

DCRSD School Year 2020-2021

Reopening Plan



This plan does not attempt to answer every question and must be viewed as an overarching framework. Much work is ahead and our dedicated staff will provide the details that are pertinent to you and your student as we get closer to the start of the school year.

This plan is subject to change with additional state guidance and as we receive feedback from staff, families and the school committee.

A formal recommendation will be made to the Dudley-Charlton Regional School District School Committee August 5th, 2020, now August 10, 2020

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Reopening Working Groups

Communication/Consultation

Steven Lamarche - Superintendent of Schools
 Jamie Terry- School Committee Member
 Dr. Jean-Guillaume- DCRSD Physician
 Tom Purcel- Public Health Agent; Town of Dudley
 Jim Philbrook- Public Health Agent; Town of Charlton
 Sandra Sullivan - Administrative Assistant to the Superintendent

Operations and Resources

Richard Mathieu (facilitator), Director of Finance and Operations
 Greg Duval, Custodian- SHRHS
 Chris Tittle, Custodian- HS
 Marilyn Gerrard-Head Nurse- HS
 Matthew Greenberg- Food Services Director
 Captain Dennis Carlson- Fire Chief, Charlton

Emotional Health and Safety

Lori Pacheco (facilitator), Principal- CES
 Chris Starczewski- Principal- DMS
 Kareen Powaza-Nurse, SHRHS
 Darin Haig-School Adjustment Counselor- SHRHS
 Theresa Vaida-Veilleux- School Psychologist- DES

Instruction

Dr. Brian Ackerman (facilitator)- Assistant Superintendent for Teaching and Learning
 Lorinda Allen- Director of Pupil and Personnel Services
 Nancy Eisnor- Reading Specialist- HS
 Katie Lyons- Classroom Teacher- CMS
 Shannon Sullivan- Special Education Teacher- SHRHS
 Becky Bussiere- Chorus/Music Teacher- SHRHS

Principals

William Chaplin- SHRHS
 Christopher Starczewski- DMS
 Dean Packard- CMS
 Kelly True- DES
 Kathleen Pastore- HS
 Jennifer Desto- MRS
 Lori Pacheco- CMS

School Committee

Kenneth J. Laferriere, Chair
 Pauline J. Aucoin, Vice Chair
 Catherine M. Kabala
 Stephanie A. Reed
 Cathleen Carmignani
 Jamie L. Terry
 Jordan W. Evans

Special Education Coordinators

Judi Powell- SHRHS
 Mary Solomita- HS/CMS
 Joseph Rogalski- DES/DMS
 Nancy Manske-MRS/CES

Head Custodians

Greg Duval- SHRHS
 Jimmy Rivera- CMS
 Mark Andre- DMS
 Chris Tittle- HS
 Wayne Tower- DES
 Scott Cushing- CES
 Craig Smith- MRS

July 27, 2020

Dear Dudley-Charlton Educational Community,

We closed our school facility doors Friday, March 13, 2020 in the Dudley-Charlton RSD. We have all used the terms unprecedented, surreal and crazy. We can applaud our staff and our families for navigating the complexity last year but that sense of accomplishment is now behind us. We have much work to do as we prepare for the school year. We have to merge the overwhelming feelings, emotions and passion that are driving each one of us today and arrive at a plan for reopening that balances the masses and individual interest of families in our communities. We continue to follow and process all provided national, state and local guidance. The publication and receipt of guidance from DESE has been rolling and ongoing since the end of the last school year and throughout this summer.

The Dudley-Charlton RSD Reopening Committee was established in late May. The 22-member committee included parents of students who are also educators, our District physician, local health agents, a local fire department representative, a school committee member, and administrators. The work of the group was to process guidance from a 30,000-foot view to ensure we built capacity and understanding of the overarching needs of our students and protocols when a return to school is established. In addition, the Dudley-Charlton RSD administrators; principals, assistant principals and district leaders developed detailed working models and frameworks for a reopening. Both groups are converging to ensure we marry the ground up building based details and the overarching educational community expectations from 30,000 feet down. This convergence will provide direction and expectations for reopening and reentry to our schools.

As a result, all of our collective efforts to present this preliminary plan resoundingly perpetuate the priority of the health, safety and well-being of every adult and every student. While we do not overtly use the term phased reopening, our plan will provide pivot or transition entry points for all models as required by the Department of Elementary and Secondary Education. We acknowledge the requirement of the state; our staff and more importantly Dudley-Charlton families that the social health of everyone in our school community is incorporated in our health, safety and well-being priority. We know that daily teacher-student and student-student engagement through individual educator and student schedules are a nonnegotiable norm moving forward. Ensuring structure, access, predictability and ongoing communication will be the early measure of our success. Lastly, academic rigor and accountability is a must in our plan. Attendance and grading will transition to pre-March 13, 2020 as recommended by the state and expected by our educators and Dudley-Charlton families.

The state requires each school district to develop one School Year 2020-2021 Reopening Plan with three models for reopening. Each model must address reopening of the District within all available and provided guidance. The plan requires a feasibility of *in-person* fully reopening of the schools as was prior to March 13, 2020. As a starting point, we found this model to be the most complex and with health, safety and well-being compromises that we collectively think devalues our efforts and increases the risk to students and staff. We must develop a *hybrid* model in our plan that is a mix of in-person and remote learning. This model provides an opportunity for the safest reentry to an in-person experience through the adherence of uniformed mitigation practices like six feet for social distancing, mask wearing, disinfecting practices and quarantine protocols. The last model of the plan would be a return to *remote*

learning for all students. This may be a reality at some point so we have established higher expectations and lateral, transitional components from the *hybrid* model if the pivot is required.

Our educators continue to prove why the Dudley-Charlton RSD is a respected educational community and continuously meets and exceeds expectations. Our educators are collectively trained to do everything they can for their students and will not ease off of that obligation. We must continue to invest in their work and provide them the necessary time to meet the demands of this planning. This can only be accomplished with your help and support. As we establish a plan for reopening and reentry that has high expectations for meeting all students where they are academically through a myriad of health, safety and well-being expectations, we must provide our educators with established planning and collaborating time. In return, our educators will set forth the best and dynamic plans for learning and teaching, to continuously enhance ideal learning strategies through reopening and ensure meaningful engagement of their students in any of the models.

The Dudley-Charlton educational community is one of great pride, support and expectations for the experiences and education provided to our students. We are presenting this plan with the knowledge that we cannot meet every family dynamic or family need throughout this unprecedented time in public education. We will do everything we can. Faced with endless recommendations, guidance, ideas and “what ifs” this plan addresses health, safety and well-being first. These efforts and our plan are thoughtful, progressive and provide entry points to fully *in-person* or fully *remote* learning. Since March 13, 2020 our work has been day-to-day and at best week-to-week. This form of planning appears to be our foreseeable norm, so our recommended reopening plan is eight weeks with ongoing feedback and the flexibility to continue or pivot in any direction.

An indisputable factor throughout our planning is the financial impact of our recommendations to the reopening of the Dudley-Charlton RSD. At the time of this recommendation the state financial picture lacks clarity and definitive numbers for us to understand an overall fiscal year 2021 budget, but it does not prevent us from committing to the necessary personnel, resources, cleaning protocols and requirements of reopening and reentry. As expected by our communities, we must seek out every available financial resource to accomplish our plan in parallel with the expectation that we reopen without sacrificing the health, safety and well-being of any student or staff member.

With any plan to reopen we need you more than ever in order for us to collectively meet any level of success. Your starting point will always be the health, safety and well-being of your children. With any in-person plan, this starts at home each morning. Any student not feeling well must be kept at home. With all remote learning needs our planning expands your role to that of mostly a facilitator of assigned student work. We will establish daily schedules and we need your help to meet your student’s schedule. We greatly appreciate everything you did and gave your children last year with remote learning but we your partnership with our commitment to upgrade our engagement in remote learning this year.

As educators we will continue to meet the complexities we are faced with and will remain student centered throughout our work. Any plan and recommendations for reopening will continue to need refinement. This has been the most difficult work we have ever experienced in our careers.

In conclusion, we are required to build a Comprehensive Plan with recommendations that we submit to you and the School Committee for approval. We are then required to submit the

approved plan to the Department of Elementary and Secondary Education. The goal is to ensure our framework for reopening can incorporate additional guidance and changes through adjustments and tweaks. This Comprehensive Plan has a recommended starting point and is progressive in all facets for future considerations and new directions. Collectively, our best work is ahead of us and we are thankful for your understanding and continued realization that these are unprecedented times and the answers to every question may not be readily available but will be forthcoming.

Respectfully,
Steven M. Lamarche
Superintendent of Schools

GETTING STARTED- WHAT YOU NEED TO KNOW

When does school start?

For those interested, a copy of the planned 2020-2021 DCRSD School Calendar can be found [here](#). We hoped our return-to-school date for students would begin on September 2, 2020; however, we need to modify the 2020-2021 school calendar as the State has reduced the school day requirement from 180 to 170 days to allow Massachusetts educators to participate in additional back-to-school planning and safety preparations.

The State reduced the number of required school days for students, it is now possible the first day of school for all students would be Wednesday, September 16, 2020. Staff members would participate in professional learning and back-to-school preparations from Tuesday, September 1 – Tuesday September 15, 2020. (observing the September 4 and 7, 2020 planned days off.)

The School Committee is responsible for approving any modifications to the school calendar. Once this has been made official, the Superintendent of Schools will notify you of the specific changes. In the absence of any notification on changes to school start dates, please plan to follow the dates outlined in the school calendar.

Disclaimer

We reserve the right to change this “Dudley-Charlton Reopening Plan” at any time. It is our understanding that the Massachusetts Department of Elementary and Secondary Education (MA DESE) expects to issue additional return-to-school guidance throughout the summer. We engaged the families, teachers and administrators of the Dudley-Charlton community to obtain input and develop the draft “Dudley-Charlton Reopening Plan” We will need to reconcile this plan with the State’s final guidance when it is made available in early August.

TEACHING AND LEARNING

CONTINUUM OF LEARNING PLANS

DESE has asked each school District to plan for three possibilities on the continuum of reopening. This includes: 1) in-person learning with safety requirements; 2) a hybrid of in-person and remote learning; and 3) remote learning.

Three Models of Learning for DCRSD

In-person Learning

In-person learning most closely replicates the traditional school day. Students physically attend school and receive instruction as has been the established routine. Enhanced safety protocols using established DESE and/or Center for Disease Control (CDC) mitigation practices regarding personal protective equipment (PPE), sanitation and social distancing requirements would be implemented based upon a rolling guidance model. To maximize instructional space and to best adhere to established safety protocols, educators will utilize outdoor space, as appropriate, to deliver instruction in any educational model that calls for students to be physically at school. **At this time, due to the high cost of implementing the needed transportation and safety protocols, this model is not feasible for the DCRSD.**

Hybrid Learning

The “Hybrid Learning Model” presented below is intended to be a **progressive** model that will work towards bringing our students back into the school. The intent is that this will continue for 8 weeks; with a careful review of the model after the first 4 weeks (two, “2-week cycles”). It includes a combination of remote and in-person learning. After weighing the pros and cons of many models of learning, it was determined that the following hybrid option will best meet the needs of the Dudley-Charlton School students at this time. This plan allows for increased safety opportunities, social/emotional support, robust unified arts offerings, and flexibility with cohorts.

The hybrid framework is as follows:-

WEEK #1-

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|---------------------------------|---|--|-----------|----------|--------|
| Morning- | Cohort A Cohort B- Cohort C Cohort D Remote, independent learning day all students | Cohort A: In Person (Approximately 50% of all students) | | | |
| | | Cohort B: Remote; with live teacher engagement (Approximately 50% of all students) | | | |
| | | Cohort C and D: In Person (Approximately 10% of all students) | | | |
| Mid-Day dismissal for in-person | | Grab 'n Go lunches available for Cohort A and C Cohort D- lunches available at school | | | |
| Afternoon- | | Cohort A, B, and C: Remote; with live teacher engagement Cohort D: In Person (ILC, ALC, & special considerations) (Approximately 5% of all students) | | | |

WEEK #2

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|---------------------------------|--|---|-----------|----------|--------|
| Morning | Cohort A Cohort B Cohort C Cohort D Remote, independent learning day all students | Cohort B: In Person (Approximately 50% of all students) | | | |
| | | Cohort A: Remote; with live teacher engagement (Approximately 50% of all students) | | | |
| | | Cohort C and D: In Person (Approximately 10% of all students) | | | |
| Mid-Day dismissal for in-person | | Grab 'n Go lunches available for Cohort B and C Cohort D- lunches available at school | | | |
| Afternoon | | Cohort A, B and C: Remote; with live teacher engagement Cohort D: In Person (ILC, ALC, & special considerations) (Approximately 5% of all students) | | | |

For now, our focus is on the framework of the model, and the details will follow. In an upcoming FAQs document, you will find more information about how we plan to specifically address curricular gaps, synchronous and asynchronous lessons, attendance, grading and assessment.

In this model, students will be divided into 4 different cohorts. Cohorts will be diverse, inclusive, and heterogeneous (mixed ability groups). The learning students will engage in during the in-person sessions will be the same for both cohorts. The learning students do during the remote weeks will be the same for both cohorts. Consideration will be given to keeping siblings in the same cohort, when feasible.

Cohort A will include approximately 50% of students who will attend school in-person four (4) mornings (Monday-Tuesday) (Tuesday-Friday), during a week #1. Cohort B will include the other 50% of the PreK-12 student population will learn remotely (Monday-Tuesday) through synchronous and asynchronous experiences. Synchronous learning occurs when all students in a cohort group engage in an educational activity at the same time. Asynchronous learning occurs when a cohort of students learn the same material but at a different time and/or location as their peers.

DESE has charged school districts to look for ways to safely provide in-person instruction for students that have not effectively been able to consistently participate in remote learning due to significant barriers. These may include students who need increased time or specialized instruction to learn new academic skills. Students receiving English language support and others identified by the District as at risk due to other factors. Students who do not have access to internet access at home will also be considered for in-person instruction. This population of students will be included within Cohort C.

Cohort D will be comprised of our students with the most significant disabilities and received instruction and support in a DCRSD *Intensive Learning Center* or *Alternative Learning Center* or who receive a substantial amount of instruction and support in a pull-out environment. They will attend Tuesday through Friday all day, both weeks.

In this hybrid learning environment, ~~Mondays~~ Wednesdays will be an asynchronous learning day for students; and teachers will spend the day collaboratively planning for robust and differentiated

instruction. This will also allow the opportunity to thoroughly clean and disinfect school buildings before changing cohorts of students who are present on site.

One of the benefits of the Hybrid Learning Model is that we will be able to build on what we have learned and pivot quickly to a remote or in-person teaching and learning model should the health metrics indicate the need to move in either direction.

Remote Learning

In the Remote Learning model, students learn from home. The Remote Learning model will be delivered via the use of a computer. Students will be provided instruction based upon a clearly defined schedule to be provided by the student's home school. There will be opportunities for students to connect with peers remotely for the purpose of building and maintaining relationships. These relationships are essential to building and maintaining social and emotional health. Students will also be on a regular assessment schedule, clearly delineated and congruous with established district metrics. As our plan seeks to be progressive, we will **still break students into A, B, C and D student cohort groups as outlined in the Hybrid Model above**. This way, as our plan is designed to be progressive, students can efficiently transition back into the school buildings should we be able to move to the hybrid or in-person model. There will be an option for families to receive fully remote learning for their student(s) regardless of the education model decided upon for the DCRSD as a whole.

Should we utilize a Remote Learning plan, ~~Mondays~~ Wednesdays will continue to be unique to the weekly schedule. What we continue to understand from last year's remote learning is the need to provide dedicated teacher scheduled time for preparations, collaboration and building based educator meetings. Our educators will invest heavily in professional develop, planning, developing and rolling out an enhanced remote learning experience for every student. By supporting our educators with dedicated time at the beginning of each week, we will be better suited to meet parent, family and community expectations which includes accountability measures such as attendance, traditional grading, student schedules, academic rigor and more importantly, direct synchronous (live) instruction coupled with asynchronous (recorded) instruction, and office hours.

~~Mondays~~ Wednesdays will be broken into two different sections. First, there will be designated time for teacher collaboration and preparation and the AM will remain an independent learning morning for all students and families. Teachers will prepare and distribute a blueprint for the week's educational activities to all families. This way, families can be aware of the expectations and general academic guidelines for learning, deadlines, and assessments Tuesday through Friday. The second part of ~~Monday~~ Wednesday will be dedicated to direct contact from teachers and staff to students, checking in and launching the week of learning.

We will maintain hybrid cohort groups with daily schedules. This model avails every opportunity to prepare for a transition to a hybrid learning model, maintains smaller synchronous groups and ensures digital engagement. The schedule will maintain a Unified Arts schedule for all students.

Students and families will be provided with Digital Citizenship expectations, framing clear expectations for participating appropriately within our community of learners.

Our schedule seeks to be developmentally appropriate by age and grade span. Sample student schedule frameworks are below:

REMOTE LEARNING SAMPLE SCHEDULES K-12

| SHRHS Grades 9-12 | | | | | | | |
|-------------------|--|---------------|----------------------|-----------|-------------|-------------------|----------------------|
| Time | Monday - All staff remote Student attendance independent work | Period/Time | Tuesday | Wednesday | Thursday | Friday | |
| 8:00 - 11:00 | Collaboration Teacher Prep Co-Teacher Prep | | Odd | Even | Odd | Even | |
| | | | 45 Minute Classes | | | 35 minute classes | |
| | | 9:00 - 9:45 | Teacher Office Hours | | | 8:55 - 9:40 | Teacher Office Hours |
| | | 9:45 - 10:30 | Period 1 | Period 5 | Period 3 | 9:40 - 10:15 | Period 1 |
| | | 10:30- 11:15 | Period 2 | Period 6 | Period 4 | 10:20 - 10:55 | Period 2 |
| 11:00 - 12:00 | Department Meetings 1x/month - Faculty meeting | 11:15 - 11:45 | Lunch | | | 11:00 - 11:35 | Period 3 |
| | | 11:45 - 12:30 | Period 3 | Period 1 | Period 5 | 11:35 - 12:10 | Lunch |
| | | 12:30 - 1:15 | Period 4 | Period 2 | Period 6 | 12:10 - 12:45 | Period 4 |
| | | 1:15 - 2:30 | Teacher Office Hours | | | 12:50 - 1:25 | Period 5 |
| 1:00-2:30pm | Department Coordinator Meeting | | | | 1:30 - 2:05 | Period 6 | |

| Dudley Middle School and Charlton Middle School Grades 5-8 | | | | | |
|--|--|--|-----------|----------|--------|
| Time | Monday - All staff remote Student attendance independent work | Tuesday | Wednesday | Thursday | Friday |
| 8:05 - 8:50 | Teacher preparation, collaboration, instructional assistant support for students, and a preview of the week's learning plans | Core Class 1 live and independent | | | |
| 8:55 - 9:40 | | Core Class 2 live and independent | | | |
| 9:45 - 10:30 | | Core Class 3 live and independent | | | |
| 10:35 - 11:20 | | Core Class 4 live and independent | | | |
| 11:20 - 11:40 | | Lunch | | | |
| 11:45 - 12:20 | | Unified Arts 1 live and independent | | | |
| 12:25 - 1:00 | | Unified Arts 2 live and independent | | | |
| 1:05 - 1:40 | | Exploratory/Reading and Academic Support | | | |
| 1:05 - 1:40 | | Teacher Office Hours | | | |

| Heritage School and Dudley Elementary School Grades 2-4 | | | | | |
|--|---|---|--|---|---|
| Time | Monday - All staff remote Student attendance independent work | Tuesday | Wednesday | Thursday | Friday |
| 9:00- 9:30 | Teacher preparation, collaboration, instructional assistant support for students, and a preview of the week's learning plans. | Morning Meeting, attendance all cohorts | | | |
| 9:30 - 10:00 | | Cohort A, C, D - Live ELA/Reading Instruction Cohort B, C, D Independent Remote Learning | Cohort B, C, D - Live ELA/Reading Instruction Cohort A, C, D Independent Remote Learning | Cohort A, C, D - Live ELA/Reading Instruction Cohort B, C, D Independent Remote Learning | Cohort B, C, D - Live ELA/Reading Instruction Cohort A, C, D Independent Remote Learning |
| 10:00 - 10:30 | | Cohort B, C, D - Live ELA/Reading Instruction Cohort A Independent Remote Learning | Cohort A, C, D - Live ELA/Reading Instruction Cohort B Independent Remote Learning | Cohort B, C, D - Live ELA/Reading Instruction Cohort A Independent Remote Learning | Cohort A, C, D - Live ELA/Reading Instruction Cohort B Independent Remote Learning |
| 10:30 - 10:45 | | Snack Movement Break | | | |
| 10:45 - 11:15 | | Unified Arts | | | |
| 11:15-12:00 | | Cohort A, C, D - Live Mathematics Instruction Cohort B, C, D Independent Remote Learning | Cohort B, C, D - Live Mathematics Instruction Cohort A, C, D Independent Remote Learning | Cohort A, C, D - Live Mathematics Instruction Cohort B, C, D Independent Remote Learning | Cohort B, C, D - Live Mathematics Instruction Cohort A, C, D Independent Remote Learning |
| 12:00 - 12:45 | | Cohort B, C, D - Live Mathematics Instruction Cohort A, C, D Independent Remote Learning | Cohort A, C, D - Live Mathematics Instruction Cohort B, C, D Independent Remote Learning | Cohort B, C, D - Live Mathematics Instruction Cohort A, C, D Independent Remote Learning | Cohort A, C, D - Live Mathematics Instruction Cohort B, C, D Independent Remote Learning |
| 12:45 - 1:20 | | Lunch | | | |
| 1:20 - 1:35 | | Mathematics support | | | |
| 1:35 - 1:50 | | Live Phonics/word study all cohorts | | | |
| 1:50 - 2:30 | | Independent remote ELA writing/teachers available | | | |
| 2:30 - 3:00 | | Independent remote science and social studies/teachers available | | | |
| 3:00 - 3:15 | | Live closing meeting all cohorts | | | |

DRAFT - Sample - Refinement Required

| Mason Road School and Charlton Elementary School Grades K-1 | | | | | |
|--|---|---|-----------|----------|--------|
| Time | Monday - All staff remote Student attendance independent work | Tuesday | Wednesday | Thursday | Friday |
| 8:30 - 9:00 | Teacher preparation, collaboration, instructional assistant support for students and a preview of the week's learning plans | Teacher office hours | | | |
| 9:00 - 9:15 | | Live whole class | | | |
| 9:15 - 10:15 | | Live small group ELA lessons with assigned independent work | | | |
| 10:15 - 10:30 | | Snack/movement break | | | |
| 10:30 - 11:30 | | Live small group mathematics lessons with assigned independent work | | | |
| 11:30 - 12:15 | | Recorded lessons for science and social studies | | | |
| 12:15 - 12:45 | | Lunch | | | |
| 12:45 - 1:45 | | Live small group phonics/writing with assigned independent work | | | |
| 1:45 - 2:00 | | Snack/movement break | | | |
| 2:00 - 2:30 | | Unified Arts lesson | | | |
| 2:30 - 3:00 | | Live closing meeting all cohorts all students | | | |

DRAFT - Sample - Refinement Required

ATTENDANCE, ASSESSMENT & GRADING

School attendance, regardless of educational model, remains compulsory. Attendance will be monitored on a daily basis. Processes for supporting student attendance will be developed and implemented. Students requiring additional layers of intervention regarding attendance will be identified and contacted on an as needed basis.

Assessment will be required on a schedule determined by educational leadership teams. While the frequency and type of assessment will look different depending upon the academic and developmental level of students, the DCRSD will move away from pass/fail models of tracking student progress. Students will receive grades based upon the quality of work submitted to the teacher(s). Going forward, participation only grades will no longer be part of the DCRSD assessment practices. Assessment and grading will be anchored to our standards-based curricula.

The District will utilize IXL software in each model. IXL is a computer based diagnostic tool for students in Kindergarten through Grade Nine that creates learning opportunities for students

and informs instruction for teachers. Information regarding student skill levels is assessed in “real time” through a short assessment window, lasting approximately 15 minutes per session. Data from this assessment is used to generate a personalized plan for student practice in the areas of Mathematics and English Language Arts. Teachers use this data to monitor student progress and plan units of instruction. Students can practice both during the school day and when it is convenient for families. The true power of IXL is leveraged when this data is combined with locally based assessments to drive the teaching and learning process for students. Students are motivated to use IXL and often do so outside of regular school hours. As a District we will use the data created to improve outcomes for student learning.

TECHNOLOGY

Learning Platforms

Students will utilize the Google Suite of educational tools as the primary platform for accessing curricular materials, generating academic exemplars and artifacts, and communicating with teachers and students. Consistent, frequent, and synchronous instruction will be delivered through the use of this platform. Students will have access to online assessments as a means to support student learning and to measure academic progress. As needed, other platforms may be added, depending upon the needs of students.

Student Devices

The DCRSD will be surveying families regarding accessibility to a personal computing device. Students without regular access to a device and/or a consistent internet connection will be provided with those devices and/or connections.

Learning Materials

During in-person learning:

- To the extent possible, we will limit the sharing of electronic devices, toys, games, learning aids, art material and other items that are difficult to clean or disinfect.
- The use of learning materials, supplies and equipment shared between groups of children will be cleaned and disinfected items between uses. Books and other paper-based materials are not considered a high risk for transmission and per DESE and Department of Public Health (DPH) requirements do not need additional cleaning procedures.
- When possible, students should be able to provide his/her own school supplies. These will be identified by individual schools as needs change between grade levels and subject areas.

SOCIAL EMOTIONAL LEARNING

Social Emotional Learning (SEL) is imperative for student success. We define social and emotional learning as being able to learn and apply skills and strategies to manage emotions, feelings, and relationships. In addition, students with developed SEL skills display empathy, set and work towards goals, and make responsible decisions. Regardless of the educational model implemented, the DCRSD makes SEL a top priority. Our students need to be healthy mentally, physically, and emotionally. During our planning process, the team intentionally has created multiple, designated opportunities for students to connect with their teachers and with one another. Each model embeds adult support and interaction within the established structures. Information will be made available to students, staff, and the community at large to help navigate the seismic shifts in routine encountered these past several months. Specific steps towards these goals are as follows:

1. The establishment of a consistent schedule and routines. Students will know where they need to be and what the routines for successful completion of academic and social activities will look like.
2. There will be dedicated check in times with educators and support staff for any student that needs additional assistance, regardless of the educational model in use.
3. Students will practice a Growth Mindset- collaborating with teachers and peers to set goals and work towards completion of these goals. A teacher will monitor and collaborate with students.
4. Students will work towards independence and self-management skills while also having the opportunity to monitor progress on these skills with a teacher.
5. Staff will be provided with training opportunities to further develop these skills to serve our students.

EQUITY AND STUDENT SERVICES

During this period of school closure, some students and families have been more vulnerable than others. The development of our plan for the coming school year maintains our focus on the most vulnerable groups in our schools, while closely monitoring the impact on traditionally successful students. It is our collective responsibility to ensure that all students get what they need to learn and thrive.

SPECIAL EDUCATION

In any model, DCRSD will continue to embrace the tenets of special education law in providing each child with a disability a “free and appropriate public education” (FAPE) consistent with the need to protect the health and safety of all students.

In the spring of 2020, special education services were a combination of “Resources and Supports” and “Instruction and Services”. **As we move into the new school year, the emphasis will be on “Instruction and Services” with time-limited use of “Resources and Supports”.** This means that services, both teacher-directed and independent, will consist of regularly scheduled and consistent classes, interventions, services and therapies.

Students will receive all of the services documented in their Individualized Education Plan (IEP’s) through in-person instruction, remote instruction, or a combination of both. Regardless of the learning mode, the district will provide the staffing, support, services, and resources required to meet each child’s individual needs as outlined in his/her Individualized Education Program (IEP). Furthermore, the district will prioritize in-person services to the greatest extent possible.

According to the most recent MA DESE guidance, students with significant and complex disabilities, will be prioritized for full in-person instruction. At DCRSD this includes all students in our Intensive Learning Centers, and in our Alternative Learning Center.

One of the most important aspects of our services will include parent engagement. Ongoing communication with families will be critical to a successful start to the year. **Parents can expect special education teams to communicate at the outset to determine what worked and what did not work this past spring. Teams will gather as much data as possible to assess present areas of need and levels of need upon reentry.**

If the district is providing instruction in any mode other than full in-person, special education teams and parents must engage in conversations about if and how special education services will be provided differently as a result of any changes to the overall school structure, environments, and/or learning modes. Parents will then be notified in writing of how the services will be provided differently.

In order to honor the recommendation by DESE to limit visitors to the schools, **IEP meetings will continue to be offered via the Google Meet platform.** The subsequent IEPs will be delivered to families electronically with several options for parents to respond.

For those students whose initial evaluations or three-year reevaluations were interrupted due to the closure in March, the special education coordinator or liaison will reach out to

parents to determine an appropriate timeframe for completion of the testing and assessments, and with details of what that testing will look like. We strongly urge parents to consider postponing any testing in September to allow each child time to reacclimate to the new school year and new classes, reacquaint with friends, and become socially and emotionally grounded before any such testing is conducted.

ENGLISH LANGUAGE LEARNERS

The DCRSD is committed to ensuring that English Language Learners are taught by effective, well-prepared, and culturally responsive educators, as well as having equitable access to meaningful and rigorous learning opportunities. Based on DESE guidance, our English Language Learners will also be given a high priority for in-person instruction no matter what model is in effect.

PRESCHOOL

The DCRSD recognizes that remote learning is especially difficult for preschoolers, and in most cases, not at all appropriate for their learning. Preschool students in Special Education will be invited to participate in in-person schooling commensurate with their IEPs. Additionally, related services for young children (Speech, Occupational Therapy, Physical Therapy, English Language Learner support) are most effective when children and adults are together in the same space, and our little ones can manipulate materials, see the adult's face, and receive immediate, in-person, feedback. Given the small-group nature of preschool, DCRSD will be offering consistent programming, while keeping groups small enough to ensure safety protocols. Because several of our preschool students on IEPs indicate services in an integrated preschool setting, we will continue to offer in-person preschool to all of our community members, per our regular enrollment process.

RESOURCES AND OPERATIONS

SCHOOL SAFETY PROTOCOLS

The DCRSD Reopening Committee has worked collectively with administrators, teachers and staff, community members and input from parent surveys to develop protocols, based on guidance from the Department of Elementary and Secondary Education (DESE), to keep our students and staff safe.

Staff Training

Dudley-Charlton Regional School District (DCRSD) **staff members will be required to participate in training on safety protocols prior to our re-opening**, in order to learn and review safety measures and proper PPE use, ensuring that we create the safest return to school possible.

Training for staff will include but is not limited to the following:

- Safe and effective use of protective equipment (putting on and taking off protective equipment and disposing and/or washing protective equipment)
- General information related to COVID-19 from the CDC
- How COVID-19 is spread
- How to prevent the spread of COVID-19
- Symptoms of COVID-19
- When to seek medical assistance for students or staff who exhibit symptoms or become sick
- Routines/procedures at the specific school site

All staff members must participate in this safety protocol training, led by the school nurse or other identified health professionals, along with administrative staff.

Student Training

• **Students will be explicitly trained on how to use protective equipment**, as appropriate.

Training should include how to put it on, take it off, dispose of it, and where it should be placed in instances where it needs to be cleaned by staff.

• **Training content must include general information related to COVID-19 from the CDC as well as content to ensure students are familiar with changes to their regular school practices**, such as routines for entering and exiting the school, passing in hallways, being transported via bus or van, and accessing the bathroom.

• **For our students who need additional support and training, social stories, visual cues, and other appropriate developmental strategies will be used to reinforce these new concepts and protocols.** These social stories and visual cues will be shared with parents to use at home should they choose.

Masks/Face Coverings

- **All staff must wear face coverings or masks covering his/her nose and mouth at all times**, with the exception of those for whom it is not safe to do so due to medical condition, disability impact, or other health or safety considerations. Instruction on masks/face coverings will be provided by District nurses.
- **All visitors and vendors to the schools must wear masks or face/covering.**
- **DCRSD requires students in Grades PreK-12 to wear a mask/face covering that covers their nose and mouth.**
- **Masks/face coverings should be provided by the student/family**, but extra disposable face masks will be made available by the District for students who need them. Reusable masks/face coverings provided by families should be washed by families daily.
- **Transparent face masks** provide the opportunity for more visual cues and will be provided as an alternative for teachers of students who are deaf and hard of hearing, as well as those providing phonics instruction.
- **Face shields may be an option for those students with medical, behavioral, or other challenges** who are unable to wear masks/face coverings.
- **Mask breaks should occur throughout the day.**
 - Students will have at least 1 mask break, based on the amount of time in school.
 - Breaks will only occur when students can be six (6) feet apart and outside when possible. If students cannot be outside, classroom windows must be open.
 - Hand washing facilities or hand sanitizer must be available upon entering and leaving this mask break space.
 - Provide napkins or paper towels for masks to be set on (inside face up) when removed. (For elementary age students, masks can be worn on a breakaway lanyard.)
- **Masks/face coverings are required to be worn by everyone on the bus** during school bus transportation.
- **Mask disposal:** If a reusable mask breaks and needs to be thrown out or if a single-use mask needs to be disposed of, it should be placed into the nearest trash can by the individual who wore the mask. The individual should immediately put on a new mask after washing their hands.
- **Noncompliance** is considered a health and safety violation that will not be tolerated and disciplinary action will be taken. This does not include those excused from wearing a mask.

Personal Protective Equipment (PPE)

- Some high-priority students with disabilities require 1:1 support, and need assistance from staff with feeding, washing, dressing, academic readiness, sitting at a desk, manipulating academic materials, using communication devices, etc. In order to reduce the risk of contracting or spreading COVID-19, **it is important to minimize close**

contact to the extent possible; however, when it is not possible, the use of protective equipment is required.

- **When staff is potentially exposed to bodily fluids**, they must additionally use
 - Face mask- must be disposable
 - Face shield or goggles
 - Disposable gloves
 - Long hair must be worn up or tied back during all activities requiring direct contact with a child

Physical Distancing

- **The District will be implementing six (6) feet of distance between individuals as often as feasible** but not less than five (5) feet.
- **When students are participating in mask breaks, six (6) feet of distance will be required.**
- **Physical distancing will be expected of students and staff at all times**, including but not limited to
 - During transitions (e.g., waiting for bathrooms)
 - During lunch and snack time
 - While traveling to and from the outdoors
 - During all indoor and outdoor activities
- Prevent risk of transmitting COVID-19 by not permitting regular immediate contact (such as shaking or holding hands, or hugging).
- **Cohorts will be used to assist with physical distancing. All students will have assigned seating in each class, on the bus** and to the extent feasible for other activities.
- **Assemblies will not be permitted.**
- **Directional signage for one-way movement** will be established in all areas of the school buildings.

Handwashing and Hand Sanitizing Stations

- **Handwashing or Hand Sanitizing stations will be available in the following locations:**
 - All entries and exits
 - In bathrooms
 - In classrooms
 - In libraries and shared activity spaces
 - Next to meal distribution and consumption areas
 - Next to water fountains that require touch to operate
 - Next to mask break areas (if additional mask break areas are identified)
- **Handwashing/Hand sanitizing signs** will be placed in each entryway, classroom and therapy area as a reminder.

- **Handwashing routines** should include the use of soap, washing all surfaces for 20 seconds, rinsing thoroughly then drying with an individual, disposable towel.
- **Hand sanitizer** will be available upon entry into the school and in each classroom/therapy area where a sink is not present.

Hygiene Protocols

- **The number of students allowed in a bathroom at any given time should be equivalent to the number of stalls, and/or ability to maintain social distance.** In bathrooms where urinals are present, and not divided by partitions, they should be labeled for use of every other.
- **Students will not be allowed to use bathrooms during transition times in order to monitor the ability to physically distance.** Instead, log out systems will be used during classroom time.
- Students are permitted to be within three (3) feet of each other for up to 20 seconds when washing hands, as long as masks are in place and students are not facing each other.

Cleaning and Disinfecting

Coronaviruses on surfaces and objects naturally die within hours to days. Warmer temperatures and exposure to sunlight will reduce the time the virus survives on surfaces and objects. Normal routine cleaning with soap and water removes germs and dirt from surfaces. It lowers the risk of spreading COVID-19 infection. Disinfectants kill germs on surfaces. By killing germs on a surface after cleaning, you can further lower the risk of spreading infection.

- **The school is using an EPA-registered disinfectant, Vitale Oxide, that is approved to address SARS-CoV-2,** the virus that causes COVID-19, particularly on high-touch surfaces such as faucets, toilets, doorknobs, and light switches.
- **Frequency:**
 - Cleaning and disinfecting will occur at least daily for shared spaces and furniture.
 - For high-touch surfaces (e.g., door handles, light switches, water fountains, toilet seats) cleaning and disinfecting will occur three to four times per day and/or between uses.
 - Desks will be cleaned at least daily.
 - For situations when cohorts of students move between classrooms or where meals are eaten at desks, cleaning of desks must take place between classes and before and after meals. Cleaning of desks can be done by students or custodial staff.
 - If shared, electronics will be cleaned between use by students or custodial staff or disposable keyboard coverings used.
 - Outdoor play areas: High-touch surfaces made of plastic or metal will be cleaned and disinfected at least daily or between use for recess or by cohorts.
- **Mondays will be reserved for deep cleaning protocols** in all areas of the school
- **An inventory list of cleaning and disinfecting supplies** will be kept in the custodian's office area

- Under the in-person or hybrid model scenarios, additional custodial hours will be required to meet the revised protocols.

Ventilation

- Appropriate mask usage remains the best defense against all forms of respiratory transmission.
- DESE calls for schools to work to increase outdoor air ventilation instead of using recirculated air and increase air filtration as much as possible for the ventilation and filtration system.
- Schools will work with contracted vendors to review each buildings' HVAC system to help maximize ventilation and filtration.
- **Building HVAC systems will be cleaned and filters changed** on a more frequent basis.

WHEN A STAFF OR STUDENT IS ILL

Staff and students should not come to school if they become sick with COVID-19 symptoms, test positive for COVID-19, or have been exposed to someone with COVID-19 symptoms or a confirmed or suspected case. Staff and families are asked to report any illness symptoms that precludes them from attending school, to be able to identify symptom surveillance. Symptoms include:

- Fever or chills
 - Signs of a lower respiratory illness (cough, shortness of breath)
 - Fatigue
 - Sore throat
 - Runny nose or congestion
 - Headache
 - Body aches
 - New loss of sense of taste or smell
 - Other less common gastrointestinal symptoms (i.e. nausea, vomiting, diarrhea)
- **Staff and students with COVID-19 symptoms (such as fever, cough, or shortness of breath) at school will be separated from well students/staff.** Individuals who are sick will be triaged by the school nurse and asked to be picked up immediately to be brought home or to a healthcare facility depending on the severity of the symptoms. Any individual who becomes sick at school will be triaged for further medical assessment and testing based on their symptoms. They will be asked to follow [CDC guidance for caring for oneself and others](#) who are sick.
 - **Each school will have a designated “medical waiting area,”** where staff and/or students will be triaged and assessed for an appropriate disposition. Sick students and staff will be separated from well students.
 - Masks are always strictly required in this space.
 - The individual supervising this space must always maintain 6 feet of physical distance, remain masked, and wear a face shield or goggles.

- Hand washing facilities or hand sanitizer needs to be used when entering and leaving the space, as well as before and after eating.
- Food/drink: If any food or drink must be consumed before the student is picked up, the individual will be walked outside to consume food or drink, if possible. If it is not possible to go outside, one student can consume food or drink at a time in the medical waiting room, but, again, only if all others remain at least 6 feet away.
- School nurses and other healthcare providers will use [Standard and Transmission-Based Precautions](#) when caring for sick people.
- If the nurse/school personnel are calling an ambulance or bringing someone to the hospital, they will alert the dispatcher that the person may have COVID-19. Parents will be immediately notified.
- **Families need to provide the school nurse with at least two emergency contacts**, indicating individuals who will be able to come to the school and pick up their child if they become sick during the school day. *Dismissing sick children (and staff) in a timely fashion (within 30 minutes) is imperative for the safety of all.*
- In accordance with state and local laws and regulations, school nurses/administrators will notify the Dudley or Charlton Office of Public Health, immediately of any case of COVID-19.
- The Superintendent, while maintaining confidentiality in accordance with the [Americans with Disabilities Act \(ADA\)](#), will notify families of any identified cases within the school community.

Medication Administration

Any medication administrations that are needed must be done by the school nurse, per healthcare provider orders.

- Staff are all trained to administer emergency epinephrine injector specific to a child per MA DPH protocols.
- When a parent provides an inhaler to be used at school, orders from the child's physician, as well as an asthma action plan is required.
- **Due to COVID-19 risks, use of nebulizers is not allowed in school, therefore our nurses will not be accepting albuterol with nebulizer equipment or orders until the threat of COVID is over or as determined by the MA DPH. Instead of nebulizers, nurses will reach out to student primary care physicians to identify alternative treatments, such as metered dose inhalers with a spacer.**

TRANSPORTATION

- **Bus transportation will run at a reduced capacity to allow for physical distancing.** Recommended health guidance recommends one (1) child per seat, alternating ends of the seat; with the exception of members of the same household who may be seated together.
- **Due to a reduced capacity, staggered schedules may be required** and bus routes may be earlier or later than they have in the past. In the hybrid model the District will not require additional buses. In the In person model the District will need to determine expected ridership to meet these requirements.
- **Families are encouraged to transport your child(ren)** and/or participate in carpooling with families in the same cohort group when possible. Dropoff and pickup procedures are being updated at each school.
- Masks are a requirement for all riders, drivers and monitors. If your child has a medical reason which prevents the wearing of a mask you should plan to transport your child.
- Windows should be open except in extreme weather conditions.
- Given the extraordinary circumstances and requirements, the District can only provide pick up and drop off to consistent addresses. The pickup address and drop off address can be different but they each must be Tuesday-Friday.
- Planning will be for the use of home addresses for pickup and drop off. If you will need an alternate address please complete the form provided on the schools' website as in the past.
- Seat assignments will be implemented.

FOOD SERVICES

- **Our cafeterias** will emphasize individually packaged foods as well as changes in remote meal offerings from spring and summer programs
- **During the Hybrid Model of Learning:**
 - **All students** in cohorts A, B & C **will be released to eat lunch at home.**
 - Bagged grab 'n go lunches will be available for those who wish to purchase and for our students who receive free/reduced lunch. The District hopes to receive a waiver similar to last year which will allow all meals to qualify under the free/reduced lunch program.
 - For students in the off-week cohort, grab 'n go meals will be available for pick up to bring home with specific details to come.
 - Students in Cohort D will be provided lunch at school in appropriately spaced settings.

- **During Remote Learning:**
 - The District will still be offering grab 'n go lunches for pick up to those who are in need.
 - Details around distribution will be shared as needed, if the District switches to a Remote Model of Learning.
- **During In-person Learning:**
 - The District will be offering meals, but any type of self-serve or buffet food stations or student microwaves will not be available.
 - Safety protocols require six (6) feet of distance for in-person meal service. Spaces in addition to the cafeteria will be identified or additional lunch periods added to meet these requirements.

VISITORS

- **At this point in time, outside visitors and guests are discouraged**, except for contracted service providers for the purpose of special education, required support services, or program monitoring as authorized by the school or district.
- **For those who need to conduct business in the schools**, we are encouraging you to call the office first to see if the information can be provided via an electronic method (i.e. online registration)
- **Masks or face coverings will be expected from all guests** into the school.
- **Track visitor log:** A log of all visitors must be kept and maintained for 30 days, *with the date, contact phone number, arrival/departure times, and areas visited within the building for each visit*. This includes vendors, itinerant District employees, and contracted employees.

PLAYGROUNDS

Playgrounds can be used with staff monitoring to ensure physical distancing and masking. Additional staff will be added for coverage and/or schedules will be staggered to assist with this.

- High-touch surfaces made of plastic or metal will be cleaned and disinfected at least daily or between use for recess or by cohorts.

OUTDOOR SPACES

As feasible, outdoor spaces will be supported for classes, breaks, meals and other activities.

Assumptions

- Health Agents and local BOH are our leads
- That we are permitted to reopen
- We don't have community spread
- Maintain the current Collective Bargaining Agreement in all models
- Hybrid is *Monday -Tuesday and Thursday - Friday ½ day with midday dismissal for in-person cohort*
- Lunch will be grab and go for in-person cohort and pickup for remote learning cohort
- ~~Mondays Wednesdays~~
 - Independent student learning days
 - Educators work from home for planning, collaborating and professional development, department meetings, and previewing the week w/students
- The teacher of record K through grade 8 will have daily contact with assigned students remotely and in-person. A 9-12 teacher will have daily PM remote learning contact.
- Access to school facilities will be shuttered Wednesday ~~Friday afternoon until Monday AM~~ for weekly deep cleaning by maintenance
- All students will have a daily schedule in each model
- Families can choose to remain fully remote. We are required and will provide a full remote learning program for those who choose this option.

Recommendations

- ~~As of Monday July 27, the DCRSD administration provided the following two possible recommendations for all to consider.~~
 - ~~If we start the school year with a Hybrid Model for reopening/reentry, we recommend an 8-week model as our starting point~~
 - ~~If we start the school year with full Remote Learning for reopening, we recommend a plan for high needs students, Cohort D and C, to transition as soon as feasible and for a reevaluation of all student return to the Hybrid Model within four weeks.~~
- ~~As of August 5, 2020, the DCRSD Administration recommends a phased reopening for all students starting September 16, 2020. Our recommendation is to start with remote learning and transition soft openings incrementally by cohort and grade.~~
 - ~~September 16, 2020, first day for all students in remote learning model with the exception of Cohort D, in-person~~
 - ~~October 5 2020, first week for Cohort C in-person. Cohort A and B continue remote learning~~
 - ~~October 19 2020, first hybrid week for Mason Road and Charlton Elementary Cohort A and B~~
 - ~~November 2, 2020, first hybrid week for Heritage School and Dudley Elementary Cohort A and B~~
 - ~~November 16, 2020, first hybrid week for all middle and high school students Cohort A and B~~
- All HVAC systems will be inspected and updated as needed to ensure recommended air exchange

- Utilize 10 In-service calendar flex days for educator/facilities preparations
- Student start date of Wednesday, September 16th
- PreK-12 must wear a mask unless medically excused
- Every effort will be to meet 6' social distancing and not less than 5'
- Cohort D will be a full day in-person model; for identified students
- Provide water hydration stations
- With full remote the District will need additional support staff;
 - Related Services Therapists (SLP/OT)
 - Administrative Assistant for Pupil Personnel Services
 - Remote Learning Coordinators
- With reentry to our facilities in hybrid or a transition to full in-person the district will need additional support staff;
 - Custodians
 - Nurses
 - Full Time Substitutes
 - General Helpers

Recommended Reopening Strategy for School Committee vote – 08.10.2020

The model structures of our overall recommendations have not changed. Transition from remote to hybrid and the frequency of in-person hybrid over two weeks are the only adjustments from prior recommendations.

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|---|---|------------------------|--|---|------------------------|
| Morning | Cohort A , C, D | Cohort A , C, D | Remote Independent Learning day all students | Cohort B , C, D | Cohort B , C, D |
| Mid-day dismissal for in-person w/exception of Cohort D | Cohort A & C Grab 'n go lunches | | | Cohort B & C Grab 'n go lunches | |
| Afternoon | Remote with live teacher engagement | | | Remote with live teacher engagement | |

This is a starting point.....

1. Student Learning begins **September 16, 2020**
2. All students full remote learning for the first.....
 - a. *Two weeks – in-person hybrid learning starts Thursday **October 1**, Cohort B, A & C Grades **PreK-4***
 - ~~b. *Four weeks – in-person hybrid learning starts Thursday, **October 15**, 2020 Cohort B, A & C Grades **Prek-4***~~
3. After a two week in-person hybrid learning rotation for PreK-4 then in-person hybrid learning starts for Grades **5-12**
 - a. *After initial two weeks of remote learning and two weeks of grades **Prek-4**, in-person hybrid learning begins, Thursday, **October 15***
 - ~~b. *After initial four weeks of full remote learning grades **5-12** in-person hybrid learning begins Thursday **October 29**.*~~

Our goal is to get to full in-person learning. If possible, we would recommend moving from this initial half-day hybrid to full in-person learning.

School Committee voted 4-3 in favor of the above plan strategy for reentry. 08.10.2020

GUIDANCE DOCUMENTS

[Commissioners Initial Guidance Document \(6/25\)](#)

[Additional Special Education Guidance \(7/9\)](#)

[FAQs from the Commissioner's Office \(7/10\)](#)

[Two Step Process for District Reopening \(7/15\)](#)

[DESE Protocols for Responding to COVID-19 \(7/17\)](#)

[Facilities & Operations Guidance Document \(7/22\)](#)

[Transportation Fall Reopening Facilities and Operations Guidance Document \(7/22\)](#)

[Fall Meal Service Considerations \(7/23\)](#)

[Courses that have Additional Safety Recommendations \(7/24\)](#)

[Remote Learning Guidance Document \(7/24\)](#)

[Additional Staff Training Days for the Fall \(7/27\)](#)

PENDING GUIDANCE DOCUMENTS

DESE Metrics for Reopening
Supplemental Transportation Guidance
Stay Safe Staff at Home Guidance
Federal Recovery/Stimulus Guidance
Compensatory Recovery Guidance
Students with Special Needs Assessment Guidance
Updated Reentry Guidance
Fiscal Year 2021 Guidance