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Re-Opening Plan

Pioneer Valley Regional School District

2020-2021 School Year



INTRODUCTION

The Pioneer Valley Regional School District is pleased to introduce our reopening information for the 2020-2021 school year. The district has worked diligently to gather as much information

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and feedback as possible in order to develop plans and protocols that will keep students and staff safe, while creating a nurturing and productive learning environment.

On June 25th, 2020 Governor Baker’s office and the Department of Elementary and Secondary Education (DESE) released their initial guidance about reopening schools this fall. After weeks of discussion with the State’s Return to School Working Group that I am a member of, which includes: infectious disease physicians, pediatricians and other public health experts from the Massachusetts General Brigham Health System, the Massachusetts COVID-19 Command Center’s Medical Advisory Board, and the Massachusetts Chapter of the American Academy of Pediatrics, and given low transmission rates of COVID-19 in the state, the consensus among these professionals is that in-person learning is the preferred model, with safety at the forefront. While remote learning has improved over the course of the school closures, there is no substitute for in-person instruction when it comes to the quality of students’ academic learning. In-person school plays an equally important role in supporting students’ social-emotional needs, including their mental and physical health, and mitigating the impacts of trauma.

In order to adhere to the school re-opening guidance provided by DESE, consistent with recommendations from medical professionals and the American Pediatric Association, we are making significant changes in our school schedules and operating procedures to make a modified 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 from school when sick, among others. Our planning process includes a comprehensive set of strategies and investments to minimize the risk of transmitting the virus.

On our district website page, www.pvr-sdk12.org, families can explore the various learning options offered. Information is also available regarding the protocols being instituted to maximize the health and safety of all students and staff, and to communicate timely information to all stakeholders. The site also includes information about instruction for special education students, field trips and extracurricular activities, technology support, health and wellness protocols for in-school students, and visitor and volunteer protocols.

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 that we are working diligently to explore every option available to us, that we remain guided by the science to keep our students and staff safe and healthy, and that we will be prepared to make adjustments along the way if the public health conditions or other variables change over time.

We know school will look different in the fall, but the District is confident that we can meet health and safety requirements with all students in school simultaneously. We appreciate your partnership and cooperation as we work to make the 2020-2021 school year successful for all!

Jonathan Scagel
Superintendent

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GUIDING PRINCIPLES

This plan is guided by the following principles:

1. Ensure the safety and wellness of students and employees
2. Reopen the Pioneer Valley Regional School District for students
3. Provide parents flexibility and choice through instructional learning options

4. Deliver high-quality instruction to students

This document is based upon the information known to the district as of the date of its publication and is intended to supersede any conflicting District rules, protocols, or guidelines during the time of its application. We want all stakeholders to be confident that the Pioneer Valley Regional School District has the processes and procedures in place for a safe return to our buildings.

OVERVIEW OF THE THREE POSSIBLE LEARNING SCENARIOS

The safety and well-being of students, families, educators, and staff has been and will continue to be our top priority. DESE has asked each district to plan for three possible scenarios for the 2020-2021 school year. The first scenario, in-person learning with new safety requirements, assumes that current positive public health metrics hold and that as a community, we commit to following critical health requirements. The second scenario, hybrid learning, assumes the district cannot meet health and safety requirements with all students in school simultaneously. In the hybrid model, cohorts of students alternate between in-person and remote learning. The third scenario, remote learning, assumes COVID-19 requires widespread school closures and all instruction must be offered remotely. Remote learning is also an option for students whose parents are concerned about their child returning to school full time or for students who may have underlying medical vulnerabilities. Focused plans to serve special student populations across each model are essential.

DESE has stated that parents/caregivers can choose to send their children to in-person school or keep them at home learning remotely. We are planning for three scenarios because we will implement the plan that aligns with the most current public health data for our region/community. We are prepared to be flexible and act in accordance with the data.

1. In-Person Learning with Modification and New Safety Requirements: A majority of this document focuses on the steps we are taking to ensure a safe return for our students and staff this fall. Information on health and safety procedures related to COVID-19, changes to our day-to-day school operations including physical distancing, student groupings/classroom design, and the wearing of face coverings, supports for social-emotional growth and wellbeing, considerations for special populations, and important information regarding curriculum/instruction and technology is outlined below.

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

3. Remote Learning: Given the shifting health landscape and student/family needs, remote learning options will continue throughout the COVID-19 crisis. We have reviewed the successes and challenges that were experienced this spring and have gathered important information through surveys from families, students, and staff to guide improvements and professional development. Remote learning options will be available for individual students who cannot yet return in-person, for students and families who

choose this option, and also for all students in the event of future classroom or school closures due to COVID-19.

Criteria to switch between learning models ie: “hybrid learning” to “in-person learning” will be determined by COVID surveillance data in our community and region. In general we will consider progressing (or regressing) to another phase based on health metrics and trends. For example, if trends are moving in a positive direction (ex. county data reports less than 4 cases per 100,000 people for 7 days), we will then consider moving to the next phase). Administrators and our district nursing team will be watching health trends within our schools and local community closely. If there are cases of widespread illness or confirmed positive COVID-19 cases in our community, or in any of our buildings, we will act accordingly and follow state and local guidelines for closing schools and/or switching to alternative learning models.

Considerations for **Special Populations** across the three models focus on access, quality and consistency of learning experiences, and connectedness. Students with disabilities, particularly pre-school students and those with significant complex needs are prioritized for receiving in-person instruction. **Special education students** will continue to receive their services as outlined in their IEP, in accordance with social distancing guidelines. Services will be provided in-person to the greatest extent possible, while adhering to the current, necessary health and safety requirements. The district will carefully consider the needs of students with disabilities when planning for in-person instruction. The district will prioritize in-person instruction for two particular groups of students with disabilities: preschool aged students and students with significant and complex needs, as remote learning is often more challenging for these students. The district will utilize team meeting documentation to provide these services for students already identified as “high needs” through the IEP process, using criteria set forth by DESE. (see Special Education section)

CURRICULUM AND INSTRUCTION CONSIDERATIONS

Curriculum and instruction are central to the mission of education. The alignment of the written, taught, and tested curriculum is key to a well functioning educational system and critical in ensuring that all learners in a school receive equitable access to the intended learning of the district. This section addresses the planning needs across all three models of instruction: in-person, hybrid and remote. In addition the professional development needs of faculty to support this learning are identified

In-Person Instruction/Learning

- Determine which standards will be addressed in each grade level and content area throughout the school year.
- Establish which social and emotional curriculum, resources and lessons will be used to support students transition back to school.
- Examine systems to identify learning gaps including: assessment instruments, creative use of staff to administer assessments that require 1:1 and small group administration,

develop assessment schedules and time to analyze the data that is produced by these measures.

- Design outdoor space to teach and learn including and investigate hotspots for outdoor internet access.
- Lesson planning time to maximize the use of outdoor resources to study science, math, art, and other content areas where space can enhance educational experiences.
- Plan and establish new routines for students (see health and wellness section).
- Identify strategies to support group learning including science labs, project based learning activities and investigations.
- Differentiate instruction to meet the needs of all learners
- Identify the best strategies to meet the individual needs of students with IEPs.
- Collaborate at the Middle school level to integrate core content area projects (social studies and ELA curriculum integration). As well as develop procedures for routines and protocols
- To share resources within departments at the MS/HS level in planning assignments that would work both in-person and if need be to go to hybrid.
- Incorporate structured learning activities within the classroom that can also be accessed, and participated in, remotely to teach students who are participating remotely for whatever reason.

Hybrid Instructional Model

- Develop a curated library of lessons students can access online including lessons that are video recorded and used across grade levels.
- Coordinate curriculum across the elementary grades for ease of implementation in a hybrid learning model.
- Adopt G-Suite as our technology infrastructure to support connections with students when they are not in school including: live streaming, video recordings and conducting classroom discussions regardless of location.
- Identify the best strategies to meet the individual needs of students with IEPs.
- Assemble kits for science labs for students to take home.
- Develop live and remote learning lessons.
- Establish a set schedule and routines.
- Determine a way to blend remote and live learning.
- Incorporate structured learning activities within the classroom that can also be accessed, and participated in, remotely to teach students who are participating remotely for whatever reason.

Remote Learning Model

The Massachusetts [Department of Elementary and Secondary Education \(DESE\)](#) has [provided guidance](#) for Remote Learning, and the District's planning and implementation incorporates these guidelines.

- Provide protocols for regular, two-way communication between students, educators, and families to ensure students and families have meaningful opportunities to connect regularly with staff.
- Devise procedures for all students to participate in remote learning, including a system for tracking attendance and participation.
- Establish a set schedule and routines to ensure participation from all students.
- Identify target standard, and remote academic work will be aligned to state standards.

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- Create a policy for issuing grades for students' remote academic work.
- Teachers and administrators shall regularly communicate with students' parents and guardians, including providing interpretation and translation services to limited English proficient parents and guardians.
- Create remote learning programs that enable students to have regular, consistent opportunities to access live, synchronous instruction, student-to-student interaction, collaborative assignments/projects, teacher feedback, and other needed supports (e.g., semi-weekly office hours, individual check-ins with students bi-weekly, etc.). Structured learning time may include directed study, independent study, technology-assisted learning, presentations by persons other than teachers, school-to-work programs, and statewide student performance assessments.
- Develop a material delivery system to get students the physical items they need to work at home such as: small white boards, science experiments, clay for art projects, manipulatives for math work.
- Maximize collaboration to develop remote lessons which might include videos made by teachers or videos found on line.
- Discuss vertical curriculum alignment and identify learning gaps from the previous year.
- Identify small group/pairing activities that work in remote learning settings
- Identify the best strategies to meet the individual needs of students with IEPs.
- Provide training and support for students, families, and staff members to enable all students, parents/caregivers, and/or educators to do the following:
 - Log on to their device and use technology tools and platforms safely and effectively
 - Access ongoing technology support (both for hardware and network issues)
 - Access curriculum and content
 - Assign and/or complete and submit assignments and receive feedback
 - Monitor course progress and student performance (such as grades and assessment results)
 - Engage with their teacher(s) for instruction and interact with other students
 - Access services and accommodations for students with disabilities
 - Access services for English learners

Parents/caregivers are responsible for ensuring their child attends school every day, whether for in-person or remote learning. The schools and district will continue to investigate extended absences and make and document reasonable efforts to locate the student and determine the reason for nonattendance.

If the district reverts to a full remote learning model, at any time, if the state remains open, the district intends to prioritize maintaining in school education for special populations.

PROFESSIONAL DEVELOPMENT

Professional development for faculty and staff in the district is a key component to implementing this plan. The components outlined below are a list of topics that need to be addressed over the coming weeks and months as we implement the components of this plan.

Social and Emotional Wellbeing

- Provide Trauma informed training to assist staff in supporting students as they transition back to school.

Meeting the Needs of Students

- Provide training on Executive functioning to assist in identifying supports for students in hybrid and remote learning environments.
- Provide training on recommended components of lessons (dos & don'ts of recorded lessons)
- Provide training around instructional practices for remote teaching
- Provide training on how to establish norms and rules for synchronous meetings
- Provide Health & Safety training for staff & students/ families (COVID-19 specific)

Technology Supports

- Purchase additional technology to achieve a 1:1 student to computer ratio
- Enable students to take computers home for remote learning.
- Purchase assistive technology to support students and teachers in the classroom in collaborating with and teaching students who are learning remotely.
- Provide training in the use of G-Suite for staff and families for all three models of instruction at the upper grade levels and for hybrid and remote learning at the lower grade levels.
- Provide training in how to videotape lessons, prerecord mini-lessons
- Purchase access to online tools including IXL, Brainpop, Screencastify, Google Enterprise for Education, Raz-Kids, Mystery Science, Mossa Mack, Track My Progress, Keyboarding Without Tears, TCI, and Newsela.
- Provide training in how to increase and encourage appropriate and effective peer to peer interaction remotely- asynchronous or synchronous
- Instate protocols for using Google Classroom as a homebase for assignments and class media

HEALTH AND WELLNESS PROTOCOLS: ENSURING THE SAFETY AND WELLNESS OF STUDENTS AND EMPLOYEES

As the Pioneer Valley Regional School District develops plans for the safe reopening of our schools, there will be a number of procedures in place to ensure the safety and wellness of students, employees, and greater community. The intent of all protocols and procedures are to mitigate the risk of spreading the virus that causes COVID-19 while continuing to ensure high-quality instruction. Our goal is to address and support wellness practices for all who enter our school buildings.

There is no way to eliminate ALL risk for becoming infected with the virus that causes COVID-19. PVRSD has developed plans that we believe will mitigate risk as much as possible. The health and safety requirements for school reopening uses a combination of strategies that, taken together, will substantially reduce the risk of transmission of COVID-19 in our schools. This combination approach includes 1) masks/face coverings 2) physical distancing 3) frequent hand washing/sanitizing and 4) staying home when sick. PVRSD students and staff will receive training and instruction on these four practices.

SAFETY MEASURES, SAFE DISTANCING AND PERSONAL PROTECTIVE EQUIPMENT (PPE) FOR ALL SCHOOLS IN THE DISTRICT

Guidelines for safe distancing:

Class Sizes

For the fall there are no required maximums on cohort or group sizes, so long as schools adhere to physical distancing requirements of a minimum of three feet, and preferred six feet distance. PVRSD will strive for the six foot distance in every case possible. All of our schools will reconfigure spaces to discourage prolonged close contact and encourage activities that allow children to spread out. In the rooms where this is not possible, we will use the three foot guideline as a minimum distance. When masks are worn, three feet is the minimum distance allowed from “seat edge” to “seat edge” as per our state guidance.

District Wide Classroom Configurations

Medical experts advising DESE have stated that when implemented in combination with face coverings and other measures, the recommended social distance is six feet or greater to help prevent the spread of the virus that causes COVID-19. However, spacing desks at least 3 feet apart (*World Health Organization*) and avoiding close contact provides similar benefits for students--especially in conjunction with masks/face coverings, hand hygiene, and staying home when ill.

- Wherever possible, administrators will move classrooms to larger spaces where social distancing can occur (e.g. gymnasium, auditorium, etc.).
- Classroom set-ups will be arranged to maximize space and increase social distancing between students. All extraneous furniture will be removed from the classroom.
- Lunch schedules will be altered to allow for increased room for students in the lunchroom/cafeteria. Masks/face coverings must be worn when not eating.
- To the maximum extent possible, students will move throughout the school as a cohort, to lessen the number of people students are exposed to throughout the school day.
- One-way pathways throughout the schools will be created to minimize face to face contact with other cohorts as students move throughout the school.
- Desks will all face the same direction.
- Consistent seating will be maintained with use of a seating chart to minimize peer contact within the classroom/reduce the number of students coming into close proximity with each other. (In cases where the student may have been in close contact with others outside their cohort, having assigned seating and keeping up-to-date seating charts will help identify who should be instructed to be tested: specifically, those who were sitting next to the student, plus any others who also had close contact with the student.)
- Programs may design their own strategies to implement this recommendation – such as spacing chairs at tables, designing games and group activities where children may engage in play that can be spaced apart (for example, by using visual cues, like hula hoops or tape on the floor), and increasing outdoor time. The sharing of instructional materials or manipulatives (e.g. pencils, supplies, center activities, etc.) will be minimized and shared items will be sanitized regularly.

HEALTH AND WELLNESS

Masks/face coverings:

All students in second grade and above, and all adults, including educators and staff, are required to wear a mask/face covering that covers their nose and mouth at all times. This is supported by the current state mandate. Students in pre-kindergarten, kindergarten, and grade 1 are strongly encouraged to wear masks or face shields.

Recognizing that it may be difficult for students to wear masks/face coverings continuously throughout an entire school day, staff will be trained to allow for safe “mask/face covering breaks” and will work to balance safety with the students’ social-emotional wellbeing. Wherever possible, administrators will move classrooms to larger spaces where social distancing can occur (e.g. gymnasium, auditorium, etc.).

- Masks/face coverings must be worn by everyone on the bus during transportation.
- Families should reinforce mask wearing in line with district policy.
- Students and staff will receive instruction on 1) correct use of a mask/face covering and 2) how to remove a mask and reduce cross-contamination.
- Families are encouraged to write names in permanent ink on masks.
- Masks/face coverings should be washed or replaced daily.
- Masks/face coverings should be provided by the student/family, but schools will provide masks for students who need them. **Please contact the school to make arrangements if providing a mask is difficult for you.*
- PVRSD will provide masks for families experiencing financial hardship and unable to afford masks/face coverings.
- Face shields may be an option for those students with medical, behavioral, or other challenges who are unable to wear masks/face coverings.
- Transparent masks may be the best option for both teachers and students in classes for deaf and hard of hearing students. They may also be useful for teachers and younger students who rely on visual / facial cues.
- Students who are non-compliant with the district mask policy will not be allowed to participate in the in-person learning option.

Exceptions to wearing masks/face coverings:

Exceptions to mask/face covering requirements must be made for those for whom it is not possible due to medical conditions, disability impact, or other health or safety factors. Face shields may be an option for students with medical or behavioral challenges who are unable to wear masks/face coverings. Individuals (students or staff) who have a medical condition that does not allow for wearing a mask must provide medical documentation.

Hand washing:

Handwashing is the preferred method of hand hygiene and should always be used over hand sanitizer when possible. When hand washing, individuals should use soap and water to wash all surfaces of their hands for at least 20 seconds, wait for visible lather, rinse thoroughly, and dry with an individual disposable towel. A detailed handwashing video can be found [here](#) and also on the COVID page of the district nurse webpage. Signage indicating proper techniques will be displayed widely in our buildings. The importance of hand hygiene will be discussed during the

re-entry period at the beginning of the school when students and staff will receive training and education surrounding the importance of hand hygiene.

Hand sanitizer:

Although hand washing is always preferred over hand sanitizer for infection control, hand sanitizer that has at least 60% alcohol or 70% isopropyl may be used when hand washing is not available. Hand sanitizer should be applied to all surfaces of the hands and in sufficient quantity that it takes 20 seconds of rubbing hands together for the sanitizer to dry. As part of our COVID re-entry planning process we have purchased hand sanitizer units for all schools at accessible points throughout our school buildings. As has always been the case, hands should be washed whenever hands are visibly soiled and after using the bathroom.

**Hand sanitizers are considered over the counter medications by FDA, students should be supervised during use.*

1. Frequent handwashing and hand sanitizing will take place throughout the day including any time a student or staff member is entering/exiting a space.
2. Hand sanitizer pumps will be strategically placed throughout the building including at points of entry. Alcohol-based hand sanitizer may be utilized when hand washing is not available.
3. Hand sanitizer pumps will be provided for classrooms that do not have sinks.
4. Proper handwashing techniques will be taught and reviewed with students and staff
5. Students will be required to wash hands after bathroom breaks, in between transitions and any other time deemed appropriate by supervising staff.
6. If a child is sneezing or coughing they will be asked to wash their hands.

Visitors and volunteers:

In order to limit exposure for all students and staff, the district will limit school visits by any nonessential visitors, community organizations, businesses, municipal partners, and speakers. Essential visitors are defined as those with business critical to the operation of the district (e.g. contractors, deliveries, members of the Department of Health, etc.). All essential visitors, community organizations, businesses, municipal partners, and speakers must make an appointment to visit the school building. Visitors without an appointment may not be granted entry into a facility. Volunteers who participate in sporting and other organizations/club events/activities shall take all precautions to minimize the risk of transmission of COVID-19 to players, families, coaches and communities, including social distancing, frequent handwashing and wearing a mask/face covering. The processes will be reviewed periodically to determine if changes can be made. All individuals entering a school or district building must first affirm their wellness, then practice social distancing and wear a mask/face covering at all times.

Health Considerations:

All students and employees must be well to be on campus. While attendance at school and work is critical for the success of students, no one should come to any school district building if they are unwell or exhibiting any symptoms. **All faculty/staff and students should self-**

assess their wellness each day PRIOR to the start of the school day. For the younger students we ask that parents/guardians check for symptoms daily before school.

Reducing the spread of germs in our schools requires vigilance in staying home when ill. This is vital to the health and safety of our school community. All adults, including educators and staff, are required to wear a mask/face covering that covers their nose and mouth at all times, except for designated breaks, which should occur throughout the day. Adequate space will be provided for teachers to ensure safe physical distance between teachers and students.

A [CDC coronavirus self checker](#) can be accessed [here](#).

Student Screening:

Daily screening of students at home before school is imperative to keeping our community healthy. As a part of the opening of school documents, all parents will receive and need to complete the “Wellness Responsibilities and Expectations form” and return the signed portion to their school. This form denotes that all students and parents understand that it is their responsibility each day during the school year to: 1) ensure their child is well, as outlined by the screening questions, prior to entering a school or district building and 2) that if their child becomes ill during the school day, the parent/guardian will make arrangements for their child to be picked up as soon as possible following notification. Periodically throughout each day, teachers and/or school-based staff will do informal check-ins with students to ensure all students are feeling well. DESE does not recommend the universal temperature screenings upon entry to buildings. Given the time constraint this practice would create and the large chance of false negatives, we will not be doing universal temperature screenings at this time. Temperature alone is not a clear indicator of COVID-19 and does not help us identify asymptomatic carriers. Here is a list of symptoms to assess for each morning before school:

- 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*

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

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

Faulty/Staff Screening:

All faculty/staff will be asked to complete a “Wellness Responsibilities and Expectations form” prior to the start of school. Before entering a school or district building each day, all faculty/staff should self-assess using a screening tool which can be found [here](#). Employees exhibiting symptoms or unable to self-certify should be directed to leave the work site and seek medical attention and applicable testing by their health care provider. They are not to return to the work site until cleared by a medical professional.

School Nurse Clinics:

During the 2020-2021 school year, every school in the PVRSD will continue to have a full-time nurse to support the wellness needs of the students. Nurses will operate in their regular health offices, but will also create a second, dedicated space for a “medical waiting room”. This is where students with suspected symptoms can be monitored closely and wait to be picked up by a parent or guardian. The nurse’s clinic space will provide services traditionally done by school nurses, but to the extent possible some services will be handled within classrooms to limit travel throughout the school. As always, privacy will be respected for all students. The state has developed a document, [Protocols for responding to COVID-19 scenarios in schools](#), which provides protocols for handling various COVID-19 scenarios in our health offices. PVRSD nurses will use clinical judgement and follow protocols as listed in the most current version of this document when school is in session.

If a student isn’t feeling well at school:

Any student not feeling well or exhibiting any COVID-19-like symptoms will be referred to the school nurse in alignment with regularly established school-based procedures. If a teacher or school-based staff member has concern with the student walking to the health office, the teacher will call the school nurse to make arrangements. The school nurse may assess the student in the classroom and escort back to their office, if needed to limit any potential exposure to others. Protocols for referring a student to the school nurse will be part of all staff training prior to students returning for the start of the school year.

COVID-19 testing:

Although we do not require or expect any student to be routinely tested for COVID-19 prior to the start of school, the aforementioned [protocols](#) document released by DESE lists various scenarios in which a viral test for COVID-19 is required for re-entry to school. PVRSD will adhere to the most current version of this document at the time of school opening. Any student that chooses not to test when required must quarantine at home for 14 days. The school nurse will help families navigate their options when a student is ill. A list of current test sites in Massachusetts can be found [here](#).

Absences for health reasons:

State law dictates that school committees set local attendance policy. Given the current health crisis, DESE does not recommend requiring a physician’s note for attendance-related purposes for personal health reasons. If the student’s parents/caregivers are seeking home or hospital educational services, the regular home/hospital process must be followed, including the completion of the “Physician’s Affirmation of Need for Temporary Home or Hospital Education for Medically Necessary Reasons” document, which requires a physician’s signature. Guidelines for this can be found [here](#). *Please note: this applies to an extended absence for health reasons and is not the same as choosing the remote learning option.* The state has released a document with specific protocols for dealing with COVID-19 which our health offices will use for guidance on return to school after illness. Additional requirements for return will be in place for a student

or staff member who has tested positive for COVID-19. The document, '[Protocols for responding to COVID-19 scenarios in school, on the bus, or in community settings](#)' can be found [here](#). This guidance may be updated per CDC prior to and/or when school is in session.

Parent/guardian and staff questions:

The COVID Response Team Leaders for our individual school buildings are the principals. Questions regarding health and wellness and/or general COVID-19 questions can be directed to the school nurse in each building. Massachusetts has also provided an email contact for parents/caregivers to send questions to. That email address is: COVID19K12ParentInfo@mass.gov.

SPECIAL EDUCATION DISTRICT WIDE

In-Person Model

In addition to the considerations noted for all students, the following considerations and processes will be in place for students who receive Special Education services. Special education students will continue to receive their services as outlined in their IEP, in accordance with social distancing guidelines. Services will be provided in-person to the greatest extent possible, while adhering to the current, necessary health and safety requirements. The district will carefully consider the needs of students with disabilities when planning for in-person instruction. The district will prioritize in-person instruction for two particular groups of students: preschool aged students with and without disabilities and students with significant and complex needs, as remote learning is often more challenging for these students. The district will utilize team meeting documentation to provide these services for students already identified as “high needs” through the IEP process, using criteria set forth by DESE.

Should the school/district enter into a hybrid or remote model of instruction, the Special Education department will make every effort to maintain in-person instruction for students with disabilities, particularly those with complex and significant needs, as well as preschool-aged students. For example, if the school/district implements a hybrid model or remote model (for circumstances other than increased cases/viral outbreaks), to the extent possible, high needs students and students in special education self-contained classes will continue to participate in full-time in-person instruction. If maintaining student participation for the entirety of the school day is not possible, the district will work to provide as many in-person services as possible on a part-time basis, such as having students come in on a part-time basis for related services such as therapies, social skills groups and Applied Behavior Analysis (ABA services). In select cases, in-person services may be provided in a community-based setting or in the home, when feasible, for students with significant and complex needs, if it is not possible to provide services in the school setting.

Substantially Separate Classroom Settings

Cohort: To the extent possible, and in alignment with IEPs, students in substantially separate classrooms will remain as a cohort (group of students/teachers) throughout the day. This will minimize the exposure to larger numbers of individuals throughout the school

day. Consideration will be taken for determining which students are able to participate in inclusion in general education classrooms, based on safety protocols and individual needs. Handwashing protocols will be built into the daily schedule. Visuals will be created/provided to each school with self-contained classrooms for placement within each classroom. Any time a student is using shared materials, they would be washing hands at the transition time. Students will be socially distanced to the greatest extent possible. When it is not possible to socially distance, students should engage in more frequent handwashing, and whenever possible, wear masks/face coverings.

Personal Protective Equipment- PPE (masks, face coverings and shields)

Understanding that there may be students, due to the nature of their disabilities, who will not be able to wear/utilize a mask/ face covering, staff in those cases will need to wear a mask/face covering and shield. In addition, social distancing to the maximum extent possible should be considered when developing lessons and activities. Therapists, teachers and other staff working with students who are Deaf/Hard of Hearing, will need to wear face shields, and clear masks/face coverings to ensure proper communication. Clear masks and shields will also be worn by all Speech Language Pathologists (SLPs) when providing therapy and students should wear shields for speech therapy. For staff that may not be able to socially distance, plexiglass guards will be set up to provide an additional layer of protection, and it is expected that they wear appropriate PPE as determined by the Nursing and Special Education departments. Staff will receive training regarding processes and procedures for delivery of services.

Student Instructional Components Regarding COVID-19: Social stories will be developed and provided to staff to be included in instruction upon return to school. These social stories are focused on developing understanding of new protocols and the importance of maintaining healthy processes and decisions. In addition, visuals for lining up, handwashing, schedule and classroom routines will be provided to schools and should be posted where students are able to see them. The routines should be practiced during the school day. (Note: Social stories are a specific learning tool for students with Autism and other developmental disabilities. They provide information in a way that is understandable and repeatable to teach a skill or further understanding.)

Social Distancing: may be students, due to the nature of their disabilities, who will not be able to wear/utilize a mask/ face covering, staff in those cases will need to wear a mask/face covering and shield. In addition, social distancing to the maximum extent possible should be considered when developing lessons and activities. Therapists, teachers and other staff working with students who are Deaf/Hard of Hearing, will need to wear face shields, and clear masks/face coverings to ensure proper communication. Clear masks and shields will also be worn by all Speech Language Pathologists (SLPs) when providing therapy and students should wear shields for speech therapy. For staff that may not be able to socially distance, plexiglass guards will be set up to provide an additional layer of protection, and it is expected that they wear appropriate PPE as determined by the Nursing and Special Education departments. Staff will receive training regarding processes and procedures for delivery of services.

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Equipment and Material Cleaning – Where possible, students should have individual sensory items, classroom tools (e.g. pencils, crayons, etc.) that are in separate containers.

Sensory Equipment

In instances when equipment or sensory items must be shared, cleaning must occur on a frequent basis, between students and will need to be planned for by teachers and/or therapists. Such examples include, but are not limited to:

Sensory and Therapy Rooms: Ball pits, tunnels, and cloth swings need to be removed as they cannot be adequately cleaned between students. Equipment in therapy rooms that are cloth, or meet the above, need to be removed. Should more than one student be in a sensory or therapy room at one time, they must be able to be socially distanced and refrain from sharing equipment to the maximum extent possible. Equipment (to include standards and other positioning devices) must be cleaned between students following proper cleaning protocols.

Group Therapy Sessions: In the case where students are in small group therapy sessions, the size of the group should be considered in relation to the size of the therapy room to ensure social distancing where PPE would interfere with the session or would not be able to be worn due to sensory or other issues. Further guidance and training will be provided to staff regarding delivery of services.

General Education Settings

In most cases, students will follow the expectations set forth for all classrooms. We will carefully develop classroom assignments and service delivery schedules for students with disabilities so that they receive services consistent with their IEPs in the least restrictive environment, as defined in [603 CMR 28.02\(12\)](#), while also maintaining the current health and safety protocols. For example, if health and safety protocols for social distancing are not able to be implemented so that students can receive in-person services in the general education class, special education teachers and related service providers (speech language pathologists, occupational therapists, etc.), will provide special education services in the general education setting (“B Grid”) services remotely from within the school building via video conference, instead of coming into the classroom to provide services. This practice would help to minimize foot traffic in and out of classrooms while also providing access to services that support the inclusion of students with disabilities. To support this model, we would train paraprofessionals to serve as facilitators for push-in services. Training will address technology-related issues, such as device use, electronic platform use, troubleshooting procedures, and other student-specific needs and strategies.

If service providers are not able to provide special education services in the general education setting remotely within the school building via video conference, those educators or related service providers will schedule services in a manner that maintains physical distancing requirements and avoids overlapping with other staff in the classroom or physical setting. Some

classrooms might need to have a marginally reduced number of students in order to accommodate the additional educators and staff members who are needed to support students with disabilities throughout the school day.

IEP teams will partner with parents to think creatively about how they can maintain opportunities for inclusion for students with disabilities on an individual basis. For example, students with disabilities often benefit from peer models, and providing inclusive groupings of students or using technology might help to support peer-to-peer connections while maintaining physical distancing requirements.

In circumstances where students are included, but there are additional considerations noted above, such as sensory concerns that prohibit the wearing of masks/face coverings, a shield will be recommended. If a shield and mask/ face covering are not possible, then the student will need to engage in frequent handwashing and social distancing from other students will be maximized. Visuals and social stories will be available to any classroom that needs them. Wearing of masks, maintaining social distance, adapting to new routines and protocols, and other nuances related to changes in the learning and the school environment may be challenging or frightening for students with disabilities. Retraining and development of strategies that directly address student concerns regarding the pandemic itself and/or other current events will be integrated into lessons and/or classroom routines, in accordance with individual student needs related to the disability and service providers.

Communication and Parent Engagement

Communication will need to be provided with families and school staff on a frequent basis. IEP's will continue to be written as though school is happening in a traditional manner, in-person, with no restrictions. Special education and 504 liaisons will be in contact with families in order to cultivate two-way communication. The frequency and type of communication will vary depending on the child's individual needs, language and technology access barriers families may face supporting their children with remote learning and the preferred mode of communication. Teachers and liaisons will contact families prior to the start of the school year and as frequently as necessary thereafter, to discuss how a given student's IEP services will be delivered, if different than described in a student's IEP, giving particular consideration to potential changes to how and where special education services will be provided. Using input from that discussion, teachers or liaisons will provide parents with written notification containing specific information about how IEP services will be provided promptly at the start of the 2020-21 school year. For example, if during in-person learning, a student will receive related therapies via video conferencing while in the general education classroom, parents will receive written notification describing this different mode of delivering IEP services.

If special education services are provided differently than as they are described in a student's IEP, parents will be notified in writing with specific information about how those services will be provided after they have discussed such matters with a teacher or IEP liaison. Written parent notification describing any differences in how special education services will be delivered including how, where and when specialized services are being provided, as closely aligned to the way they are described in the IEP as possible.

Families should review the PVRSD Reopening Plan and begin to familiarize their students with the protocols and videos (e.g. handwashing, how to properly wear a mask/face covering, etc.) to support their understanding of the 2020-2021 school year.

Families should communicate with school-based staff any non-negotiables for cleaning and sanitizing, i.e. allergies their child may have to cleaning solutions, respiratory concerns, etc.

Remote Learning

In addition to the considerations noted for all students, the following considerations and processes will be in place for students who receive Special Education services.

Families of students who enroll in the PVRSD Remote Learning option will be contacted to discuss the services, accommodations and supports that can be provided through virtual learning. Instruction and Services will include the following components:

- A regular and consistent schedule of classes, interventions, services and therapies as required by the student's IEP, offered synchronously and/or asynchronously;
- Structured learning time designed so that the student can access state standards; and
- Frequent interactions with teachers and other staff members to ensure participation.

The consistent schedule of classes, interventions, services and therapies will include time spent interacting directly with teachers and related service providers on a regular basis, as well as some independent work time, as appropriate, and opportunities for interacting with classmates. Synchronous remote lessons or tele-therapy sessions may be provided via telephone or video conferencing, when appropriate. For students receiving the majority of their daily instruction through special education, teachers and therapists may assign supplemental work (beyond lessons taught synchronously or asynchronously) during the school day that can be accomplished independently with guidance from, and accountability to, the teacher or therapist.

Hybrid Learning Model

When planning for hybrid learning models, consideration for continuing to maximize in-person learning for students with disabilities will be prioritized. Preschool-aged students with disabilities and students with significant and complex needs will be considered for continuous in-person learning to the greatest extent possible. For example, even if most students are not in school each day, the district will consider scheduling small groups of students with significant and complex disabilities for daily in-person instruction and/or related services. Where appropriate, peers without disabilities can also be included to ensure inclusionary services.

Learning and services provided remotely via a hybrid learning model will follow the guidance provided in the Remote Learning section. Similarly, learning and services provided in-person

must follow guidance provided in the section above on Full-time In-person Learning, while meeting the current health and safety requirements.

In-person services offered within the student's home or in a community-based setting, particularly for students with significant and complex needs, can also be considered as part of a hybrid model to ensure that as many services as possible are provided in-person instead of remotely.

Each student's individual level of needs and services will be considered, and every effort will be made to work collaboratively with families. The district will use information gathered during collaboration with the families to provide families with written documentation of how services might look different than as described in the student's IEP, giving particular consideration to any potential changes to how and where special education and related services will be provided.

Developing Positive Behavioral Supports and Safe Learning Environments

Proactive direct instruction for school- and class-wide routines, social skills instruction, individualized social stories, and other preventative measures will be necessary, particularly following the disruption to normal school routines. Liaisons should engage in conversations with parents about how their child is doing emotionally and behaviorally, and partner with parents in planning for the transition to in-person learning. As students will reacclimate to learning and school life at different rates, additional supports for promoting positive behavior and reducing challenging behavior as schools reopen for individual students, as needed. Additional considerations regarding how anxiety and/or trauma may impact the reintegration into normal school life will also be considered.

Before administering discipline, special educators, school administrators and families will determine if behaviors deemed inappropriate are a result of situations brought about by the pandemic, or if such behaviors are caused time away from in-person learning. Appropriate planning for newly-identified concerns will be part of that student's reentry planning. In addition, restorative practices and other diversionary strategies will be utilized in place of punitive measures to help focus on correcting the concerning behavior. Additional de-escalation training and/or training on trauma-sensitive practices for staff including school resource officers may be needed to support the transition back to full-time in-person learning in an environment altered by public health and safety needs, and the potential of increased behavioral concerns.

Documentation And Compliance

Special Education service providers will need to collect data on IEP goals, following the standard guidelines set forth in the PVRSD Special Education Procedures Manual. Staff will track a student's recoupment of skills and ensure that where necessary, additional and/or compensatory services are considered, in accordance with DESE guidance.

For students who are instructed virtually– the expectation will be that students receive real-time specially designed instruction and related services, as if they were served in a traditional, face-to-face setting through virtual platforms (e.g. G-Suite).

IEP, Evaluation, Eligibility and Reevaluation Meetings

For cases in which a yearly meeting was not held due to COVID-19, those meetings will be scheduled promptly upon return to school. Any IEP that has gone beyond the meeting due date, will be prioritized. (Further information will be provided regarding IEPs that will expire prior to October to ensure all meetings are scheduled and held).

Liaisons will also review any students for whom there is an open initial or reevaluation. The liaison will meet with the Special Education team upon return to school in August to review all open cases and to prioritize completion, as well as appropriate testing batteries to use.

To the greatest extent possible, all annual review, eligibility and reevaluation meetings will be held virtually in order to limit exposure for students, families and employees. If there is a specific request for an in-person meeting, all requests should be made to the Special Education Administrator for approval, and all individuals participating in any in-person meeting must adhere to the PVRSD health and wellness protocols outlined within the Reopening Plan, including but not limited to: self-screening for wellness to be in a district building, social distancing and personal protective equipment. If parents/guardians have concerns about the status of IEP or reevaluation, they should contact their liaison or school during the opening weeks of school.

Should the district be forced to enter into a full remote learning model, the special education department will follow the health and safety guidelines from the CDC & DESE for that time when addressing initial or reevaluation assessments. Adjustments to in-person assessments will be determined and implemented at that time.

Student Progress Monitoring

Students will engage in ongoing progress monitoring to support academic growth through virtual assessments and work with their PVRSD teacher(s). As in all previous years, if based on classroom-based or formative (e.g. TMP, reading assessments, and exams) progress monitoring a student needs additional supports, school teams will work alongside students and their families to provide the appropriate strategies and supports to meet their individual needs.

Special education IEP progress reports will be issued in conjunction with the general education report card cycles for each level (elementary, middle & high school), and will continue to focus on student progress toward achievement of goals and objectives as outlined in each student's IEP.

DISTRICT WIDE ELEMENTARY SCHOOL INFORMATION

Considerations For Preschool-age Students

The PVRSD will prioritize in person learning for preschool age students in alignment with the state's recommendations. Kindergarten will follow the recommended elementary plan, starting with the hybrid phase plan, and will follow the lead of the elementary schools, however preschool classrooms will operate in-person as often as possible as the state suggests and also be prepared to adjust to remote services if necessary. Preschool-age students with and without disabilities are particularly in need of in-person services so that they can develop the socialization, motor, and communication skills that are vitally important at this age. We are working to keep the class sizes small in accordance with space limitation. At this time, we

envision smaller preschool class sizes, with one teacher and one IA, as MA regulations state that the ratio is 1:10 for preschool age students. To ensure the safety of all students plexiglass and face shields have been purchased to protect students and teachers that may need to work closely with one another, especially when social distancing is likely to vary between 3-5 feet in classrooms and masks for younger students are encouraged but not required.

Phased Reopening First Days of School Schedule

Virtual Parent Meetings and/or Video Recordings: Schools and teachers will provide families information prior to the start of school. The school may run a parent meeting to review final procedures. The teachers may host parent meetings to review classroom expectations so that parents can better prepare students. Videos on proper handwashing, mask wearing, physical distancing, etc will be provided as needed.

Visitation Day

1. The elementary schools will host a visitation day for each student with one adult family member.
 - a. The purpose of this visit is for the parent and child to meet the teacher prior to the first day of school, see their classroom space, learn where their desk is located, and practice handwashing techniques.
 - b. This visit will last approximately 5 minutes.
 - c. All visits will take place in one day.
 - d. For those students/families who are new to the school, tours of the building may be offered in advance of September 1st.

Small Group Orientation Sessions: This modified schedule for the first 3 days will allow for staff and students to acclimate to the new routines and safety precautions in small manageable groups sizes. A community building activity will be part of this orientation.

Day 1: Sept 16th -(Half Day 8:50-12:15)

9:00 - 10:15 Cohort A part 1
10:15-10:45 Dismissal/Transition/Light Cleaning
10:45-12:00 Cohort A part 2
12-12:15 Dismissal
12:30-1:30 Lunch and prep
1:30 -3:00 In-house meetings

Day 2: Sept 17th (Half Day 8:50-12:15)

9:00 - 10:15 Cohort B part 1
10:15-10:45 Dismissal/Transition/Light Cleaning
10:45-12:00 Cohort B part 2
12-12:15 Dismissal
12:30-1:30 Lunch and prep
1:30 -3:00 In-house meetings

Day 3: Sept 18th (Half Day 8:50-12:15)

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9:00 - 10:15 Cohort A
10:15-10:45 Dismissal/Transition/Light Cleaning
10:45-12:00 Cohort B
12-12:15 Dismissal
12:30-1:30 Lunch and prep
1:30 -3:00 In-house meetings

Sept 21st - 30th (Full Days)

The elementary schools will begin using a cohort model to gradually increase time in school to adequately acclimate students and staff to the new school safety protocols and routines.

October 1st: This will be our target date to move from our phased-in roll out to our full in-person model with all students, in accordance with state criteria to switch between learning models ie: “hybrid learning” to “in-person learning” or from “hybrid learning” to “remote learning” will be determined by COVID surveillance data in our community and region.

In-Person Model

Classroom Configuration

- Using the cannon design [calculator](#) a room design measurement chart was created for 3, 4, 5, and 6 foot distancing.
- All classrooms meet the 3 foot distancing guidelines as outlined by DESE.
- The students assigned to a class will be considered a “cohort”.
- To the extent possible, students will not mix with students from other cohorts.
- Non-essential furniture will be removed from classrooms as needed and stored
- Early childhood (Pre-K/K) will require additional items in their classrooms to continue with appropriate and sound educational practices to the extent possible.
- Shared items in prek/k will be limited and washed between use.
- Ventilation in classrooms will be assessed
- Windows and classroom doors will be open throughout the day to ensure proper ventilation
- When/if needed, larger classes may be able to have access to an alternative space for a period of time (ex: an outdoor tent, the library, the gym)
- Plush and/or cloth items will not be in classrooms
- Students will not be using backpacks, to the extent possible as lockers will not be available.
- Students should limit items brought to and from school to a lunchbox and water bottle or other essential items.
- Homework that requires paper/books will not be assigned to be transported back and forth to school
- Prek/K students may bring a blanket or comfort item for rest time

Instruction

- Every student K-6 will receive a school issued chromebook with a webcam to

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- assist with technology needs both in school and at home if needed
- Every teacher will have a functioning display, such as a projector
- Each classroom will have a webcam/document camera to be focused on the teacher's instruction.
- Effort will be made to acquire microphones that feed into the computer
- Depending on grant funding, a Redcat system will be in each classroom K-6 to improve the clarity and volume of the teacher's voice

Bathroom Use

- Bathrooms will be cleaned several times throughout the day
- Students will have designated bathrooms to use closest to their classroom to minimize travel
- Scheduled bathroom breaks may be implemented to minimize students moving through the building on their own.
- For multi-stall bathrooms, we will follow a 50% capacity rule unless supervised by an adult (ex: class bathroom break)
- Students will wash their hands after use
- Students will be taught how to effectively use the bathroom, wash hands, paper towel, etc.
- Bathroom exterior doors which lead to the hallway will remain open to allow for proper ventilation throughout the day as well as supervision of handwashing compliance and physical distancing

Hallway Travel

- Traffic patterns have been established within the building to minimize the number of students/classes using each hallway/stairwell.
- Students and adults will maintain 6-foot distancing while traveling throughout the building
- Only one class at a time will be able to access a stairwell to avoid congestion or cross-traffic.

Specials

Students will participate in their specials (art, music, library, technology) in their classroom rather than traveling to the specialist spaces.

- **Library**

- Library books may be checked out if students clean their hands before and after use and if students only select books from the shelves, instead of the return area.
- Books and other paper-based materials are not considered a high risk for transmission and do not need additional cleaning procedures

- **Art**

- Individual student art supplies will be provided whenever appropriate. If materials are to be shared from class to class they must be sanitized between uses

- **Physical Education**

- Physical Education will take place outside whenever possible. If the weather prevents this, the gym will be used and students will be required to wear masks and maintain 6 foot distancing.

- **Music and Band**
 - Music class will be outside when students are signing.
 - Band will be outside when students are playing instruments.
- **Technology**
 - Students in grade K-6 will have access to their own district-owned Chromebook for use in school or for remote learning.
 - Much emphasis, early in the year, will be placed on acclimating students to the proper use of Google Classroom and other essential programs so that they are able to function independently as needed

Courses that require enhanced health and safety measures

- **For chorus, singing, musical theater, and using brass or woodwind instruments**
 - If outdoors, with masks encouraged if possible, these activities can occur with at least **10 feet of distance** between individuals
 - **Note: At this time, these activities are not permitted indoors**
- **For non-musical theater**
 - If outdoors, with masks encouraged if possible, these activities can occur with **6 feet of distance** between individuals.
 - If indoors, with masks **required**, these activities can occur with **6 feet of distance** between individuals
 - **Note: These activities cannot occur indoors without a mask.**
- **For physical education activities and dance:**
 - If outdoors, without masks, these activities can occur with **10 feet of distance** between individuals.
 - If outdoors, with masks **required**, these activities can occur with **6 feet of distance** between individuals.
 - If indoors, with masks **required**, these activities can occur with **6 feet of distance** between individuals.
 - **Note: These activities cannot occur indoors without a mask.**

Fire Drills

We will consult with the local police departments, fire departments and state police for guidance and regulations regarding safely carrying out fire drills and lock down drills with proper social distancing for the 2020-2021 school year.

Hybrid Model

Cohort Model/Schedule

- Cohort A - M, W in person and Cohort B will participate remotely
- Cohort B - T, Th in person and Cohort A will participate remotely
- Fridays- AM Remote Learning for all students
 - PM Planning and Professional Development

*special populations/special ed services need consideration/in-person options

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- Preschool will run their regular schedule (Full day in person M-Th and then a half day on Friday) rather than following the cohort model unless it is not safe to do so.
- Cohorts will be grouped using a process of identifying high needs students that includes various team members from the building principal, special education director, special education liaisons, classroom teachers, school adjustment counselors, school psychologists, and building nurse.

Methods

- 1:1 chromebooks for K-12
- Webcams/document cameras
- Possible microphones
- **Live streaming and other tools** to interact with students both in school and at home, some increased use of tech will be necessary
- Use of **Google Classroom** for shared documents/interactive lessons/cooperative activities
- Collaboration across schools
- Rotating responsibilities

Remote Model

Schedule

- M-TH and Friday AM Remote Learning for all students and PM Planning and Professional Development for teachers and staff

Methods

- Individual classrooms schedules will be provided by teachers
- Synchronous learning and asynchronous learning will be provided
- Teachers will be providing direct instruction for new content areas
- Attendance will be taken daily and during each subject matter and or special
- Teachers will be available to students during identified class times
- Teachers will design a schedule and communicate synchronous and asynchronous times
- Teachers will be given access to use their classrooms during this process as long as health and safety requirements allow.
- Families will be able to pick up materials at designated times each week.
- Regularly scheduled staff meetings will be held
- All students access district curriculum through remote instruction
- High needs students may still attend for partial or full in person learning or just for services. This would depend on the coronavirus numbers and severity that trigger remote.
- Will need to develop a master schedule for this model
 - Will need greater facetime with students than in the spring
 - Instruction of content will be given by teacher - not parent
 - Set schedule - attendance taken - accountability, grades, etc.
 - Consistent use of google classroom

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- Synchronous and asynchronous instruction
- Teaching training scheduled for August, ongoing training

All students/families will be required to:

- Show virtual attendance in the remote learning model appearances during multiple class sessions held each day.
- Show attendance in a non-virtual way in the remote learning model by a variety of daily and or weekly check-ins by phone in conjunction with completed work returned to the school on a weekly or bi-weekly basis.
- Show work completion and demonstrate content knowledge weekly using a variety of formats: google meets, google classroom, google slides, google docs, over the phone, by email, paper documents, recorded video, or projects.
- Inform your child's teacher as soon as possible when there are challenges taking place within the home that are impacting the ability to maintain consistent participation.
- Communicate with the school principal when you are having challenges with any part of the process.

All teachers will be required to:

- Create, update, maintain, and utilize a Google Classroom for students and/or parents in grades K- 6
- Be available through email to students and families and respond in 24-48 hours
- Maintain a daily record of attendance in an agreed upon manner with your building principal
- Keep consistent communication with students and families in a way that can be shared and viewed by your building principal
- Keep a log on the ways in which communication between students and families has been maintained in order to provide support to those who are not completing work or showing up to class sessions. Teachers should reach out to students and families in various ways to try and troubleshoot the challenges that are impacting consistent attendance and participation. Teachers should communicate with school adjustment counselors and principals when they are not finding success with their initial attempts.
- Provide a clear and specific overview of the week's lessons in a consistent manner week to week to establish a process of routine for students and families.
- Use synchronous sessions for direct instruction, small groups, and interactive Google Slides and Docs.
- Use asynchronous videos to provide a balance of instructional support but not for all instructional practices.
- Collaborate with other grade level teachers, service providers, and academic specialists to streamline lessons and reduce screen time as much as possible

Remote learning tools

- large group video or audio conference calls
- 1:1 phone or video calls

- Email
- work packets
- Projects
- reading lists
- online learning platforms

Remote Learning Enhancements

- Starting blocks of synchronous (“live”) lessons with “morning meeting” or “opening circle” activities designed to build connection.
- Synchronous weekly advisory group meetings led by a teacher or student leader.
- Regular teacher “office hours” when students can drop in via computer or phone to get help with assignments and/or check in with their teacher.
- Individual calls to students from educators and staff to check on students’ well-being or to review feedback on student work.
- Opt-in, interest-based peer groups, such as a book club, drawing workshop, sing-along group, etc. led by educators, paraprofessionals, or students. Examples of **opt-in**, school-provided enrichment opportunities include:
 - **Daily physical education class** (e.g., yoga or calisthenics) provided by a physical education teacher synchronously (“live”) and also posted asynchronously (e.g., recorded)
 - **Workshops or lessons** provided by specialist teachers in art (drawing, singing, or musical instruments), sports clinics (footwork, skill development), etc.
 - **Interest-based workshop lessons** provided by educators or support staff in their own areas of interest or hobbies (e.g. origami, cartoon drawing, speech/debate, etc.)
- Counselor-facilitated peer support groups organized around a common need.

NORTHFIELD ELEMENTARY SCHOOL SPECIFIC PLANS

Entering the Building

- An entry and exit plan has been created that maximizes use of our multiple entry points so as to decrease congestion in any one spot.
- Physical distancing will be maintained upon entering and exiting
- Each entry point will be monitored by an adult
- Bus riders will be assisted on and off the bus in a systematic manner to maintain physical distancing and guided to their specific entry point.
- Students will use sanitizer prior to entering the building and will wash their hands using soap and water whenever feasible before or upon entering their classrooms.
- Students will enter the building closest to their classroom to limit unnecessary hallway travel

Drop Off/Arrival

Back parking lot:

-Prek/K and high needs students (Van pool)

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-Begin drop off process at 8:45

Front bus loop:

- Buses drop off at 8:45 and pull away
- Exit one bus at a time with adult assistance.
- The bus will pull forward to one designated drop off spot before unloading.
- Next bus pulls forward to drop off spot to unload, and so on

Front bus loop:

Grades 1-6: Starting at 8:55 once buses have completed their process
One car will unload at a time and students will enter the building through their assigned door

Pick Up/Dismissal

PreK/K: 2:50 (or 2:45 if needed)

PreK: Cafeteria doors

K: Exit back steps (back up would be art room)

Teachers work out Prek/K siblings

Older siblings: Dismissed w/ prek/k to the same exit

Rest of pick up: Classroom pods are waiting in gym, called by car, exit gym/cafe

Brought to gym to by an adult (IA from prek/k or specialist, etc)

Bus students: Call by bus, Follow morning protocol

Walkers exit main door

Hallway Travel

5 HALLWAY COHORTS for traveling in and out of the building:

- A2: First floor Main Entry: 1W, 3K, 2W, 2E
- A1: 5G, 6H, 6L, Kristin's room
- A3: Kindergarten
- B2: HIVE, 5A, 3D
- D3: Prek
- C3: 3rd floor: 4A, 4B,

Lunch/Snacks/Water

- To ensure students are 6 feet apart while eating, most or all classes (depending on actual enrollment per class) will eat lunch and snacks in the cafeteria or gym which will have tables set up to create proper distancing. Students will all face the same direction while eating and talking will be limited.
- Lunch times will be approximately 15-20 minutes for grades 1st - 6th and 20-25 for preschool and kindergarten, if needed.
- Lunches will be
- Water fountain usage:
 - Water fountains cannot be used for direct consumption
 - The touchless fountains can be used for reusable water bottles and single-use cups if students wash hands or use hand sanitizer before and after fountain use.
 - High-touch surfaces on water fountains will be cleaned multiple times a day.

Recess

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- Hand hygiene: hand sanitizer posts will be located at each entry way into the building and all staff and students will use it upon entering after leaving the recess space.
- Cohorts will not mix.
- Masking: If students are outdoors and maintain a distance of at least 6 feet, recess is considered an opportunity for a mask break.

Access to the Staff and Copy Room

- The staff room will continue to be accessible for lunch breaks with reduced capacity to ensure a minimum of 6-foot distancing. The windows and door shall remain open when feasible.
- Staff will be encouraged to eat lunch outside as much as possible or in a space large enough for 6 foot social distancing in order to remove their masks while eating. They may eat lunch in their classroom as well when students are not present.
- The photocopier will be relocated to an area that is more accessible as it is currently in the path to the health office. New location to be determined.

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NES Rounded Room Measurements & Estimated Class Size Cannondesign link used recommend by DESE https://www.cannondesign.com/classroom-layout-calculator/ Using 2ft Personal Space Diameter - 1 Space for Teacher Desk- 2 add'l spaces for teaching wall						
Rm #	Faculty	Rm Dimensions	4ft	5ft	6ft	Projected Class Size
1	HIVE	20 x 29	18	12	9	3-4
2	5A	20 x 29	18	12	9	15-16
3	3D	20 x 29	18	12	9	15
4	PreK	22 x 39	25	19	15	15-17
6	Music	17 x 25	12	9	6	NA
7	Art	17 x 30	15	12	9	NA
11	6H	20 x 29	18	12	9	15
12	5G	14 x 13 & 30 x 17	20	16	11	15-16
13	Comp Lab	20 x 29	18	12	9	NA
14	6L	20 x 30 & 14 x 11	24	17	13	15
15	Essential Skills	20 x 29	18	12	9	2-4
16	3K	22 x 39	26	19	15	16
17	1W	22 x 41	25	21	15	17
18	2W	21 x 40	25	19	12	13
19	2E	20 x 42	25	18	15	13
22	K - pending	22 x 32	21	15	12	
23	KF	21 x 32	21	15	10	22
31	4A	22 x 32	21	15	12	13-15
32	LC	25 x 30	22	17	13	NA
33	Rdg/Title 1	16 x 22				NA
34	4B	22 x 36	22	17	12	13-15

BERNARDSTON ELEMENTARY SCHOOL SPECIFIC PLANS

Entering the Building

- There will be 3 entrances used in the morning for **students** to enter the school building.
 - the door by rooms 101 and 102 that face the front loop/playground area will be for grades 1, 6, and 2 will enter.
 - the front main entrance under the green awning is for grades Prek, Prek/K, and K
 - the door by rooms 111 and 112 that face the front loop/playground area are for grades 3, 4, and 5.

- Morning drop off will happen at 8:45 am.
 - **Students who arrive by bus** will be required to stay on the bus until it is 8:45 am **AND** until a staff member comes over and dismisses the students by grade. All students will be instructed to enter the building by their assigned entrance. All buses will park in the front main loop closest to the end of the sidewalk. This will allow for all buses to park and be out of the way of parent drop off in the parking lot loop.

 - **Students who arrive by parent** will be required to stay in their vehicles until 8:45 am **AND** until a staff member comes over and dismisses the child/children from the vehicle.
 - **All parents with children in grades 1st - 6th will be required to drop students off by car only.** The morning drop off will look just like the afternoon pick up has looked. We will allow cars to double park side by side in the lot with the expectation that once students are able to exit the car safely and are on the sidewalk the next set of cars can pull forward. This process is one that happens at the end of each day at BES and takes 5-8 minutes to complete. Parents, please plan accordingly for extra time you will need in the morning if you have to wait 7 minutes to drop your child/children off at school.
 - **Parents with children in Prek and K will be allowed to park and walk their child/children to the front main lobby door.** Parents with children in Prek and K will be required to wear a mask while dropping students off at the main door. Teachers and staff for Prek and K will be waiting at the door to retrieve children as they arrive. Prek and K families are also not allowed to drop students off prior to 8:45 am arrival time.
 - Students with special circumstances will access the front doors under the awning.
 - Entrances will be color coded to assist in the process.

Water fountains

- Touchless or motion activated fountains are preferred for reusable water bottles. The

water fountain located at the end of the stairwell by the cafeteria is a motion activated fountain for reusable water bottles ONLY.

- All other water fountains cannot be used for direct consumption.

Snack/Lunch

- Schedules are still being configured.

Access to the Teacher's Room

- The teachers room will continue to be accessible for accessing select items. The photocopier will be removed into the hallway to reduce the amount of staff in a small area.
- Eating lunch in the teachers room will be acceptable for 2 people at a time with 6 foot distancing.
- Staff will be encouraged to eat lunch outside as much as possible or in a space large enough for 6 foot social distancing in order to remove their masks while eating.

Recess

- Hand hygiene: hand sanitizer posts will be located at each entry way into the building and all staff and students will use it upon entering after leaving the recess space.
- Cohorts will not mix.
- Masking: If students are outdoors and maintain a distance of at least 6 feet, recess is considered an opportunity for a mask break.

Outside Tents

- Several tents will be placed on BES field and backyard for additional learning spaces.

Classroom Configurations at BES

Using the cannon design [calculator](#) provided by DESE a room design measurement [chart](#) was created for 3, 4, 5, and 6 foot distancing. The chart below identifies the maximum distancing the rooms will allow given the current number of students. These numbers can change based upon increased student enrollment.

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Room Numbers	Room Dimensions	Room Titles	Class Size	Distancing
101	23 x 35	Service Room for Special Education	5-8	6 foot distancing
102	23 x 35	2nd grade	19	5 foot distancing
103	23 x 35	6th grade	15	6 foot distancing
104	23 x 34	Related Services for Special Education	3-5	6 foot distancing
106	29 x 12 & 10 x 39	Pre-k	12	6 foot distancing
107	21 x 37	Pre-k/K	12	6 foot distancing
109	58 x 21	K	18	6 foot distancing
110	Library			
111	33 x 22	3rd grade	13	6 foot distancing
112	31 x 23	5th grade	22	4.5 foot distancing
113	27 x 33	4th grade	23	5 foot distancing
114	25 x 31	3rd grade	14	6 foot distancing
115	Comp. Lab	will be used for small groups 3 - 5 people		
116	Art	will be used for small groups 3 -5 people		
117	21 x 34	additional work space area for larger classrooms	15	6 foot distancing
118	22 x 34	6th grade	15	5 foot distancing
119	20 x 21	Title 1/Special Education/Reading Intervention	5-8	6 foot distancing
120	21 x 32	1st grade	20	4 foot distancing
Gym	71 x 54		40	6 foot distancing
Cafe	29 x 58		32	6 foot distancing

PVRS SPECIFIC SCHOOL PLAN

Phased Reopening First Days of School Schedule

Wednesday, September 16th	Thursday, September 17th	Friday, September 18th
These are ½ days. Start at 7:50 am and end at 11:30 am.		
7th and 9th graders attend	8th and 11th graders attend	10th and 12th graders attend
84 Total Students	87 Total Students	101 Total Student
7th - 56 Students 9th - 38 Students	8th - 62 Students 11th - 25 Students	10th - 49 Students 12th - 52 Students
<p>Orientation of new procedures and policies. Safe entry into and out of school, transition procedures, face covering/mask breaks, lunch, bathroom breaks, providing and setting up student chromebooks, etc..</p> <p>This allows for time for students to be welcomed back to PVRS, adjust, ask questions and begin to recreate our community.</p>		

For the Weeks of September 21st and 28th			
Monday, September 21st And Friday, September 25th	Tuesday, September 22nd and Monday, September 28th	Wednesday, September 23rd and Tuesday, September 29th	Thursday, September 24th and Wednesday, September 30th.
Full Day Schedule attended by grade levels Students will follow a regular day schedule			
7th	8th	9th	10th,11th, &12th Grades
56 Students	62 Students	38 Students	126 Students

The first day all students will attend in-person will be on Thursday, October 1st and will be full day.

Modified In-Person Model with a Remote Learning Option

Physical distancing:

- Roughly 20 students at 3 foot distance is the average that will fit into classrooms at PVRs.
 - As we complete the schedule we will move rooms to adjust for class sizes.
 - Six feet is the goal for physical distance throughout PVRs.
 - See PVRs Rounded Classroom Measurements and Est. Class Size document in the Appendix.

Drop Off and Dismissals:

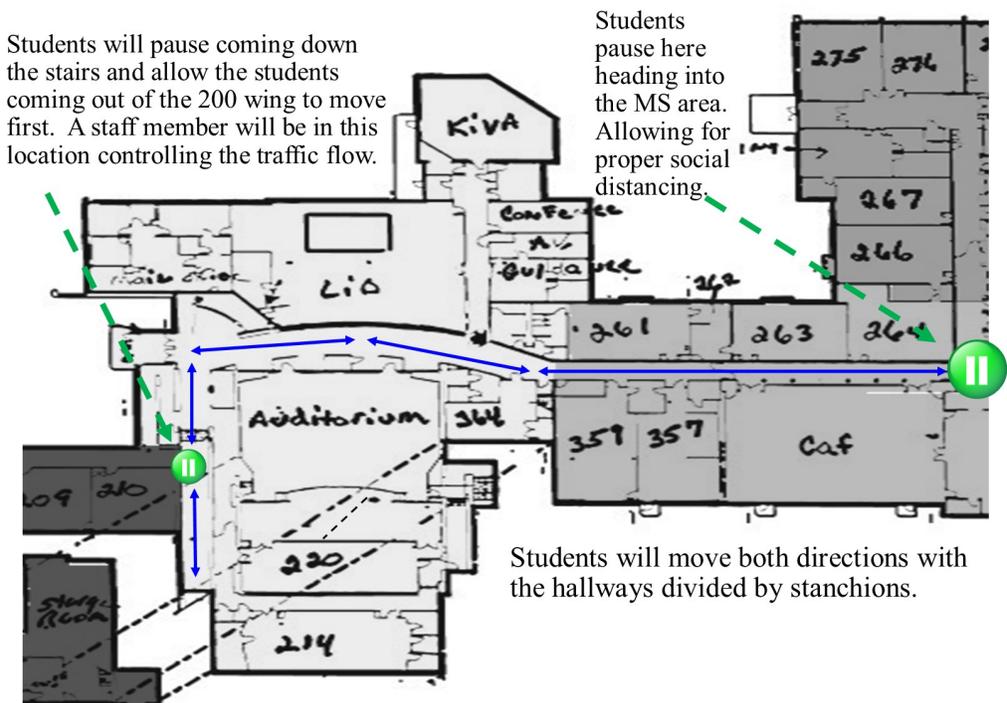
- High School students (9th, 10th, 11th and 12th grades) will enter through the front doors at PVRs.
- Middle School students (7th and 8th grades) will enter through the middle entrance located on Sumner Turner Dr.
- Buses will follow this system and seating will be arranged to coordinate with drop off points.
- Students will remain outside the building until teachers are ready to receive them in their classrooms
 - Plans will be put into place to ensure students are properly social distancing.
 - Students that drive to school will be asked to remain in their car until the school doors open.
 - Tents can be utilized.
- Students that want breakfast will be allowed to enter the cafeteria to get breakfast.
 - The cafeteria will be monitored.
 - They will remain in the cafeteria until released to their classes.
 - If we have more students than the allowable amount requesting breakfast we will use the tents outside during nice weather or find another space to provide breakfast for students.
- Doors will be monitored during both drop off and dismissal.
- Doors will be open during drop off and dismissal to limit contact between students.
 - Students should only be leaving out doors that have been opened by staff members.
 - Staff members will have the means to prop doors open and be responsible for closing the doors after all students have left the building.
- Students will be required to use sanitization stations when they enter and exit the building.
- All students and staff, with noted exceptions for medical needs, are wearing masks covering their nose and mouth.
- Additional masks will be available at the entry.
- While there are no screening procedures required at the point of entry, school staff will observe students throughout the day and refer students who may be symptomatic to the school healthcare point of contact.
- Before students are dismissed, teachers will remind students to gather all personal belongings before leaving, especially those that require cleaning at home.
- We are requiring that all students leave the building at dismissal time.

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- If families have a time conflict with pick up times, please contact the main office and we will make accommodations for these students.
- A more detailed plan will be created and communicated with students and families before the start of school.

Facility Configuration

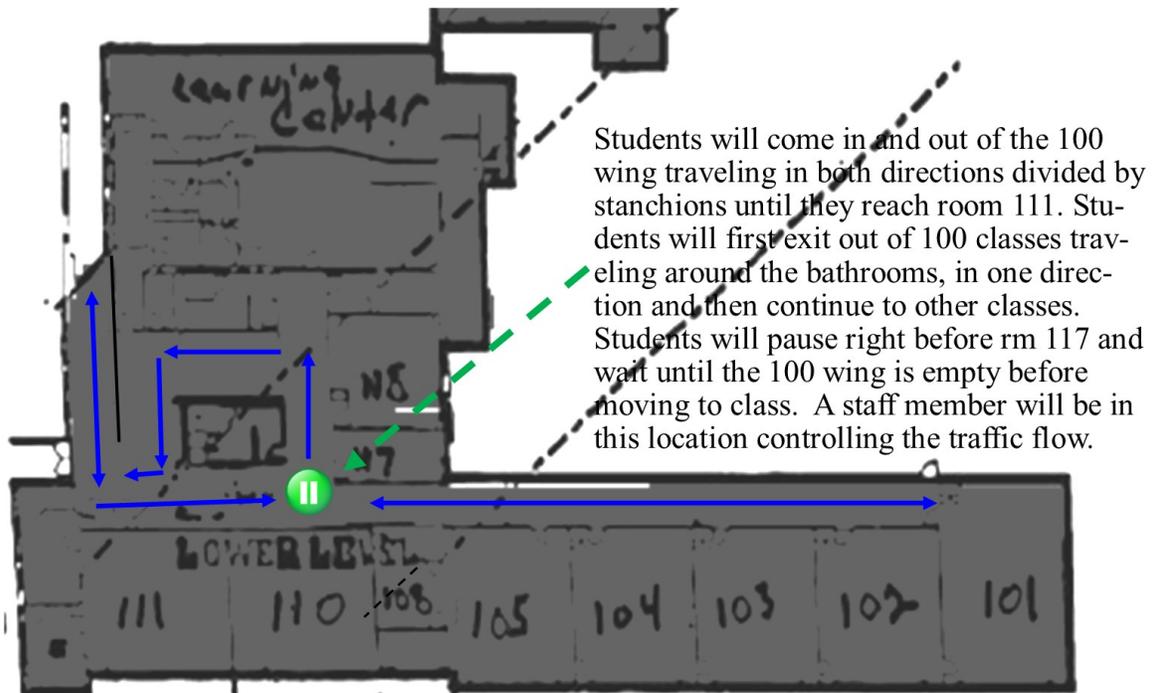
- Maps that show student movement through the halls have been created.
- We will be looking into purchasing floor stickers to help guide students and ensure proper social distancing.
 - Stanchions will be used to divide the main hallways.
 - Blue lines show traffic moving in both directions.
 - Green pause circles are areas where students will pause to safely enter the traffic flow they are entering.
 - Staff will be at these locations ensuring proper student movement and social distancing.
 - Students will pause at the bottom of stairs before the 200 wing.
 - All students will be let out of the 200 wing who need to move to another area prior to students being allowed to enter the 200 wing.
 - The 200 wing will clear of students before students are allowed to move into the 200 wing.



- The Middle School Area will move in one direction. Moving in counterclockwise as shown by blue arrows.

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- Middle school students will only be moving for electives, PE, world language and science.
- In the 100 wing students will come into the area and pause right before room 117.
 - All students will be let out of the 100 wing who need to move to another area prior to students being allowed to enter the 100 wing.
 - The 100 wing will clear of students before students are allowed to move into the 100 wing.
- Students leaving the 100 wing will move in one direction around the bathroom and head to the main hallway following the traffic patterns.



Masks/face Coverings at PVRs:

- Mask breaks will occur throughout the day.

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- Breaks can only occur when students can be six feet apart and ideally outside or at least with the windows open.
 - Areas outdoors will be designated for classrooms areas.
 - Indoor spaces will be designated during inclement weather.
 - A Schedule will need to be created to control movement in the hallways and allot time for classes.
 - Frequency of breaks.
 - One per double block
 - Each class/area will have designated areas.
- Students that refuse to wear a mask will be asked to leave the building and parents/guardians will be called.
 - Parent/guardians can either pick up their student or instruct their student to put on a mask and return to school

Hand hygiene: (also see Health and Wellness section)

- Students and staff are required to exercise hand hygiene (handwashing or sanitizing) upon arrival to school, before eating, before putting on and taking off masks, and before dismissal.
- Hand sanitizer will be placed at key locations (e.g., building entrances, cafeteria, classrooms).

Lunches (also see District Meals Appendix)

- Students will be unmasked to eat, there is a strict requirement of 6 feet of physical distance between each student.
- **Students will be eating in the cafeteria.**
 - Students must maintain 6 feet of distance when unmasked.
 - The tables and other surfaces that students are using for meals will be cleaned between groups.
- **Alternative spaces will be used if we cannot fit specific lunch groups into the cafeteria.**
 - Outdoor eating areas with proper social distancing will be available.
 - Other available spaces will be allocated for lunches if required.
 - These spaces are to be determined and will be based on numbers of students.
- We will ensure proper removal and placement of masks before eating.
 - Masks should be removed by handling the ties or back/ear areas of the mask once seated.
 - Do not touch the outside or inside of the part covering the face.
 - While eating, masks should be placed on a napkin, paper towel, or other container on the table, with the inside of the mask facing up.
 - Masks should be put back on before leaving the seat.
- **Water fountain usage:**
 - **Water fountains cannot be used for direct consumption**

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- The touchless fountains can be used for reusable water bottles and single-use cups if students wash hands or use hand sanitizer before and after fountain use.
- High-touch surfaces on water fountains will be cleaned multiple times a day.
- Vending machines will be available for use by students.
- Students will NOT have access to microwaves.

Bathrooms

- Trash cans and paper towels will be placed by the bathroom door to allow students and staff to avoid touching door handles directly.
- We are considering installing touchless technology in the bathroom equipment (e.g. hand soap, paper towel dispensers).
 - This may not be possible due to cost and installation time.
 - We are adjusting our current faucets so they run for the 20 seconds required to properly wash your hands.
- Bathroom use will not be allowed during transition times.
- Only two students will be allowed in the bathroom at one time.
- Students will need to use their own writing utensils to sign out of classes.
- We will not be able to monitor all bathrooms throughout the day.
 - We expect students to self monitor these guidelines.
 - For the safety of themselves and others we expect that students will follow these guidelines.
 - If we find this is not the case we will reevaluate and make the necessary changes.

THE THREE EDUCATIONAL MODELS AT PVRS

In-Person Learning Plan at PVRS

For the fall, our goal to get as many students as possible back into schools for in-person learning—safely. In this model, all students return in person to school settings that are appropriately modified to accommodate the health and safety requirements outlined above.

Learning time:

- In-person return to school means students will be in the building **five days per week**.

PVRS Modified In-Person Schedule							
	Monday	Tuesday	Wednesday	Thursday		½ Day Fridays (Day 5 and Day 6 alternate each Friday)	
Times	Day 1	Day 2	Day 3	Day 4		Times	Day 5 Day 6
7:50 - 8:02	Safe School Entry						
8:02 - 8:42	A1	E1	A3	E3		8:02 - 8:49	A5 E5
8:42 - 9:22	A2	E2	A4	E4		8:54 - 9:41	B5 F5
9:27 - 10:07	B1	F1	B3	F3		9:45 - 10:32	C5 G5
10:07 - 10:47	B2	F2	B4	F4		10:37 - 11:25	D5 H5
10:53 - 11:53	C1	G1	C3	G3		11:25 - 11:30	Safe School Exit
11:53 - 12:53	C2	G2	C4	G4			
12:58 - 1:38	D1	H1	D3	D3			
1:38 - 2:24	D2	H2	D4	D4			
2:24 - 2:30	Safe School Exit						
Lunches go from 10:53 am until 12:53 pm							
Lunch 1	10:53 - 11:13					7th Grade	56 Students
Lunch 2	11:18 - 11:38					8th Grade	62 Students

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Lunch 3	11:43 - 12:03	10th - 12th Grade	55 Students
Lunch 4	12:08 - 12:28	10th - 12th Grade	55 Students
Lunch 5	12:33 - 12:53	10th - 12th Grade	55 Students
Per Contract teachers will receive a 30 minute lunch. Break schedules of 10 minutes will be integrated into student lunches. Allocation of students for lunches 3,4, and 5 will be determined by student schedules. Lunches 3-5 will be determined by class schedules			

Attendance:

- Attendance will be taken daily for both in person and remote learning students. Consistent with 603 CMR 27.08(3)(b), DESE is requiring schools to have a daily attendance policy and system for remote learning that can be reported into SIMS
- Attendance will be taken by teachers in every class and reported to the main office.
 - PVRS will take into account COVID, quarantine, or other health concerns and be flexible with families.
- Students and families can access this information in the parent portal.
- **During the 2020-21 school year, DESE is also requiring schools to differentiate between students attending school in-person and remotely in their local Student Information System.** This data will allow DESE to monitor remote learning programming and student engagement across the Commonwealth. The Department will release information soon with directions for districts to report this information.
- **Parents/caregivers are responsible for ensuring their child attends school every day, whether for in-person or remote learning.**
- **PVRS will continue to investigate extended absences and make and document reasonable efforts to locate the student and determine the reason for nonattendance.**
- PVRS will use a three tier method of reaching out to families whose students are not turning in work or are not showing up to school.
 - Tier 1 is teacher contact with students and families via email and phone and come up with an intervention plan to ensure the students success.
 - It is important that the teacher, students and families follow through with the plan.
 - Tier 2 the school counselors become involved and work with teachers, students and families. Focusing on why the initial plan was not successful, the needs of the students and families, and help implement other interventions to aid in the students success.
 - It is important that the school counselor, teacher, students and families follow through with the plan.
 - Tier 3 the Student Intervention Team (SIT), which consists of administration, school counselors, school nurse, and school psychologist will become involved.
 - SIT will review and assess the interventions put into place and determine the next steps in helping the student and the families.

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- SEL needs must be considered when creating plans
- Students who are out of school due to COVID, quarantine, or other health issues will still have access to academic work from their teachers.
 - They will not be considered as remote learning students unless the family requests this change.
 - Students will continue to engage with their current coursework with their assigned class and teacher.
 - If a student is too ill to complete work, the student and family should communicate with the school and we will work with families to support academic progress.
 - The student will be able to resume in-person learning once specific criteria are met.

Grades:

- Consistent with 603 CMR 27.08(3)(b), **districts must assess all students based on the district's and educator's performance criteria for students during the 2020-21 academic year.**
- PVRs will follow the grading policy stated in the PVRs Student Handbook and Program of Studies.
- This performance criteria will be consistent across in-person, hybrid, and remote learning environments.
 - For example, if students typically receive a letter grade (A-F) for a particular course, students who are participating remotely must also receive a letter grade. Although a district's grading policy will be implemented across all scenarios, districts should consider
 - Exemptions for students under extreme circumstances (e.g., students in households with family members experiencing significant health issues related to COVID-19) and ensure they receive the appropriate support and wraparound services to accelerate learning.

Learning Standards:

- Consistent with 603 CMR 27.08(3)(b), **all students – whether learning in-person or remotely – must have access to grade-level instruction in all content areas included in the Massachusetts curriculum frameworks.**
- While the scope and sequence of the instruction teachers provide will vary depending on student needs and district requirements, all students will be required to take the MCAS tests in spring 2021.
- Students learning remotely should also have opportunities to engage in enrichment opportunities and receive intervention support as needed.

Student groups

- To minimize the number of students who would potentially be exposed in the event of a COVID-19 event, to the extent feasible, middle and high schools are encouraged to minimize mixing student groups to the extent feasible.

- **Cohorts:**

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- Schools should divide students into small groups that remain with each other throughout the day, with smaller cohort sizes preferred. Schools should look for ways to isolate cohorts of students and prevent inter-group contact to the extent feasible.
- **Middle schoolers 7th and 8th Grades**
 - Will be divided into cohorts
 - Core subjects
 - English, math, science and social studies
 - 7th graders
 - Will stay in their cohorts for rotations.
 - Will not be in their cohorts for PE, Band and Chorus
 - 8th graders
 - Will not be in their cohorts for world language, PE, band and chorus
 - English, math and social studies teachers will move while students in the cohorts remain in their designated class.
 - Students will move to science class as a cohort.
- **High School**
 - 9th grade students will be placed into cohorts depending on their schedule.
 - 10th, 11th and 12th graders will be considered one group.
 - Due to sharing multiple classes smaller cohorts during in-person learning is not feasible.
 - As we schedule students our goals will be to keep student sections together as much as possible.
- We will work with elementary schools and families to ensure that students who need to attend school on the same day are doing so.
 - This is our goal and we will do everything possible to make this happen.
 - Families have to understand that scheduling conflicts may not make this possible.

Outside Class Options

- Teachers may also hold classes outdoors when feasible. Utilizing external facility spaces.
 - PVRs plans to have two 20 x 40 ft tents and one 20 X 30 ft tent to use in the fall and spring.
 - These tents will be set up for classroom use.
 - Teachers will be able to schedule class time.
 - Preference will be given to Music/Band and Chorus classes and classes that need more space to ensure proper social distancing.

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- PVRS has 90 acres of land and multiple locations immediately outside the building that can be utilized for classrooms.
- We will designate areas that are safe from ticks for outside class areas.
 - Tick checks should be done before students return into the school.
 - Students need to be wearing masks during the tick check.
- Teachers must have radios when taking classes outside.
- Clipboards can be utilized to write on.

Courses that require enhanced health and safety measures

- **For chorus, singing, musical theater, and using brass or woodwind instruments**
 - If outdoors, with masks encouraged if possible, these activities can occur with at least **10 feet of distance** between individuals
 - **Note: At this time, these activities are not permitted indoors**
- **For non-musical theater**
 - If outdoors, with masks encouraged if possible, these activities can occur with **6 feet of distance** between individuals.
 - If indoors, with masks **required**, these activities can occur with **6 feet of distance** between individuals
 - **Note: These activities cannot occur indoors without a mask.**
- **For physical education activities and dance:**
 - If outdoors, without masks, these activities can occur with **10 feet of distance** between individuals.
 - If outdoors, with masks **required**, these activities can occur with **6 feet of distance** between individuals.
 - If indoors, with masks **required**, these activities can occur with **6 feet of distance** between individuals.
 - **Note: These activities cannot occur indoors without a mask.**
 - **Locker rooms will not be used.**

Remote Learning Option:

- Families have the choice to determine if their student will be attending in-person or remotely
 - Families that choose remote learning, while in-person learning is occurring can change their mind to send and choose in-person learning.
 - Parents must notify the school of this change by contacting administration by phone or email.
 - Once notification is received families must allow the school up to 5 school days to plan a safe return into the school setting.
 - It is the goal of the school to bring that student into school for in-person learning as soon possible.
- Remote learning students will be required to attend classes per the regular PVRS in-person schedule.
 - The expectation is that they are attending class remotely, participating and contributing to the class, per the requirements of the teacher.

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- If the student has to walk away from the computer during the class they need to post in the chat that they will be right back and how long.
 - Example: BRB 5 minutes
- Check in remotely with teachers at the beginning of every class.
- Submit the class work and homework remotely at the time requested by the teacher.
- Follow the teachers guidelines for assessments
- Are subject to the PVRS Handbook guidelines.
- Teachers will designate times in which the video camera needs to be on.
 - It is important for students and teachers to have a visual connection so that the student sees the teacher and the teacher can see the student.

Instruction

The in-person school setting will provide face to face instruction with teachers yet due to social distancing guidelines the delivery of the education will not be the same as it was prior to this pandemic.

- Students need to keep mask/face coverings on.
 - Mask/face covering breaks will be provided.
 - Students will need to sanitize hands before and after breaks.
- Students will have assigned seats.
- When they enter the classroom they will go directly to their assigned seat limiting the movement within the classroom.
- Backpacks and books must be carried.
 - Students will not have access to lockers.
- Transitions in and out of classrooms will be monitored by teachers and staff to ensure proper social distancing.
- Desk will be cleaned daily by PVRS.
 - In situations when students move between classes, cleaning of desks can be done by students. PVRS will supply each class with a disinfectant solution that requires a short dwell or drying time and are appropriate with food surfaces.
- Students are only allowed to move around the classroom practicing proper social distancing as directed by the teacher or staff member in the room.

1:1 Chromebooks:

- All PVRS students will be provided with a Chromebook that they will need to bring to all their classes.
 - If a student forgets their Chromebook at home we will need to know first thing morning so we can provide them with a Chromebook to use for the day.
 - That Chromebook needs to be returned at the end of the day.
 - If a student's Chromebook breaks we need to know as soon as possible.

- We will inform the technology department and we will make sure the student has loaner during the time it takes to fix the Chromebook.

Integration of Chromebooks into classes:

- Due to the social distancing required in classes and the option for families to choose remote learning, computers are going to be an essential part of education.
 - By running the classes in G Suite we create a platform that allows both the remote learner and in-person learner to be working on the same content simultaneously.
 - The curricular advantage of being in-person is that students will have
 - more options in regards to how they complete their work requirements
 - In-person support will be provided
 - Easier for teachers to gauge student understanding using formative assessments
 - Creates relationships, motivates students, relationship with teacher and peers
 - Access to tangible materials an advantage (and hands on with teacher support)
- Chromebooks, using G-Suite will be used for students to work in groups.
 - This will allow students who are in class and remote learning students to work in groups together.
- Consistency in programs and platforms..
 - Teachers need to ensure that students know how to use these platforms
 - Need to account for student executive functioning skills and keeping things simple and consistent as possible.
 - This is very important for the 7th and 8th graders.
 - Not too many tabs, different websites, etc.
 - Need to plan for remote even if there are no remote students.
- **Shared Resources**
 - Limit sharing: Sharing materials is discouraged, but when shared, they must be cleaned before being used by other students.
 - To the extent possible, limit sharing of electronic devices, toys, games, learning aids, art material and other items that are difficult to clean or disinfect.
 - Limit the use of supplies and equipment to one group of children at a time, and clean and disinfect items between uses.
 - Library books may be checked out if students clean their hands before and after use and if students only select books from the shelves, instead of the return area.
 - Books and other paper-based materials are not considered a high risk for transmission and do not need additional cleaning procedures.
 - Teachers will identify and develop new classroom protocols that reduce passing supplies or items between students.

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- Hand hygiene: Frequent hand washing or sanitizing, including before and after using shared materials, is an important control strategy that should be reinforced when objects and materials will be shared.
- PVRS will purchase additional supplies to be available on an individual basis to minimize sharing, as feasible.
- Teachers will need to have materials for each student in the class when doing hands-on activities.

COVID-19 related isolation space:

- In order to minimize transmission of COVID-19, we will have an isolated space available for students displaying COVID-19 symptoms.
 - The designated COVID-19 related isolation space will be separate from the nurse’s office or other space where routine medical care is provided.
- A student who shows COVID-19 symptoms during the school day will be moved to the specific room pre-designated for medical-related isolation until they can be picked up by a family member.
- See district health section for more information

Hybrid Model at PVRS

The hybrid model will be put into place in the event that we are unable to bring all students back to school under the health and safety requirements due to COVID-19 related circumstances. A hybrid model means that students would alternate between in-person and remote learning.

We will keep the same day 1 and 2 schedule but change it to an A Day 1 and 2, B Day 1 and 2, A Day 3 and 4, and B Day 3 and 4, which will rotate on a 4-day rotation. Students will be divided into cohort A and B. Cohort A will meet on a consecutive day 1 and 2 and then Cohort B will meet on a consecutive day 1 and 2.

Families that opt for remote learning, their students will also be placed into cohorts and follow the same schedule, while continuing doing remote learning the days their cohort is in school.

The PVRS Hybrid model will follow all guidelines stated in the In-Person model but students will attend school in their cohorts.

PVRS HYBRID Schedule					
	Monday	Tuesday	Wednesday	Thursday	Friday
Times	A Day 1/3	B Day 1/3	A Day 2/4	B Day 2/4	Teacher Planning Day
7:50 - 8:02	Safe School Entry				

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8:02 - 8:42	A1/3	A1/3	E1/3	E1/3	Students will have a reasonable amount of work assigned by teachers to do on Wednesdays.
8:42 - 9:22	A2 /4	A2 /4	E2/4	E2/4	
9:27 - 10:07	B1/3	B1/3	F1/3	F1/3	
10:07 - 10:47	B2/4	B2/4	F2/4	F2/4	
10:53 - 11:53	C1/3	C1/3	G1/3	G1/3	
11:53 - 12:53	C2/4	C2/4	G2/4	G2/4	
12:58 - 1:38	D1/3	D1/3	H1/3	H1/3	
1:38 - 2:24	D2/4	D2/4	H2/4	H2/4	
2:24 - 2:30	Safe School Exit				

- **Middle schoolers 7th and 8th Grades**
 - 7th Grade will have 3 sections within one cohort.
 - 8th Grade will have 3 sections within one cohort.
 - 7th and 8th grade students will not be in the same cohort.
- **High School**
 - 9th grade will have 2 cohorts
 - 10th, 11th and 12th graders will have 2 cohorts

All Cohorts will be determined and communicated with families and students by Tuesday, September 1st.

REMOTE LEARNING PLAN for PVRS

- Students are required to attend all classes according to their schedule - attendance will be taken by the teacher and reported to the school.

	Monday	Tuesday	Wednesday	Thursday		½ Day Fridays					
Times	Day 1/6	Day 2/7	Day 3/8	Day 4/9		Times					
Synchronous Learning											
8:02 - 8:32	A1/3	E1/3	A2/4	E2/4		8:02 - 8:49					
8:32 - 8:42	Class Transition Time					Class Transition Time					
8:42 - 9:12	B1/3	F1/3	B2/4	F2/4		8:54 - 9:41					
9:12 - 9:22	Class Transition Time					Class Transition Time					
9:22 - 9:52	C1/3	G1/3	C2/4	G2/4		9:45 - 10:32					
9:52 - 10:02	Class Transition Time					Class Transition Time					
10:02 - 11:32	D1/3	H1/3	D2/4	D2/4		10:37 - 11:25					
11:32 - 12:10	LUNCH					Teacher Planning Time					
Asynchronous Learning											
12:10- 12:45	A1/3	E1/3	A2/4	E2/4							
12:45 - 1:20	B1/3	F1/3	B2/4	F2/4							
1:20 - 1:55	C1/3	G1/3	C2/4	G2/4							
1:55 - 2:30	D1/3	H1/3	D2/4	D2/4							

- Schedule will work on a 10 day rotation to ensure all blocks meet over that time span.
- 8:02 to 11:32 will be synchronous learning.
 - Teachers will be providing direct instruction.
 - Attendance will be taken.
 - School Handbook Policies will be in effect.

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- 12:10 to 2:30 will be asynchronous learning.
 - Teachers will be available to students, during their scheduled class times, for extra help, questions and guidance between 12:10pm and 2:30pm at least every other day.
 - Teachers will communicate these times with students and families.
 - Certain days during the asynchronous learning time will be utilized for teacher professional development.
 - Time will be communicated with students and families.
- Materials will be gathered weekly by teachers who will (ideally) be able to use their classrooms with appropriate social distancing at least 2 days a week, possibly with alternating cohorts of teachers.
- Families will be able to pick up materials at designated times and locations each week.
- All teachers are expected to put in 6.75 hours a day, which includes a 38 minute lunch break, 10 minute breaks between classes, and a prep/work period.
- Faculty and staff meetings will be held in the afternoons, beginning no later than 2:45 PM
- Remainder of time on Friday will be used by teachers for remote planning time.
- Specialists and special education teachers can utilize specials/elective/work times, afternoon non synchronous time (flipping their day schedule), or Friday flex time, to work with students in a separate class setting, and can also work with students within the synchronous sessions, utilizing a phone connection, as well as the synchronous session, and/or break out rooms provided by G Suite.

All teachers will be required to:

- Maintain a Google Classroom for students and/or parents
- Be available through email to students and families and if needed set up a video conference with families.
- Maintain an accurate and shareable weekly record of attendance and student work.
 - a. Submit attendance to the main office.
 - b. Input grades into the parent portal on a weekly basis.
 - c. Students and families will have access to this information through the parent portal.
- Use the three tier method of reaching out to families whose students are not turning in work or are not showing up to school.
 - a. Tier 1 is teacher contact with students and families via email and phone and come up with an intervention plan to ensure the students success.
 - i. It is important that the teacher, students and families follow through with the plan.
 - b. Tier 2 the school counselors become involved and work with teachers, students and families. Focusing on why the initial plan was not successful, the needs of the students and families, and help implement other interventions to aid in the students success.

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- i. It is important that the school counselor, teacher, students and families follow through with the plan.
 - c. Tier 3 the Student Intervention Team (SIT), which consists of administration, school counselors, school nurse, and school psychologist will become involved.
 - i. SIT will review and assess the interventions put into place and determine the next steps in helping the student and the families.
- Provide a clear and specific overview of the week's lesson and standards on one Google Doc at the start of the week including as many resource links as needed
 - Save record of all plans and all contact home in a shareable folder
 - Use Synchronous sessions for activities, break out groups, interactive Google Slides, and exhibition of work completed by the students.
 - Engage students in active learning as much as possible, and continuing beyond the sessions.
 - Collaborate with grade level and coordinated subject area teachers, where relevant, to align and streamline planning and student work.
 - Have materials for the following week prepared for pick up by families by Friday at 1:00
 - Attend two monthly staff meetings as per the contract.

Athletics and Extracurricular Programs

- PVRS will follow the MIAA guidelines. MIAA is making their decisions based on the National Federation of State High School Associations (NFHS) and Sports Medicine Advisory Committee (SMAC)
- The MIAA COVID-19 Task Force is recommending September 14th, 2020 as the start date for fall sports that are allowed to be played in accordance with DESE and EEA guidelines.
- Extracurricular Programs will follow the same guidelines and will not meet in person or after school until sports have resumed and provided administration with a meeting plan.
- Clubs and sports can hold meetings via video chat.
 - Sport Teams need to follow MIAA guidelines for meetings.
 -
- Please click on the link below for more information.
 - http://www.miaa.net/contentm/easy_pages/view.php?sid=38&page_id=317
- PVRS Athletic Department will continue to keep our coaches, athletes and families updated in regards to any changes in these guidelines.

Fire Drills

We will be forming a PVRS school safety committee to review and update our safety procedures and align them with the changes due to this plan.

- We will consult with the local police departments, fire departments and state police department.
 - Looking for their input, advice and approval of these plans
- Focus will be on:
 - Safely performing a fire drill with proper social distancing.

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- Safety performing a lock down drill with proper social distancing and outside learning.

PVRS CLASS SIZE

PVRS Rounded Room Measurements & Estimated Class Size						
	Cannondesign link used recommend by DESE	https://www.cannondesign.com/classroom-layout-calculator/	Using 2ft Personal Space Diameter -6ft Social Distancing - 3ft LxW from doorways- 1 Space for Teacher Desk- 2 add'l spaces for teaching wall.			
Rm #	Faculty		3ft	4ft	5ft	6ft
101		Lang. Lab	21	15	11	7
102	Ruth Davidson	24 x 27	21	15	11	7
103	Kevin McKeown	24 x 27	21	15	11	7
104	Empty	24 x 27	21	15	11	7
105	Ernest Abramian	23 x 27	21	15	9	7
110	Alex Kriakopulos	24 x 28	22	15	11	7
111	Joel Finnell	23 x 28	22	15	9	7
117	Office	18 x 22				
118	Empty	17 x 21	9	7	3	3
206	Aimee Brown	24 x 34	27	18	15	10
207	Claire Brennan	24 x 27	21	15	11	7
208	Emily Miner	24 x 27	21	15	11	7
209	Matt Killeen	24 x 27	21	15	11	7
210	Empty	23 x 27	21	15	9	7
214	Tim Burns	21 x 47	33	27	18	15
220	Maki Matsui	23 x 48	42	29	21	15
261	Carol Sacco	24 x 26	20	15	11	7

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263	Zach Billings	24 x 25	20	13	9	6
264	Nikki Pullen	26 x 22	17	13	9	7
266	Empty/NP	19 x 31	19	12	10	8
267	Danielle Denenfeld	21 x 30	21	15	10	9
275	Danielle Kemsley	35 x 23	30	21	12	10
276	Skip Zalneratis	31 x 23	25	18	12	9
277	Empty	31 x 23	25	18	12	9
278	Math	31 x 23	25	18	12	9
279	Empty	31 x 24	25	18	13	9
280	Brian Campbell	30 x 24	25	17	13	9
282	Susan Fisher	28 x 20	18	12	9	6
285	Computer Lab/Empty	44 x 26	42	32	22	17
297		Wood Shop				
Tech Ed	John Heffernan	21 x 47	33	27	18	15
359	BRYT	44 x 21	32	25	18	12
357	Kathy Malsch	FCS				
Cafe		54 x 64				
342	Tracy Derrig	ART				
404	Sci -	23 x 24	17	13	9	6
408	Computer Lab	28 x 44				

APPENDIX A: FACILITIES CLEANING AND DISINFECTION

The PVRSD Facilities Department has put together a plan concentrated on the cleaning and sanitizing of educational areas, particularly high-touch areas, and the targeted use of CDC and EPA approved disinfectants and sanitizers for an efficient infection control approach.

These cleaning protocols have been established to align with industry standards as established by the American Physical Plant Administrators (<https://www.appa.org/>) and CDC (<https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/index.html>) recommendations for the cleaning, sanitizing and disinfection of our schools, classrooms, and public areas. Protocols have been designed for classroom spaces, common space areas, and office areas. The plan includes detailed checklists and instructions for cleaning and sanitizing specific areas within the school buildings, such as classrooms, restrooms, locker rooms, and school nurses offices and clinics.

School-specific protocols are being developed and will include the following:

- The Facilities Department is developing a highly-detailed cleaning schedule for members of the custodial staff. These schedules will list each staff member, which portions of the building they will clean each day, and the length of time expected to clean each room.
- Custodial staff will follow the cleaning protocols to ensure that each space is cleaned appropriately and to ensure consistency in cleaning across the district.
- To increase facility ventilation, we encourage our staff to keep classroom windows open, if feasible, as much as possible throughout the school year.
- Additional tools are being deployed in an attempt to prevent illness in our buildings. Nightly, custodial staff will employ a combination of UVC Sterilization Robots and Electrostatic Disinfection Sprayers in all areas. In room HEPA filtration will be utilized in occupied rooms during months where windows are not able to be open as well.
- Beyond the measures outlined in the Facilities plan, teachers will be trained to take these simple, yet effective actions to maintain the cleanliness of their rooms:
- Teachers will place their 'clean room' notice on the inside door handle or their desk each day so that it can be located easily by the night-time custodian.
- Teachers will communicate to their school administrator and Facilities Director if they plan activities during the day that may require additional cleaning either during the day or at night. Notifying the Facilities Director in advance will allow the custodial staff to modify the time allocated to clean and sanitize the room if necessary.

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- Each classroom will be supplied with a bottle of CDC-approved sanitizer and disinfectant wipes that the teacher may use during the day if the need arises for a quick wipe down of a surface and if the custodial staff is not readily available.
- Teachers and office staff will need to arrange their desks and work areas in a manner to assist with the nightly cleaning and sanitizing of those surfaces. Papers, files, and books will be removed or stacked/placed in an orderly manner to allow custodial staff to clean and disinfect the work surfaces without moving materials (preventing damage or loss of materials). Computer keyboards and other accessories will be placed in an accessible location and laptops should be closed to allow for exterior sanitizing.
- Teachers and students will establish classroom protocols to wipe down desks and tabletops, and other shared equipment, in between classes and throughout the day. This type of activity could be especially effective in elementary schools if it is used as a tool related to COVID-19 safety and general good health practices.

APPENDIX B: MEALS

During meals, because masks are not worn, six feet of physical distancing is required. To provide adequate distancing, there may need to be staggered, multiple meal breaks for smaller cohorts of students or enable some students to eat in the classroom and some in other spaces as feasible (e.g., cafeteria, hallways if permitted, etc.).

Meal consumption

- **Masks:** Ensure proper removal and placement of masks before eating. Masks should be removed by handing the ties or back/ear areas of the mask once seated. Do not touch the outside or inside of the part covering the face. While eating, masks should be placed on a napkin, paper towel, or other container on the table, with the inside of the mask facing up. Masks should be put back on before leaving the seat.
- **Distancing:** Individuals must be at least 6 feet apart at all times when masks are removed.
- **Hand hygiene:** Individuals must properly wash or sanitize hands before and after eating.
- **Water fountain usage:** We will provide potable water to students during mealtimes. Touchless or motion activated fountains are preferred for reusable water bottles, but other fountains, water jugs, or coolers can be used with single-use cups if students wash hands or use hand sanitizer before and after fountain use. Water fountains cannot be used for direct consumption. High-touch surfaces on water fountains, jugs or coolers should be cleaned multiple times a day. PVRSD may also consider providing disposable water bottles during mealtimes.
- **Food waste removal:** It is important for all students who are of an age to understand that they must clean their trays and utensils after meal service into the specified rubbish, compostable, and recycling containers to avoid contamination.

Food preparation and serving space and related protocols

- Staff work stations will be modified for physical distancing.
- We will be ensuring food continuity by working to have trained and reliable substitute staff and keeping on hand shelf stable items in case of an emergency or illness.
- **Receiving deliveries:** Food Service Staff will work with vendors to determine safer ways to handle deliveries given COVID-19 considerations. We will mark entrances where deliveries will be handled, and schedule deliveries in a way that reduces crowding.
- Food Service Staff, including substitutes, will receive Food Safety Certification to best handle all new procedures set in place.

Food distribution

- Food preparation and service procedures will be adjusted to minimize shared items.
- On half days students who sign up to receive a meal will be provided with individually wrapped (IW) items to take home for lunch instead of eating in their classroom or in a lunchroom to alleviate social distancing needs.

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- Meal ordering for all of our PVRSD schools will occur in the morning in a designated classroom with a designated teacher. This is to limit exposure in lunch lines and streamline the checkout process so that limited contact with Food Service Staff happens.
- Special dietary accommodations: To ensure meal accommodations for special dietary needs parents will need to provide detailed information to their child's School Nurse and to the Food Service Director in advance of the school year.
- Non-essential food distribution will be phased out during the month of September to limit eating or food preparation outside of set breakfast and lunch times. The use of any self-service food or beverage distribution in the cafeteria will at that time be discontinued as well.
- Breakfast for our Breakfast After the Bell participants and any others who wish to order breakfast will be distributed to those students at the end of the day in a Grab and Go bag to take home and eat the next morning before coming into school.

Meals for remote learners

- PVRSD will continue to offer meals to eligible students who are learning remotely from home. We are in the process of planning how to offer meals to students five days a week who are not attending in person. This may well look like the Grab and Go Summer Meal Program. This program likely will be offered from one central location such as PVRSD.
- During the remote learning program the same meal rates would apply for Free and Reduced Families and Full Pay Families as it would for in person learning students. If guidance from the USDA and DESE changes regarding meal pricing PVRSD families will be notified.

APPENDIX C: TECHNOLOGY

During the spring school closure and transition to remote learning the importance of devices for both students and staff to take home became apparent. In order to safely proceed into the upcoming school year all students and staff will have the opportunity to take home a PVRSD owned device if they need to. Through a combination of our existing budget and multiple grants including the CARES act technology will be purchased for the upcoming school year to support the infrastructure needed to put in place the required instruction and services, including availability of computer devices and internet connectivity.

Technology - Three Plan Summary		
Full In-Person	Full Remote	Hybrid
<p>Students will be in the classroom but will have access to 1:1 chromebooks to reduce sharing of materials.</p> <p>Digital resources will be available including but not limited to G suite tools.</p> <p>Charging stations will be provided for 1:1 Chromebooks.</p> <p>Camera's will be provided to stream in classroom materials.</p> <p>Updated laptops will be issued to teachers who have outdated technology.</p> <p>Access to online tools including IXL, Brainpop, Screencastify, Google Enterprise for Education, Raz-Kids, Mystery Science, Mossa Mack Keyboarding Without Tears, TCI, and Newsela.</p>	<p>K-12 Students will have the option to take a chromebook home if needed.</p> <p>Google Classroom and other G suite tools will be the primary method for instruction delivery.</p> <p>The use of the Jamboard digital whiteboard is highly recommended.</p> <p>Document cameras will be provided to teachers in addition to their laptop's built in webcam.</p> <p>Updated laptops will be issued to teachers who have outdated technology.</p> <p>Families without reliable internet connections will be contacted and worked with to find alternate solutions for remote learning.</p> <p>Access to online tools including IXL, Brainpop, Screencastify, Google Enterprise for Education, Raz-Kids, Mystery Science, Mossa Mack, Track My Progress, Keyboarding Without Tears, TCI, and Newsela.</p>	<p>K-12 Students will have the option to take a chromebook home if needed.</p> <p>Google Classroom and other G suite tools will be the primary method for instruction delivery.</p> <p>Camera's will be provided to stream in classroom materials.</p> <p>The use of the Jamboard digital whiteboard is highly recommended.</p> <p>Updated laptops will be issued to teachers who have outdated technology.</p> <p>Access to online tools including IXL, Brainpop, Screencastify, Google Enterprise for Education, Raz-Kids, Mystery Science, Mossa Mack, Keyboarding Without Tears, TCI, and Newsela.</p>

Google Platform

The Pioneer Valley Regional School District is a Google school which has heavily invested in the G Suite platform as well as Chromebooks. This has made transitioning to remote learning easier than it would have been in years prior to adopting this platform. For those not familiar with G Suite, it is a platform on which all the apps are cloud-based and thus accessible from any device. Documents can be shared with other users and multiple users can collaborate in the same file at the same time.

All students and staff at PVRSD will have access to the following tools, many of which they already have existing familiarity with. These tools are as follows:

Gmail

Students PK-12 will have an email address which can be used for communication. While communicating through Google classroom is preferred an email address can be useful. Please note that students K-8 are only able to send and receive emails from PVRSD Teachers due to child protection laws.

Calendar

Calendar lets you schedule and share meetings and events, as well as receive and send reminders to colleagues and students. Events for students should be set up using Google classroom but faculty and staff will continue to make heavy use of Google Calendar.

Docs

Docs is a collaborative word processor and is an online, pared-down version of Microsoft Word. Due to the cloud-based housing of the program, multiple users can work on one document together, in real-time, simultaneously. The person who creates the document has the ability to grant edit, comment, or view access privileges to documents.

Sheets

Sheets is Google's own spreadsheet software for recording data and crunching numbers. It's a great tool for administrators to track school data and trends. Using Sheets in the classroom helps teach students valuable data management skills. It works like Excel, but it's completely cloud-based with a very user-friendly design.

Slides

Slides is like a simpler, more collaborative version of PowerPoint, that allows the whole team to work together on multimedia presentations in real-time.

Meet

Meet offers video and voice conferencing for groups of people. Very similar to Zoom.

Classroom

Classroom is a digital learning environment where instructors can set assignments, communicate with students and grade work.

Jamboard

Jamboard app allows students to share ideas and collaborate on a cloud-based whiteboard via tablet or web browser.

Student Technology

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For the 2020-2021 school year, PVRSD will provide chromebooks to all students in grades K through 12 while in-person learning is conducted. These devices will be allowed to be taken home in the event a remote or hybrid learning model is adopted due to the ongoing pandemic. These chromebooks will all have at least an 11" screen, a camera, and speakers in order to facilitate remote learning. If a student decides to take their device home a waiver must be signed and they will be responsible for charging the device before the school day begins. Students will also be responsible for reporting any damage to devices so that they may be assessed and, if needed, replaced by the technology department.

2020-2021 school year students in K through 12th who select PVRSD Remote Learning and who do not have access to a device at home should notify their school to check out a device for use at home.

Parent Technology

While students may be familiar with accessing PVRSD resources, parents may not be. The PVRSD technology department will be working with our technology integration teachers to produce instructional documents and videos on the basics of how to use and access these resources for parents. These will be posted to the PVRSD website.

Teacher Technology

The technology department's role is to support teachers so that they may give the most effective learning experience to their students. To begin the year teachers will be equipped with, in addition to the laptop and projector/display they are already issued:

1x Document camera for easier showing of in classroom activities/materials to students who are learning remotely.

1x Desktop computer that stays in the classroom in order to better monitor and manage remote sessions via Google meet. This desktop will also serve as a backup device in the event there is a problem with the teacher's laptop.

This setup should allow teachers to either stream their classroom or present online and pre-prepared materials to students both in and out of the classroom. Each class is different so teachers may end up using these tools differently. The use of these devices will be demonstrated to teachers at the beginning of the 2020-2021 school year.

Technology Support

If Teachers need assistance with technology they should submit a ticket through the helpdesk found on the PVRSD website. <https://www.pvrsk12.org/>

Parents and students with technology questions or concerns should reach out to the classroom teacher or they may submit a ticket on the new student help desk via the technology department website. If parents or students are unable to access the technology website they may call the tech support number. This number will be given out at the beginning of the school year. (insert number)

If a family has trouble accessing the internet from home please let us know on the PVRSD technology website through the student help desk and someone from the technology department

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will go over your options. Please note that due to the rural nature of the district that internet access may not be possible in some locations and novel and/or alternative solutions may need to be discussed in order to keep students connected.

As the year progresses any technology updates will be communicated via the PVRSD website or email.

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APPENDIX D: TRANSPORTATION GUIDANCE

<http://www.doe.mass.edu/covid19/on-desktop/2020-0722transport-guide.docx>

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ELEMENTARY AND EARLY CHILDHOOD REOPENING PLANNING COMMITTEE

Dr. Kelly Carriere - BES Principal
Megan Desmarais - NES Principal
Christie Fontaine - Special Education Director
Ariel LaReau - Director of Curriculum
Maren Law - Early Childhood Coordinator
Tyler Pless - Technology Director
Kevin Seaman - Facilities Director
Jennifer Glazier - Special Education Teacher, Parent
Bridget Hammond - Administrative Assistant, Parent
Jacinta Hunting - Nurse
Kelly Guertin - 1st grade Teacher, Parent
Kristin Prophet - Early Childhood Specialist
Mary LaValley - Nurse
Andrea Cummings - Behaviorist
Cheryl George - Librarian, PTO Co-Chair, Parent
Lisa Wheeler - 1st grade Teacher
Renee Keir - Kindergarten Teacher and PVREA Co-President
Tony Streeter - Custodian
Ashley Fogle - Kindergarten Teacher
Daphne Clark - Preschool Teacher
Ellen Bealer - Preschool Teacher
Tiffany Thomas - Preschool Teacher

PIONEER VALLEY REGIONAL REOPENING PLANNING COMMITTEE

Kevin Burke - Principal
Cathy HawkinsHarrison - Dean of Students
Ariel LaReau - Director of Curriculum
Carla Simpson - School Nurse/District Nurse Manager
John Heffernan - Innovation Center Teacher
Kathy Malsch - Food Science Teacher
Karin Brown - Special Education Teacher
Kim Godfrey - Instructional Assistant and Union Representative
Lucas Correia-Covert - High School Counselor
Skip Zalneratis - Computer Science Teacher
Dana Unaitis - Speech-Language Pathologist
Nikki Pullen - Science Teacher
Timothy Burns - Music Teacher
Deborah Hawkins - School Nurse
Claire Brennan - English Teacher and PVREA Co-President

SCHOOL COMMITTEE OF THE PIONEER VALLEY REGIONAL SCHOOL DISTRICT

James Bell

DRAFT

**Jeanne Milton
Michael Townsley
Sharon Fontaine
Karen O'Neil
Abigail Pratt
Seth Kratz
Patricia Shearer
Kristen Gonzalez
David Young
Jessica Marshall**

SUPERINTENDENT

Jonathan Scagel