prior to use and upon completion of use. Then the items will be sanitized.

HVAC

All mechanical systems in the district were updated over the course of the MSBA renovation project completed in 2016. All three buildings underwent a design process that complied with the 2009 International Mechanical Code resulting in ventilation systems built or updated to ASHRAE standard 62.1. While conducting the annual preventive maintenance work over the summer, maintenance staff will verify all fresh air systems are operating to 100% capacity and changing all air filters in accordance with the manufacturers specifications for the individual equipment. The Buildings and Grounds Supervisor has worked with the Building Automation Systems (BAS) contractors over the summer to maximize the amount of fresh air supplied to all spaces while limiting the amount of recirculation of air as much as possible. Each building's BAS has been programmed with an automatic daily purge cycle of 100% outdoor air and maximum exhaust for two hours before the building is occupied. The BAS will then supply as much fresh air to the buildings as is possible while the buildings are occupied. In the event of a known air quality issue, the purge cycle has been programmed with the ability to be triggered manually.

Fans

The use of air circulating fans other than fixed, mechanical systems will not be permitted to prevent dispersal of airborne particles

Hand washing/sanitizing

75% of STGRSD classrooms are equipped with soap and water handwashing facilities. These stations will be routinely stocked with soap and paper towels by custodial staff. In addition, all classrooms will be issued a portable, pump type, hand sanitizer bottle that will be restocked on an as needed basis. Portable hand sanitizer bottles were selected because classes are encouraged to maximize physical distancing by utilizing large common areas and outdoor spaces. Hand sanitizer stations will be set up at building entrances for daily use by all staff, students, and visitors.

Restrooms and water fountains

Restrooms with multiple urinals will have some closed to encourage physical distancing. Powered hand dryers will be locked out and replaced with touch-free paper towel dispensers.

All water fountain spouts will be capped to prevent use while maintaining the ability to use the built-in bottle fillers. Water fountains without bottle fillers will be shut off completely.

Windows

All windows will be checked for safe and proper operation prior to the return of staff and students.

Visitors and volunteer policy

Until further notice, schools will not allow visitors or volunteers on the grounds.

Whenever possible, meetings and conferences will be held remotely. Fall Parent Teacher Conferences will be held via telephone or Zoom. When a child is being picked up, a parent or guardian will be screened outside of the building via camera and intercom and the child will be brought to them.

2020/2021 District Calendar



SOUTHWICK-TOLLAND-GRANVILLE REGIONAL SCHOOL DISTRICT 2020/2021 Calendar

<p>8/31 Staff Opening Day</p>	<p>AUGUST 2020</p> <table> <tr><td>S</td><td>M</td><td>T</td><td>W</td><td>Th</td><td>F</td><td>S</td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td></td><td>1</td></tr> <tr><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td></tr> <tr><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td></tr> <tr><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td></tr> <tr><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td></tr> <tr><td>30</td><td>31</td><td></td><td></td><td></td><td></td><td></td></tr> </table>	S	M	T	W	Th	F	S							1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31						<p>School Hours</p> <table> <tr> <th></th><th>Full Day</th><th>Half-Day</th></tr> <tr> <td>SRS</td><td>7:35 am - 2:10 pm</td><td>7:35 am - 11:00 am</td></tr> <tr> <td>PMS</td><td>8:15 am - 2:40 pm</td><td>8:15 am - 11:30 am</td></tr> <tr> <td>WS</td><td>9:00 am - 3:20 pm</td><td>9:00 am - 12:00 pm</td></tr> </table>		Full Day	Half-Day	SRS	7:35 am - 2:10 pm	7:35 am - 11:00 am	PMS	8:15 am - 2:40 pm	8:15 am - 11:30 am	WS	9:00 am - 3:20 pm	9:00 am - 12:00 pm	<p>Symbols</p> <p>★ First Day School</p> <p>□ No School</p> <p>○ Half-Day, Staff Collaboration</p>																														
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<p>9/1-9/14 Staff PD 9/7 Labor Day: Offices Closed 9/15 First Day of School PreK-12</p>	<p>SEPTEMBER 2020</p> <table> <tr><td>S</td><td>M</td><td>T</td><td>W</td><td>Th</td><td>F</td><td>S</td></tr> <tr><td></td><td></td><td></td><td>1</td><td>2</td><td>3</td><td>4</td></tr> <tr><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td></tr> <tr><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td></tr> <tr><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td></tr> <tr><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td><td></td><td>12/12</td></tr> </table>	S	M	T	W	Th	F	S				1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30		12/12	<p>FEBRUARY 2021</p> <table> <tr><td>S</td><td>M</td><td>T</td><td>W</td><td>Th</td><td>F</td><td>S</td></tr> <tr><td></td><td></td><td></td><td>1</td><td>2</td><td>3</td><td>4</td></tr> <tr><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td></tr> <tr><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td></tr> <tr><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td></tr> <tr><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td><td></td><td>15/98</td></tr> </table>	S	M	T	W	Th	F	S				1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30		15/98	<p>2/1 Second Semester Begins 2/15 Presidents' Day: Offices Closed 2/16-19 Winter Vacation</p>							
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<p>10/12 Columbus Day: Offices Closed Conferences TBD 10/21 Half-Day: Parent Conf. 10/22 Evening Parent Conf. 10/28 Half-Day: Parent Conf.</p>	<p>OCTOBER 2020</p> <table> <tr><td>S</td><td>M</td><td>T</td><td>W</td><td>Th</td><td>F</td><td>S</td></tr> <tr><td></td><td></td><td></td><td></td><td>1</td><td>2</td><td>3</td></tr> <tr><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td></tr> <tr><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td></tr> <tr><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td></tr> <tr><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td><td>31</td></tr> </table> <p>21/33</p>	S	M	T	W	Th	F	S					1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	<p>MARCH 2021</p> <table> <tr><td>S</td><td>M</td><td>T</td><td>W</td><td>Th</td><td>F</td><td>S</td></tr> <tr><td></td><td></td><td></td><td>1</td><td>2</td><td>3</td><td>4</td></tr> <tr><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td></tr> <tr><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td></tr> <tr><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td></tr> <tr><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td><td>31</td><td>23/121</td></tr> </table>	S	M	T	W	Th	F	S				1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	23/121	<p>Conferences TBD 3/3 Half-Day: Parent Conference 3/22 Evening Parent Conferences 3/10 Half-Day: Post Conferences</p>							
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<p>11/4 NO SCHOOL: Staff Prof. Dev. 11/11 Veterans Day: Offices Closed 11/13 Term 1 Grades Close 11/25 Half-Day: Thanksgiving Break 11/26-27 Thanksgiving Break: Offices Closed</p>	<p>NOVEMBER 2020</p> <table> <tr><td>S</td><td>M</td><td>T</td><td>W</td><td>Th</td><td>F</td><td>S</td></tr> <tr><td></td><td></td><td></td><td>1</td><td>2</td><td>3</td><td>4</td></tr> <tr><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td></tr> <tr><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td></tr> <tr><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td></tr> <tr><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td><td></td><td>17/50</td></tr> </table>	S	M	T	W	Th	F	S				1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30		17/50	<p>APRIL 2021</p> <table> <tr><td>S</td><td>M</td><td>T</td><td>W</td><td>Th</td><td>F</td><td>S</td></tr> <tr><td></td><td></td><td></td><td></td><td>1</td><td>2</td><td>3</td></tr> <tr><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td></tr> <tr><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td></tr> <tr><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td></tr> <tr><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td><td>16/137</td></tr> </table>	S	M	T	W	Th	F	S					1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	16/137	<p>4/2 Good Friday: Offices Closed 4/9 Term 3 Grades Close 4/19 Patriot's Day: Offices Closed 4/20-23 Spring Vacation</p>							
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<p>12/21-12/23 No School Staff PD 12/24-31 Holiday Vacation: No School 12/25 Holiday: Offices Closed</p>	<p>DECEMBER 2020</p> <table> <tr><td>S</td><td>M</td><td>T</td><td>W</td><td>Th</td><td>F</td><td>S</td></tr> <tr><td></td><td></td><td></td><td>1</td><td>2</td><td>3</td><td>4</td></tr> <tr><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td></tr> <tr><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td></tr> <tr><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td></tr> <tr><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td><td>31</td><td>14/64</td></tr> </table>	S	M	T	W	Th	F	S				1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	14/64	<p>MAY 2021</p> <table> <tr><td>S</td><td>M</td><td>T</td><td>W</td><td>Th</td><td>F</td><td>S</td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td></td><td>1</td></tr> <tr><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td></tr> <tr><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td></tr> <tr><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td></tr> <tr><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td></tr> <tr><td>30</td><td>31</td><td></td><td></td><td></td><td></td><td>20/157</td></tr> </table>	S	M	T	W	Th	F	S							1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31					20/157	<p>5/31 Memorial Day: Offices Closed</p>
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<p>1/1 New Year's Day: Offices Closed 1/4 SCHOOLS REOPEN 1/18 Martin Luther King, Jr. Day: Offices Closed 1/29 Term 2 Grades Close</p>	<p>JANUARY 2021</p> <table> <tr><td>S</td><td>M</td><td>T</td><td>W</td><td>Th</td><td>F</td><td>S</td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td></td><td>1</td></tr> <tr><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td></tr> <tr><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td></tr> <tr><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td></tr> <tr><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td></tr> <tr><td>30</td><td>31</td><td></td><td></td><td></td><td></td><td>19/83</td></tr> </table>	S	M	T	W	Th	F	S							1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31					19/83	<p>JUNE 2021</p> <table> <tr><td>S</td><td>M</td><td>T</td><td>W</td><td>Th</td><td>F</td><td>S</td></tr> <tr><td></td><td></td><td></td><td>1</td><td>2</td><td>3</td><td>4</td></tr> <tr><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td></tr> <tr><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td></tr> <tr><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td></tr> <tr><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td><td></td><td>13/170</td></tr> </table>	S	M	T	W	Th	F	S				1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30		13/170	<p>6/12 Graduation 6/16 PreK Last Day (No Snow Days) 6/17 K-12 Half Day: Last Day (170 Days) 6/17 Term 4 Grades Close 6/24 K-12 Half Day: Last Day (175 days)</p>
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Please Note: This calendar may be changed by School Committee action or by inclement weather conditions. Such changes will be announced as far in advance as possible. School cancellations (i.e. snow days) will extend the school year.

School Committee Approval: 8/5/2020
amc Rev 5.1

Certification Statement

I certify that Southwick-Tolland Granville Regional School District has met the final health and safety requirements issued by DESE, which can be found in the following DESE documents:

- Initial Fall School Reopening Guidance
- Fall Reopening Facilities and Operations Guidance
- Comprehensive Special Education Guidance
- Guidance for Courses Requiring Additional Safety Considerations for Fall 2020
- Protocols for responding to COVID-19 scenarios in school, on the bus, or in community settings
- Career/Vocational Technical Education Reopening Guidelines
- Fall Reopening Transportation Guidance



Jennifer C. Willard, Superintendent of Schools

August 13 2020

Date

Supplements

Frequently Asked Questions

Southwick-Tolland-Granville Regional School District

School Reopening 20/21

Frequently Asked Questions

August 7, 2020

What are the learning options for my child for the 2020/2021 School Year

Families may choose between the STGRSD Hybrid In-person Learning Continuum and the STGRSD Online Full Remote Learning options.

When do I have to make a decision about what learning option I will choose for my child?

So that transportation, schedules and technology needs can be identified and ready for the first day of school, families must complete an enrollment selection form for each student by August 15, 2020.

Can I switch between STGRSD Hybrid In-person learning and STGRSD Online Full Remote learning?

Family selection of their learning model is a commitment for the first semester of the 2020/2021 school year, which ends on January 29, 2021. Switching models outside of this time will be at the discretion of the school and/or District administration.

STGRSD In-person Hybrid Learning Continuum

If I select STGRSD In-person Hybrid Learning Continuum, what will the schedule be like for students in grades PreK-4?

Students in grades PreK-4 will attend in-person every day:

Full day: Monday, Tuesday, Thursday, Friday

½ student day: Wednesday

If I select STGRSD In-person Hybrid Learning Continuum, what will the schedule be like for students in grades 5-12?

Cohort A will attend in-person on Monday and Tuesday while Cohort B participates remotely. Wednesday will be a remote learning day for all to allow for deep cleaning. Cohort B will attend in-person on Thursday and Friday while Cohort A participates remotely.

Will students in the same household be on the same schedule if hybrid?

Yes, students from the same household, who attend in-person two days per week, will be on the same schedule.

Would classes be live streamed in hybrid model?

The Hybrid model would combine live stream, break out rooms, small group instruction, computerized instruction, self-directed learning, and individual assignments. All these elements would be employed by the teacher based on the objective of the lesson and the needs of the students.

If we are operating in a hybrid model, will the classroom teacher be responsible for students in class and at home?

In grades 7-12, the classroom teacher will be responsible for the students both in class and at home. In grades 5-6, teachers will teach in teams of two in-person teachers and one remote teacher who will work together to deliver the same instruction each day. More information can be found in the school specific plans presented at the August 5, 2020 School Committee meeting. That presentation is available on our website.

How will we catch students up from lost learning?

The educational priority is access to high quality instruction on grade level standards. Teachers will diagnose students for gaps in skills needed to access grade level content at the beginning of each curriculum unit and provide instruction on prerequisite skills in proximity with the grade level standards of that unit. We refer to this as “just in time” teaching rather than “just in case” remediation that can further widen skills gaps.

How will students continue their learning if they are required to self-quarantine?

Quarantined students will be able to join the remote learning cohort for the duration of their time away.

Who decides when and how we move from one model of instruction to another?

The local board of health in consultation with District leaders.

Are teachers receiving Professional Development on remote teaching?

Yes. The Commissioner of Education has provided schools with 10 days at the beginning of the school year for professional learning centered on social emotional learning, remote learning, and safety protocols.

Will there be more consistent expectations for what teachers need to do?

Yes. Teachers will be required to teach for the length of a regular school day, whether remotely or in-person. Best practices for remote learning will be a focus of professional development and an expectation for all.

Will there be physical time for students (e.g. PE, recess)?

Outside space will be used for PE and recess, weather permitting.

Will water bottles/ snack be allowed in class?

Yes, water bottles and snack will be allowed in class.

Will there be specials/encore? If so, what will that be like?

Students will participate in specials/encore during an approximate 5 week cycle. At Woodland School and Powder Mill School specials will take place in the student’s classroom. Curriculum modifications will be made as needed to accommodate safety protocols.

Where will students eat lunch?

Students will eat in the classroom or outside.

Will there be orientations for students new to a school?

The District is looking at a phased reopening which will allow small numbers of students at each grade to experience the return to school. Essentially this will be an orientation for all students not just those attending a new school.

Will there be extracurricular clubs remotely to promote social interaction?

While clubs will not be an initial focus for the fall, once systems are in place and the remote learning platforms are functioning then we will want to bring back as much of what makes school fun as we can.

Will there be fall sports?

We are still waiting for information about fall sports.

Will there be field trips?

There are no immediate plans for in person field trips. Virtual field trips will be explored.

Will there be DLEs?

There will be no in-person DLEs until the CDC and DESE guidance changes.

STGRSD Online Full Remote Learning**If I select STGRSD Online Full Remote Learning for my child, is this an STGRSD program or a State Virtual Academy? Who will be their teacher?**

STGRSD Online Full Remote learning will be taught by STGRSD teachers, using STGRSD curriculum. Initially it was indicated that a State Virtual Academy would be utilized but the model was adjusted effective August 5, 2020.

Will remote instruction be synchronous and will students be required to participate?

Students are required to participate in remote learning. Attendance will be taken and grades assigned. Instruction will be a blend of synchronous and asynchronous lessons and assignments comprising the length of a regular school day.

If I select full remote instruction for my child, can they still participate in extracurricular activities?

Students selecting the STGRSD Online Remote Learning are still registered with the Southwick-Tolland-Granville Regional School District and therefore able to participate in extracurricular activities should they be offered.

What is the difference between remote learning and homeschooling?

Remote learning means learning provided by the school district that happens outside of the traditional classroom because the student and teacher are separated by distance. Homeschooling is a type of private education provided by the parents, or someone else not connected with the school. For a child of compulsory school age, the homeschooling program must be approved in advance by the superintendent and school committee by submitting a Notice of Intent to Pursue a Program of Home Education form to the central office by August 15.

Technology

Will students be provided with laptops for remote and hybrid learning?

The goal is for all students in grades 3-12 to have access to a laptop. We have run into some supply chain issues, and delivery has been delayed. We are currently working on an alternate plan to tide us over until delivery.

Will there be parent training on Microsoft 365?

Yes. We will be posting tutorial videos on the district website, and if there is interest will host virtual Family Academies to assist with learning new technology.

Addressing Student Needs

How will IEP/504 services including OT, PT, SLP, etc. be provided?

This will be decided on a case by case basis by the IEP/504 team.

How will we meet the increased social-emotional needs of students?

The district continues to work closely with James Levine & Associates on developing trauma informed best practices. We will screen students for social and emotional needs as they return. Teachers will be embedding social emotional supports into their instruction, and school adjustment counselors will be available for additional supports as needed.

Transportation

Will siblings be allowed to sit together on the bus?

Yes, depending on the ability to social distance from other students on the bus. More information can be found [here](#), item 2.

How many students are allowed on the bus and what are the safety requirements?

DESE guidance on transportation can be found [here](#), item 2.

Will hours be the same or will different grades arrive/depart at different times?

Part of the family enrollment selection is identification of students requiring transportation. Once that enrollment period is closed, the transportation department will be able to accurately assess need and develop routes. Pick up and drop off is anticipated be different at each site because of the unique challenges presented by the school's physical set up. If times are staggered to accommodate arrival and departure they will be staggered by last name not grade so that families will not be on different schedules.

What are the parent/bus pick up and drop off procedures?

Information on pick up and drop of procedures will be forthcoming once we have a better idea of how many students will utilize District transportation. Each school will review their current procedures and make changes to accommodate social distancing guidelines.

Safety Protocols

What will happen if a student or staff member tests positive for COVID-19?

The District will follow the Massachusetts Department of Elementary and Secondary Education's protocols for responding to COVID-19 scenarios in school, on the bus, or in community settings found [here](#), item 2.

Will students' temperatures be checked when they get on the bus or arrive at school?

No. Families are required to monitor students' symptoms each morning before sending students in to school.

Will staff and students be required to take a COVID-19 test as a baseline before the first day of school?

No. The District will follow the Massachusetts Department of Elementary and Secondary Education's protocols for responding to COVID-19 scenarios in school, on the bus, or in community settings found [here](#), item 2.

What are the protocols for transitions at Woodland? Will students be required to wear a mask if they are out of their classrooms?

Students in grade 2 must wear a mask at all times. Students in PK-1 must wear a mask on the school bus, and are strongly encouraged to wear a mask in the school.

How much time in a school day will be used for new safety protocols including mask breaks?

Adjustments will be made to the daily schedule to accommodate mask breaks and an increased amount of time outdoors for students. Sample schedules are available in the school specific plans presented at the August 5, 2020 School Committee meeting. That presentation is available on our website.

What accommodations to the mask requirement will be made for students with asthma or other medical conditions that prevent mask wearing?

School Nurses will work with officials from the Southwick Department of Public Health will determine accommodations for individual students based on the students' needs and in conjunction with healthcare providers.

How will students on the second floor of Powder Mill School wear masks all day during the high temperatures typically experienced in the first few weeks of school?

We will not use these spaces for students. Other spaces on the first floor will be repurposed for sixth grade classrooms.

What are the cleaning protocols for disinfecting surfaces?

Information about cleaning protocols can be found in DESE's Facilities and Operations Guidance [here](#), item 2. More information can also be found in the Facilities & Operations for School Reopening presented at the August 5, 2020 School Committee meeting. That presentation is available on our website.

How will we manage fire drills, lock down drills, etc.?

We will work with the Southwick fire and police departments to update safety protocols for fire drills and lock down drills to maintain social distancing.

Students Living Beyond District Boundaries

My student attends STGRSD via the METCO program or school choice. Are they eligible to select between the STGRSD Hybrid Learning Continuum and STGRSD Online Full Remote Learning?

Yes, students attending via METCO and approved for school choice are eligible to make the same selections as resident students.

My student attends STGRSD via the METCO program. What schedule will they follow if selecting the STGRSD Hybrid Learning Continuum? Are they eligible for Transportation?

Students enrolled via the METCO program in grades K-4 will attend school every day. Students enrolled via the METCO program in grades 5-12 will follow the same schedule as Cohort B. They will receive transportation on these days.

My student attends STGRSD via the School Choice Program. What schedule will they follow if selecting the STGRSD Hybrid Learning Continuum?

School choice students will follow the same schedule as their peers who reside in Southwick.

STGRSD Summarized Version of: Protocols for Responding to COVID-19 Scenarios in School, on the Bus, or in Community Settings released by the DESE on July 17, 2020

On July 17, 2020 The Massachusetts DESE provided districts with protocols for responding to specific COVID-19 scenarios this fall releasing *Protocols for Responding to COVID-19 Scenarios in School, on the Bus, or in Community Settings*. This document will guide us in the fall as we are faced with making decisions in response to a variety of situations. We have taken that set of protocols and condensed them into a user friendly document that will help families better understand what to expect when school reopens.

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

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

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

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

Close contacts of a positive COVID-19 case should be tested.

- In school settings, close contacts include other students and staff who were within 6 feet of the student or staff for at least 10-15 minutes in a classroom, in other school spaces, on the bus, or at an extracurricular activity. In elementary and other school situations where the students are in self-contained classrooms for an extended period, all students/staff within this “cohort” are considered close contacts as they may have been within 6 feet of the person with a positive test result.

Most common symptoms of COVID-19 and testing requirements

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:

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

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

Protocols for possible COVID-19 scenarios

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

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

The following pages outline protocols for the scenarios below.

Section 1: Protocols for individual exposure or individual positive test

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

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

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

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

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

Section 1: Protocols for individual exposure or individual positive test

Protocol: Student or staff tests positive for COVID-19

1. The student or staff member must remain at home (except to get medical care), monitor their symptoms, notify the school, notify personal close contacts, assist the school in contact tracing efforts, and answer the call from local board of health or Massachusetts Community Tracing Collaborative. For most people who have relatively mild illness, they will need to stay in self-isolation for at least 10 days **and** until at least 3 days have passed with no fever and improvement in other symptoms.
2. The student's parent/caregiver or the staff member informs the school principal that the individual has tested positive for COVID-19.
3. STGRSD will determine whether the student or staff member was on the premises during the time frame that started two days prior to symptom onset (or testing positive if not symptomatic) until the time of isolation.
 - a. Promptly clean and disinfect the student's or staff member's classroom, bus, and any other facilities visited by the individual.
 - b. Send a communication to the other families in the student's class (e.g., cohort) that there has been a positive test without naming the individual student or staff member who tested positive.
 - c. If the school finds out about the original COVID-19 positive test in the middle of a school day when the rest of the cohort is in class:
 - i. Make sure these students are wearing masks, including in kindergarten and first grade. Enforce strict physical distancing. Require students to wash their hands.
 - ii. The school should quickly identify the individuals who may be "close contacts" of the student and notify students and their families.
 - iii. Caregivers of students in the class or other close contacts may pick students up prior to the end of the day. Caregivers must wear a mask/face covering when picking up their student. Students who are close contacts and students with any symptoms will not ride the school bus to get home. Caregivers and students, as well as staff, should wash their hands upon arriving at home and change their clothes as a precaution.
 - iv. Close contacts should not come back to school until they have received the results of testing (or elected to instead quarantine for 14 days) and are asked to communicate their test results to the school.
 - v. **Any area** of the school visited by the COVID-19 positive individual must be closed off and/or cleaned and disinfected. The area can be used 12 hours after cleaning/disinfecting has occurred.

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

1. The student or staff member who was in close contact with someone who tested positive for COVID-19 should be tested at one of Massachusetts's test sites. An individual who does not wish to be tested should instead quarantine for 14 days and until asymptomatic.
2. Close contacts should isolate at home prior to testing and while awaiting test results.
3. In order to return to school, close contacts need to have one negative test result and not be showing any COVID-19 symptoms, or if they do not wish to be tested, quarantine at home for 14 days. Because tests performed too early can be falsely negative, ideally the test should be performed no sooner than 4 or 5 days after the last contact with the person who tested positive.
4. **IF POSITIVE TEST FOLLOW STEPS UNDER:** "Protocol: Student / staff tests positive for COVID-19."

Protocol: Student is symptomatic at home

1. Family should monitor students at home each morning for the most common symptoms of COVID-19 (see list above).
 - a. **IF ANY SYMPTOM:**
 - i. Do not send the student to school.
 - ii. Call the school principal and inform them student is staying home due to symptoms.
 - iii. Current Massachusetts DPH guidance is that all symptomatic individuals in Massachusetts, even those with mild symptoms, should be tested. An individual who does not wish to be tested should instead isolate for 14 days and until asymptomatic.
 - iv. The student should get tested at one of Massachusetts's test sites.
 - v. Isolate at home until test results are returned.
 - vi. Proceed as follows according to test results:
 1. **IF NEGATIVE:** Student stays home until asymptomatic for 24 hours.
 2. **IF POSITIVE:** follow steps under: "Protocol: Student / staff tests positive for COVID-19."

Protocol: Student is symptomatic on the bus

1. Although families are the most important first line of defense for monitoring symptoms, bus drivers and bus monitors also play an important role in flagging possible symptomatic students.
2. If symptoms are noticed as the student is getting on the bus and if there is a caregiver present, student will not be allowed to board the bus. Caregiver should then follow: "Protocol: Student is symptomatic at home."
3. If student is already on the bus, ensure student is masked and keeps mask on. Ensure other students keep their masks on. Ensure student keeps required physical distance from other students.

4. Bus driver/monitor will call ahead to the bus service dispatch. The dispatch will contact the school to inform the school principal of a possible symptomatic child.
5. School nurse will meet the bus as it arrives, wearing a mask. As practical, student with possible symptoms should exit the bus first.
6. Bus will be cleaned / disinfected.
7. Nurse should evaluate the student for symptoms.
 - a. **IF ANY SYMPTOM:**
 - i. Place the student in the designated medical waiting room.
 - ii. Contact caregiver for pick-up.
 1. Student waits to be picked up in the medical waiting room. Caregivers must wear a mask/face covering when picking up their student. Students should not ride the school bus to get home. Caregivers and students should wash their hands upon arriving at home and change their clothes, as a precaution.
 - iii. Current Massachusetts DPH guidance is that all symptomatic individuals in Massachusetts, even those with mild symptoms, should be tested. An individual who does not wish to be tested should instead isolate for 14 days and until asymptomatic.
 - iv. Isolate at home until test results are returned.
 - v. Proceed as follows according to test results:
 1. **IF NEGATIVE:** If the student does not have COVID-19, the student may return to school based upon guidance from their clinician and necessary management of another diagnosis. Student stays home until asymptomatic for 24 hours.
 2. **IF POSITIVE:** follow steps under: “Protocol: Student/staff tests positive for COVID-19.”
 - b. **IF NO SYMPTOMS:**
 - i. If the evaluation shows the student does not have symptoms, send the student to class.

Protocol: Student is symptomatic at school

1. Although families are the most important first line of defense for monitoring symptoms, teachers will play an important role in referring possible symptomatic students to the school nurse or other medical point of contact.
2. Teacher ensures the student is wearing a mask that fully covers nose and mouth at all times.
3. Teacher calls the nurse or school medical point of contact to inform them that they have a possible case. Nurse comes to get the student from class.
4. Nurse will evaluate the student for symptoms and notify the school principal (see list above: “Most common symptoms of COVID-19”).
 - a. **IF ANY SYMPTOM:**

- i. Place the student in the designated medical waiting room.
- ii. Contact caregiver for pick-up.
 1. Student waits to be picked up in the medical waiting room. Caregivers must wear a mask/face covering when picking up their student. Students should not ride the school bus to get home. Caregivers and students should wash their hands upon arriving at home and change their clothes as a precaution.
- iii. Current Massachusetts DPH guidance is that all symptomatic individuals in Massachusetts, even those with mild symptoms, should be tested. An individual who does not wish to be tested should instead isolate for 14 days and until asymptomatic.
- iv. Student should get tested at one of Massachusetts's test sites.
- v. Isolate at home until test results are returned.
- vi. Proceed as follows according to test results:
 1. **IF NEGATIVE:** If the student does not have COVID-19, the student may return to school based upon guidance from their clinician and necessary management of another diagnosis. Student stays home until asymptomatic for 24 hours.
 2. **IF POSITIVE:** follow steps under: "Protocol: Student or staff tests positive for COVID-19."
- b. **IF NO SYMPTOMS:**
 - i. If the evaluation shows the student does not have symptoms, send the student back to class.

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

Protocol: Presence of multiple cases in the school or district

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

4. Should there be circumstances where there are multiple cases in multiple schools, school and district leaders must consult with the local board of health as to proposed next steps. These steps could include, *for example*, making a decision to a) shut down the district for a short time (e.g. 1-3 days) for an extensive cleaning or other facility mitigation, or b) shut down the district for the longer duration of a 14-day quarantine period.
5. **Before a final decision is made on a school or district closure, the superintendent must consult with DESE for further guidance.**

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

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