



Follow Up Questions and Answers

Derived from the August 5th, 2020 DCRSD School Committee
Meeting



Question #1

Given the DESE and medical community (ex. American Academy of Pediatrics) recommend a return to in-person learning; local coronavirus infection rates are very low (~90 cases over 7 months in both towns); and masks and social distancing can be achieved through a quality hybrid plan - how could anyone determine remote learning would be more beneficial for our students?

There are many data entry points and other organizations that offer a differential lens regarding the efficacy of a Remote v. Hybrid Learning model. We recognize that universal consensus regarding a clear path forward does not exist and are actively planning for both contingencies. Our locally directed survey data reiterates the lack of consensus regarding the "best" model.

Question #2

Why are you not able to accomodate separating students in locations such as the gym and the cafeteria for lunch to allow students to eat lunch at school with safe distancing in place so that they can remain in school for a full day?

Our plan, when choosing between numerous priorities, makes the choice of placing safety at the top of the paradigm. We do recognize that other districts have a differing perspective. Our guidance indicates that lunch is the single highest risk activity for students. As such, we are acting with an abundance of caution to start and hope to offer lunch at school as soon as possible.

Question #3

Please explain why 4 hours a day - 4 days a week requires extra personnel.

We need additional support in the areas of nursing and custodial services to ensure that the buildings are clean and students who may become ill can be properly quarantined and cared for in a timely fashion. In addition, extra teaching staff will be needed to maintain the integrity of an instructional program while also anticipating the possibility that people may get sick.

Question #4

What will the district's threshold be for moving between models? What kind of notice will families have?

In a call with Commissioner Riley today, he informed us that metrics are being developed to utilize when deciding to move between models. We are unsure of specifics at this time but anticipate being able to provide more clarity soon. Every effort will be made to inform families of any changes as soon as possible.

Question #5

Can we move to a hybrid of full time in the classroom?

As our collective goal is to return to full, in person learning as soon as is safely possible, this could be possible down the road. Data derived from local, state, and federal agencies will drive this decision.

Question #6

Are face masks required for PreK - 2 or face coverings?

Masks are required unless excused.

Question #7

Why wasn't a broad group of Dudley and Charlton parents from all seven schools plus high school students encouraged to be the voice of our community in this planning exercise?

Our goal was to convene a group large enough to have parental and school involvement while being small enough to maintain focus.

Question #8

When does school start?

The first day for students is Wednesday, September 16th.

Question #9

How is eating snacks safe if eating lunch is not?

Snack eating will be paired with a mask break, which will be done in a smaller cohort size than lunch. Keeping small cohorts separate from a larger group is an important risk mitigation practice.

Question #10

How is it that we went from what was assumed to be a hybrid model on school day 1, to now not being hybrid until November? We thought the vote/decision was going to be EITHER hybrid or total remote?

We sometimes have to quickly tweak our recommendations based upon rolling guidance and new data. Our informational foundation sometimes shifts by the hour so multiple contingency scenarios must be presented. We recognize this is not easy and appreciate your patience and understanding.

Question #11

Please can you confirm that all elements included in a curriculum will be taught, and not just the ones considered "important" by the teachers/school? Based on the presentation, it seems that the curriculum would be "waterdown" as the teaching time has been reduced significantly by all the teaching prep time.

The curriculum is unchanged but the pacing will shift in a Hybrid or Fully Remote model. Content delivery and assimilation takes longer when not done fully in person. Additional planning time is frontloaded to ensure fidelity of instruction and cohesion of curriculum based content between schools and grade levels.





Survey Question Report:

Data Driven from the August 4th Family Survey

DCRSD School Committee Meeting
August 5th, 2020



Overview of Questions

In excess of 2,500 questions were submitted

An administrative panel reviewed the questions

Questions were sorted by themes: Teaching & Learning, Transportation, Cohorts, Scheduling, Social/Emotional, Special Education, Process and Procedure, and Safety



Our Process

We recognize the ambiguous times in which we live

All of us aspire to full, in person learning

Arriving at a choice is choosing from a set of unsatisfying options

We seek to embed community feedback into our decision making

No consensus “best” model has emerged from the questions



TEACHING AND LEARNING

Will the curriculum be the same in the Hybrid and Remote Model as the fully In Person model?

The content standards will remain the same but the pacing will look different. Students take longer to learn new content when instruction is delivered remotely. The curriculum is unchanged but the pacing takes longer when students are not in person.



TEACHING AND LEARNING

What is your plan for student accountability?

There will no longer be Pass/Fail and participation grades. Teacher teams will meet to identify the most salient learning standards and how to deliver high quality, research based instruction. This will include the development of rubrics and more robust grading practices. Purposeful time for these activities will take place during the state articulated ten day planning period. Teacher teams will identify priority learning standards.



TEACHING AND LEARNING

Will the Hybrid model have live teaching from teachers?

Yes. Teachers will be delivering content in “real time” in the Hybrid model. In addition, some content will be recorded and shared with students. Students may, in this case, be asked to view the recorded content first before meeting live with the teacher to review the lesson. The interval of live instruction will depend on the age and developmental level of the students. Teachers will not be instructing for six continuous, live hours. Breaks will purposefully be embedded within the instructional day to provide movement and time to assimilate content.



TEACHING AND LEARNING

Will their remote learning be monitored?

Yes. Teachers and students will connect Tuesday through Friday in the Hybrid and Remote Model. Some content will be delivered live, other content will be pre-recorded with scheduled check-in times to review with the teacher and/or classmates. Office hours will continue to be available. Assignments will be provided with accompanying due dates. These assignments will be assessed based upon content standards.



TEACHING AND LEARNING

Will student's remote learning be monitored?

Yes. Teachers and students will connect Tuesday through Friday in the Hybrid and Remote Model. Some content will be delivered live, other content will be pre-recorded with scheduled check-in times to review with the teacher and/or classmates. Office hours will continue to be available. Assignments will be provided with accompanying due dates. These assignments will be assessed based upon content standards.



TEACHING AND LEARNING

Will use of Zoom be mandatory or optional? Can phone conferences be used instead?

Google Meet, as it is connected with our other educational apps, such as Google Docs and Google Sheets, will replace Zoom as the virtual instructional conferencing platform. All staff and students will have a Google (G Suite) account. A phone call option is available on Google Meet.



TEACHING AND LEARNING

Will the district continue to have the one lesson per grade approach?

Teacher teams will continue to plan together so that content standards are equitably instructed throughout the district. Lessons may look different but the standards addressed should be the same. We will continue to utilize research based pedagogy while also fostering innovation and creativity from our staff.



TEACHING AND LEARNING

What are the expectations from parents during the week of remote learning?

A learning plan will be sent by a teacher each Sunday evening or Monday morning. This will set the learning expectations for the week. We ask parents to help establish a schedule and monitor, as developmentally appropriate, student progress. The younger students will require more direct monitoring and/or instruction.



TEACHING AND LEARNING

Are AP courses being offered?

Yes. SHRHS will continue to offer AP courses, regardless of learning model in use.



TEACHING AND LEARNING

How will screen time be used for young children?

Preliminary research does not articulate a specific amount of screen time for young children, although there is clearly a need for younger children to have less screen time than older peers. Remote instruction works best with young children when delivered in small, bite sized chunks, followed by some time away from the screen to work and reflect upon the instruction. Then, after that time, the teacher brings the students back together to review the lesson.



TEACHING AND LEARNING

Will students be held accountable for attendance and grades so that GPA can be calculated and an official transcript produced?

Yes. Attendance will be tracked daily. GPA will be maintained. Students will receive a transcript.



TEACHING AND LEARNING

Are the teachers teaching from the classroom or from their home?

Teachers will teach from their classroom in their home school.



TEACHING AND LEARNING

Will school books be provided so students can work along with the teachers?

Yes. The DCRSD will provide any instructional materials that students need to access the curriculum.



TEACHING AND LEARNING

Will the work count?

Yes. Unless specifically articulated by the teacher,
assigned work counts.



TEACHING AND LEARNING

Will there be an opportunity to meet the teachers in person at some point despite doing full remote?

Provided guidance from state and local agencies allows for in person meetings, we anticipate this will happen.



TEACHING AND LEARNING

Will you incorporate training for students on checking and managing the mass amounts of email notifications they receive?

Yes. Students will receive digital citizenship training and receive guidance from their teachers. Both will address issues of managing email notifications.



TEACHING AND LEARNING

What do students do on Mondays during their Tues - Fri hybrid cohort weeks? Are they remote learning?

Yes. Students will complete remote, independent or small group learning activities. Some examples may include watching recorded content or working with a partner(s) to complete a project. These types of activities will vary by grade level. Teachers will not teach “live” on Mondays, as careful planning is vital to our collective success.



TEACHING AND LEARNING

Will gym/music/art etc. be happening in the in-person or hybrid model?

We will be planning robust unified arts opportunities for students in any model.



TEACHING AND LEARNING

For middle school students, will they have one assigned teacher or will they be expected to change rooms throughout the day?

To minimize exposure to multiple people, when the middle school students are participating in-person the teachers will rotate among the classrooms, following safety protocols of hand-washing/sanitizing between rotations.



TEACHING AND LEARNING

Will there be any opportunities to socialize?

Yes. During in-person instruction this will happen with physical distances of 6ft. and during remote learning through classroom discussions and whole class activities.



TEACHING AND LEARNING

Will the teachers have tutoring or extra help hours with the Covid restrictions?

Yes. Teachers will have office hours for students. Extra help will be available.



TEACHING AND LEARNING

Why can't we follow the same hybrid model as other towns? It seems like a lot of risk for half a day. Also too much computer learning for these young kids.

Our hybrid model offers a high level of safety as lunch, typically the most transmittable time of the day, will not be served. Instead, students will use a “grab and go” model for lunch. In addition, the Tuesday-Friday model allows time for the respiratory droplets to settle, followed by a deep cleaning, which sets a high safety standard.



TEACHING AND LEARNING

How is the teacher going to engage students at home watching remotely and engage students in class?

The district will be providing multiple days of training and professional development for staff, including specific engagement strategies that increase student participation. It is important to note that teachers **WILL NOT** be teaching in a classroom while simultaneously broadcasting a lesson to a cohort of students viewing at home.



TEACHING AND LEARNING

Can teachers record themselves teaching a lesson then provide it to the students to watch before doing their work?

Yes. This is often referred to as a Flipped Classroom and has shown to be a high leverage practice, particularly when done in a remote setting. Students can then gather with their teacher and/or cohort group to further process the instruction.



TRANSPORTATION

How will my children get to school safely?

All students on a bus will be required to wear masks/face coverings. A hand sanitization protocol will be in place for students and the bus will be disinfected per DESE guidelines



TRANSPORTATION

How are they going to get to school and come home in a reasonable time?

Arrival and dismissal times at schools will need to be increased. With approximately 23 students per bus the actual routes should be the same length of time as in the past, if not less.



TRANSPORTATION

Can bus pickup/drop off be different than was the student was enrolled for, as circumstances may have changed?

Yes the District will allow for a change of address if necessary. However because of assigned seating and strict limitations on the number of riders we ask that you recognize this will not be an overnight process. The District will need to require that the AM pickup address is consistent every day, and that the PM drop off address is consistent every day. The pickup and drop off addresses may be different if needed.



TRANSPORTATION

Would more buses get added to the fleet in order to allow proper seat spacing?

With the schools' configurations we currently do not need to add additional buses to accommodate one (1) student per seat under a hybrid model. A return to full in-person with the current transportation guidance would necessitate an increase of between 15-30 buses.



TRANSPORTATION

Will families with more than one student at the same school be in the same cohort for ease of transportation purposes?

The intention is to have cohorts designed so that members of the same household attend together.



TRANSPORTATION

If enough families wanted to organize carpools to save on transportation costs, could in person be considered?

In order for full in-person to be considered the District would need to utilize a opt-in practice for transportation. Such a process could reduce transportation costs not just during Covid-19 restrictions, but future normal times as well.



COHORTS

Can full in person learning be a consideration for the high school level students who are more able to follow any rules required to keep them safe and also need a solid base of learning to prepare for the college years?

Current guidance models call for our highest need students, followed by our elementary school students, to be the first groups to return to a full, in person model.



COHORTS

What is the class size for preschool, will they also be divided into cohorts?

Due to physical spacing considerations we are limiting class size for preschool to 12 students per session.



COHORTS

If we chose to enroll our children in full remote, how will they be taught (and by whom) during the weeks their cohort is scheduled to be in-person?

Students in the fully remote cohort will be taught via the use of a computer, leveraging effective remote learning pedagogy. Staff assignments for students have yet to be fully determined. Students in a full remote model will maintain a consistent teacher(s).



COHORTS

How will cohorts be determined? How will classes be made up of the student body?

Generally speaking, cohorts are determined through heterogeneous grouping practices that place students living in the same household together to aid our families in establishing manageable routines. Students in higher need categories are placed upon the individual needs of the student(s).



COHORTS

If we chose to enroll our children in full remote, can we change our minds and join the hybrid model during the course of the 8-week period?

Changing a student's cohort group is going to be allowed, but specific timelines for the change still need to be established.



SCHEDULING

Can they go back for a full day but not five days a week?

We aspire to returning to an in person model as soon as is realistically possible.

Our plan is designed to be progressive and fluid. Each and every stakeholder that has worked on our Reopening plan aspires to having all students return in person.



SCHEDULING

Is the schedule flexible or is it structured?

We provide structure with regard to models and time increments. Teachers will provide an academic blueprint weekly for each model. Families can work within these parameters to find a balance of work time and other life activities. We recognize this creates a grey area that will need more specific guidelines moving forward.



SCHEDULING

Can my older daughter do remote and my younger children be in full or hybrid school?

Yes. Although cohorts were designed to keep students in the same household together, a household may opt for any student to receive fully remote instruction.



SCHEDULING

Will there be ample breaks between chunks of learning?

Yes. We need to ensure that students move on an hourly basis, even in short 5-10 minute increments. Younger students will need more frequent breaks. More specificity will be established when school opens.



SCHEDULING

Will students have regularly scheduled classes to attend (required time frames?)

Yes. Every student will have a schedule with clearly articulated times of attendance in all models. The previously shared schedules are a starting point and can be adapted as needed. Most importantly, students will have a defined structure to their learning, regardless of model. This model also embeds flexibility and can be adapted to meet the needs of all stakeholders.



SCHEDULING

Is there a way parents could opt into part time remote, part time homeschooling?

At this time, the choice is binary. Families that pursue a homeschooling option take on the educational responsibility for students in their care.



SCHEDULING

How are parents who work during the day supposed to drop off/pick up and then set up students at home to continue remote learning?

This, we acknowledge, is a challenge in the Hybrid and Remote Models. Attempting to balance work and family schedules during this time has been extremely difficult. This is especially true for our youngest students. Disruptions to the routine are problematic in every way. To help, at least in part, to offset this challenge, the DCRSD does offer bus transportation. Further, with a weekly learning plan being sent to all families prior to the start of instruction, there is an opportunity for increased student self-monitoring and growth.



SCHEDULING

Will there be an option for children to do full remote learning if there is hybrid learning?

Yes, this is an option that the state DESE is mandating schools to offer parents.



SCHEDULING

IF the kids are with each other in the morning why can't it be for a full day?

Our goal is safety. By utilizing a half-day model, students will not be unmasked to eat lunch together.



SCHEDULING

How does half days/ shortened weeks/ every other week benefit the children?

We are choosing from a set of imperfect options. A model that is progressive and nimble, allowing us to safely move groups of students into the schools, even for a reduced school day, creates the opportunity for face to face interactions, supporting social and emotional health.



SCHEDULING

Will the school district continue working towards this (Full In Person) being the ultimate goal?

Absolutely~ we know that students in school, in person, full-time is the best model; but we will only do it when we are able do it safely.



SCHEDULING

Why is the full in-person "not a feasible option" for DCRSD? Did the district not receive funds allocated by federal and state governments?

The District has received grants totaling \$1.1M to address covid related expenses not anticipated in the initial budget. Additionally the District has been working with both member towns to share in their Covid related grants, and discussions continue.

The initial Chapter 70 funding for FY21 shows a loss of \$143K in revenue, which will necessitate a reduction of our budget to match.

The costs for PPE are estimated to be approximately \$500,000 for the year, based on DESE recommendations. The potential costs for additional staff - permanent building substitute teachers, additional nurses, general helpers and custodians could account for as much as \$1.1M alone, before including the benefits costs. There are expected expense increases for HVAC review and repair. Additionally, to transport all students daily under the current guidance of one student per seat the transportation budget would need to increase by an estimate of 33%-67% - or \$1M to \$2M.



SCHEDULING

Now that we have a remote option, will we have snow days going forward?

We anticipate no longer requiring snow days going forward.



SCHEDULING

What is the plan for the return to extracurricular activities such as sports, drama, band, youth organizations, etc?

The Department of Education, along with other organizations that offer oversight to these youth organizations, continue to provide us with rolling guidance on what these may look like.



SCHEDULING

Will the teachers have tutoring or extra help hours with the covid restrictions?

All teachers will have “office hours” built into their schedules on a regular schedule in order to provide additional support for students.



SCHEDULING

Transportation, class assignment, How will cohort groups be determined?

Cohort assignments began by looking at family units. The Dudley-Charlton Regional School District worked to keep sibling groups in the same cohorts, thus on the same schedule, where possible. Cohorts C & D were determined by student need for additional services. Transportation groupings were not considered in the creation of cohort groupings.



SCHEDULING

Will the school district continue working towards this (In- Person learning) being the ultimate goal? What is the criteria for determining when full in-person learning is appropriate?

This continues to be the District's primary goal, when it is deemed safe by Massachusetts agencies (DESE and DPH) to do so.



SOCIAL AND EMOTIONAL

What are the best social, positive, and effective learning practices for children?

Our plan seeks to maximize social interaction and connectivity between students and teachers. The increased teaching expectations coupled with dedicated interactive time, regardless of the model in use, helps our students and teachers.



SOCIAL AND EMOTIONAL

What help will the district give parents to help their children while at home?

The district will provide a Digital Citizenship outline to help provide an overarching set of online expectations. A clearly defined schedule will be sent to parents prior to the week's learning activities to help organize the balance between learning and other life activities.



SOCIAL AND EMOTIONAL

How are we supporting students transitioning into the district or a new school?

Principals are continuing to work to create opportunities for new students (whether new to the towns, or new to the building based on grade level) to have virtual or small group tours of the building based on feasibility of building openings, as well as “meet the teacher” opportunities.



SPECIAL EDUCATION

My son has an IEP and needs a lot of services. If he isn't in school full time he will not be getting adequate services towards that IEP?

As we have with all of our remote learning, we are also working to create robust remote services for our students with disabilities. It is our goal to meet the full commitment of IEP service times in any model.



SPECIAL EDUCATION

When will we be notified which cohort our children will be in? Will all IEP children be in C group? I'm concerned about the stigma of not being included in the A & B group?

Principals will be notifying parents which cohort his/her children have been placed in once they are finalized. We are currently double checking placements to ensure that siblings are in similar cohorts when possible. All IEP students will not necessarily be placed in cohort C as IEP services vary greatly. Students with IEP services will fall into all 4 cohorts based on level of need and their services. Students in all cohorts will have the opportunity for inclusive services, including unified arts.



SPECIAL EDUCATION

How will children who are resistant to remote learning tools, video calls, etc, be serviced?

While we would love nothing more than to provide in-person learning for all of our students, unfortunately that is not the reality we are in. We are working hard to prepare training for our staff using various remote learning tools that can actively engage students. We will also be looking at group size when offering services, and adapting for each child's individual needs as we go.



SPECIAL EDUCATION

How are you going to achieve IEP evaluation testing?

We have been working (even this week) on creating protocols to safely provide IEP evaluations in person. This includes masks, plexiglass dividers, physical distancing and careful disinfecting of materials between evaluations. The District's position is that in person testing will provide the most reliable and valid results for these very important assessments.



SPECIAL EDUCATION

For children requiring hands on therapies (OT, PT etc.) , how will the district handle regression and lack of progress due to the loss of in-person sessions?

Just as each IEP is written specific to a student, assessment of regression and lack of progress will also be evaluated on an individual basis. We are committed to provide compensatory services as well as having TEAM discussions around the need for the potential of additional services. DESE's Commissioner for Special Education has a planned teleconference with more specific guidance around this topic in the next day or so.



Process and Procedure

Will it be full day or half day? Will transportation be provided? Will there be an option to buy lunches at school?

Transportation will be provided regardless of model. The Food Service Department will be open. The state is currently waiting for approval of a waiver from the federal government to operate as we did during the shutdown last year.



PROCESS AND PROCEDURE

What is the plan if someone tested positive? Class quarantine only or school?

DESE released a nineteen (19) page document specifying steps and protocols for Districts to follow on July 19, 2020. They noted that the guidance was subject to change with the release of CDC guidance, but as of today it has not been updated. A general summary of the protocol is:

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

- ✓ *Evaluate symptoms*
- ✓ *Separate from others*
- ✓ *Clean and disinfect spaces visited by the person*
- ✓ *Test for COVID-19 and stay at home while awaiting results*
- ✓ *If test is positive:*
 - *Remain at home at least 14 days and until at least 3 days have passed with no fever and improvement in other symptoms*
 - *Monitor symptoms*
 - *Notify the school and personal close contacts*
 - *Answer the call from local board of health or Massachusetts Community Tracing Collaborative to help identify close contacts to help them prevent transmission*
 - *Secure release from contact tracers (local board of health or Community Tracing Collaborative) for return to school*



PROCESS AND PROCEDURE

How will attendance be tracked?

Regardless of model, teachers and administrators will refine existing, and develop new, attendance taking procedures that will be shared with families. Attendance can be checked in the Remote/Hybrid realm in largely the same manner as in a brick and mortar setting.



PROCESS AND PROCEDURE

As a parent of multiple, younger children, how can I possibly manage the different schedules and assignments?

There is no simple answer for this. In building our schedule, we have placed siblings in the same cohort groups to help families streamline their schedules. In addition, teachers will be providing a blueprint for the week prior to the start of instruction. This will allow for families to establish a routine. In addition, some content will be pre recorded and shared in advance. Students and families will have the option to either preview or review the content. Not all academic work will be completed in real time.



PROCESS AND PROCEDURE

How will the cost for the proposed incremental positions be funded?

The District has received grants totaling \$1.1M to address covid related expenses not anticipated in the initial budget. Additionally the District has been working with both member towns to share in their Covid related grants, and discussions continue.

The initial Chapter 70 funding for FY21 shows a loss of \$143K in revenue, which will necessitate a reduction of our budget to match.

The costs for PPE are estimated to be approximately \$500,000 for the year, based on DESE recommendations. The potential costs for additional staff - permanent building substitute teachers, additional nurses, general helpers and custodians could account for as much as \$1.1M alone, before including the benefits costs. There are expected expense increases for HVAC review and repair. Additionally, to transport all students daily under the current guidance of one student per seat the transportation budget would need to increase by an estimate of 33%-67% - or \$1M to \$2M.



PROCESS AND PROCEDURE

Can students play sports to open the year?

This decision will be made by the governor and DESE. The MIAA aspires to begin some form of fall sports on September 14th, 2020.



PROCESS AND PROCEDURE

Will everyone be required to get a COVID test before the start of the year, and how often will these be repeated?

There is not currently a plan to test everyone on a proactive basis.



PROCESS AND PROCEDURE

Will school lunches be provided?

The Food Service Department will be open. The state is currently waiting for approval of a waiver from the federal government to operate as we did during the shutdown last year.



PROCESS AND PROCEDURE

I wasn't clear from the presentation what was meant about lunches. Will students be required to eat lunch at school before dismissal? If so, why?

In the potential half-day model students would be provided with lunch to be eaten at home, not in the school cafeteria or on the school bus.



PROCESS AND PROCEDURE

What time is allotted for mask breaks?

DESE guidance currently recommends a minimum of 2 breaks per whole day of in person instruction. Time for mask breaks will be specific to each school and take into consideration the ability to provide them safely with 6ft of distance in a well-ventilated area.



PROCESS AND PROCEDURE

How will you distance, and divide students in classrooms?

Classrooms will be set up with 6ft of distance between desks in rows. Extraneous furniture and items have been and continue to be removed.



PROCESS AND PROCEDURE

In regard to online, what would happen if a student loses WiFi before signing into the class and attendance is being taken. Or they lose it during class. Who would they contact at the school to let them know so they wouldn't be marked absent?

Should a student lose connectivity either before or during a lesson, the teacher should be contacted as soon as possible for attendance purposes.

Reasonable accommodations will be established for these instances.



PROCESS AND PROCEDURE

Who is monitoring safety protocols?

All DCRSD employees will work collectively to follow established guidelines and regulations. We all have an important, shared role to play.



PROCESS AND PROCEDURE

How are you planning on sanitizing between groups?

In the proposed hybrid model buildings will be cleaned and disinfected nightly. In addition, Mondays are reserved for deep cleaning and disinfection after the buildings have been empty for more than 48 hours, allowing any airborne respiratory droplets to settle on surfaces to be killed by the disinfection.



PROCESS AND PROCEDURE

Has the committee considered using outdoor spaces, such as restaurants, to allow students (for lunch, additional classrooms, etc.)

We have considered, and will continue to consider, the use of outdoor spaces on campus so long as the space is safe. There are simply too many variables and unique situations to answer this question with a universal “yes” or “no”- but please know we will be creative and dynamic in our approach.



PROCESS AND PROCEDURE

Will there be any tax breaks for parents that need to purchase equipment for their children to learn remotely?

Please consult your tax advisor.



SAFETY

How will you separate children that are feeling ill? What will the protocol be?

Nurses are working with guidance from DESE, DPH and CDC to establish triaging procedures. Schools have established medical waiting rooms to limit exposure of sick students with healthy students.



SAFETY

How often will the “Deep Cleaning” mentioned occur?

All spaces will be cleaned and disinfected daily. Deep cleaning will occur weekly. Daily cleaning will be spot cleaning: Deep cleaning is a more complete cleaning (every inch versus visible areas).



SAFETY

Once able to go in full time, will vaccines be mandatory?

Policies regarding vaccines would not come from the DCRSD.



SAFETY

Will there be a snack time? How will that be handled?

Yes. When in school, students will have a snack time(s). Our youngest students, in particular, need to eat more frequently. Specific practices will be developed at each school building based upon the health guidance we receive.



SAFETY

How do you plan to sanitize surfaces throughout the day?

Additional custodial assistance will be needed to keep up with the additional requirements to ensure a safe environment.



SAFETY

How are you planning to sanitize school buses in between school pickups?

DESE will be issuing clarifying guidance on this issue. The question is do you need to sanitize between runs for elementary and secondary, or simply after all AM runs and after all PM runs.



SAFETY

Why will pre-schoolers wear masks when DESE recommends 2nd grade and up?

We seek the maximum level of safety possible for all students and staff. Masks are important to control the spread of Covid-19.



SAFETY

How are you going to differentiate between a cold and Covid19?

That is where the nurse's expertise will come into place. If there is any question regarding symptoms, the District's practice is to err on the side of caution.



SAFETY

How many children can be in one classroom with six feet of social distancing in place?

That depends on the size of the classroom. Over the summer DCRSD staff measured every classroom in the district and calculated the number of students that could be in each classroom based upon the 6 foot guidance.



SAFETY

How will the district make all the ventilation systems safe?

Each building currently works with HVAC vendors to keep systems working effectively. The District will look to contract with a DESE recommended firm to ensure maximum compliance with the provided guidance.



SAFETY

If a student's teacher contracts COVID who will take over the class?

We are working to recruit permanent substitutes that would be able to step in and provide instruction.



Thank You

Our entire educational team appreciates the time and thoughtfulness of our community.

We recognize the array of choices is less than what we aspire to.

Regardless of the model chosen, we **WILL** deliver a high quality education to each and every DCRSD student.