

Fall Reopening Plan

Athol Royalston Regional School District

Revised August 18, 2020



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Message from the Superintendent

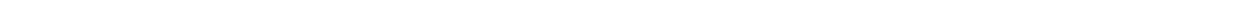
Greetings Teachers, Staff, Families and Students

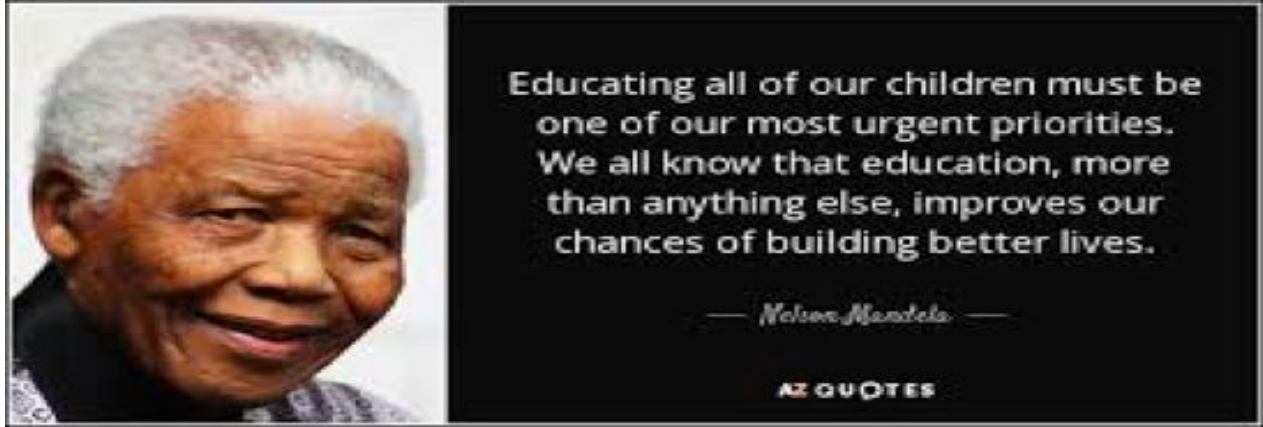
The past few months have required a great amount of flexibility, patience, and understanding from all members of the Athol Royalston Regional School District. Our district has worked hard to try to include all stakeholders’ voices in the process of creating the reopening plan. We held Zoom meetings with families, sent out and received back hundreds of surveys, met weekly with teachers and staff, and held meetings with the Athol Teachers Association leadership. Guidance on this document has also been provided by Massachusetts Governor Charlie Baker, the Commissioner of Education Jeff Riley and his Fall School Re-Entry group, which is made up of state health and educational officials. I want to personally thank everyone who has participated in the process, as all voices are valued.

In making the final decision for the reopening plan, the district has tried to incorporate as many stakeholders’ opinions into the document as is possible while staying true to our district’s core beliefs about safe, secure and healthy environments, respecting diversity, and holding high standards for instruction in the classroom.

Sincerely,

Darcy Fernandes
Superintendent





Executive Summary

The Athol Royalston Regional School District Fall Reopening Plan has been created to accommodate the families of our district. The district's plan allows families to choose between remote learning and full in-person learning. Parents who select remote learning for their children will be assigned to remote learning for six weeks. At the end of six weeks the district will review COVID-19 conditions and decide if we will continue this offering. If a parent decides on the remote learning model and wants to return their child to school they will be able to do that by contacting the school the child is attending; within a week the school will make the change.

The rationale for this selection is as follows:

1. On June 2, 2020, a remote learning survey was given. 542 parents responded and 77.5% of the parents expressed concern that their child's social-emotional wellbeing was being impacted from not being in school.
2. In the general comments, two significant concerns were discussed. 1) Health and Safety concerns about students returning to school. 2) Concerns about not having a full day as many families had to work.
3. In the second survey, the district drilled down to see how many parents wanted to do remote learning if it was an option. 48% of the parents selected this as an option.
4. Data from the CDC demonstrates the town of Royalston has had 0% of COVID-19 cases in 100,000 cases between January 1 and July 29. Athol has had 0.28. These numbers show that in this area, our case numbers are among the lowest in the state.

5. Our district has two schools that are currently being monitored by the state for low student performance. Our free and reduced lunch numbers and at-risk student numbers are high. Researchers have stated this population struggles most with learning in a remote setting due to lack of resources, support at home due to families working, and food insecurities.
6. Our district understands that families may have concerns about their students becoming more susceptible to COVID-19 by being in the school building. Data demonstrates continuously washing hands, wearing face masks, socially distancing, and adequate cleaning of ventilation systems takes place the risk factors will be much lower. The district has purchased masks and face shields for all teachers and staff. In high touch classrooms, gowns and gloves have also been purchased. The district is also looking to buy individual plexiglass tri-folds for each teacher and para to use as an extra barrier. All ventilation systems are being inspected and updated as needed. All students will receive three washable face masks. Also, on each bus and in each school at the entryways, there will be extra medical masks to ensure no one walks into the building without wearing a mask
7. The district has reviewed both the CDC guidelines and the DESE guidelines to ensure all health and safety measures are implemented. Four additional custodians will be hired. Extra bus runs will happen to make sure there is only one student per bench, and both buses and classrooms will be sanitized each day using EPA approved sanitizing agents. High touch areas will be cleaned frequently and often in each room.
8. Visitors to the buildings will be allowed by appointment only and will not have access to a classroom unless the building administration designates an emergency.
9. All schools will have a safe room for someone identified with possible symptoms of COVID-19. Any person who is placed in the room will be monitored by the school nurse to determine if they need to go home and/or be tested.
10. The school district will hire a COVID-19 monitor to ensure that protocols are followed if it is determined that a COVID-19 case has been identified. This person will also monitor buildings daily to ensure health and safety protocols are being followed.

11. DESE has stated that when a special needs student is taught remotely while at home, the role of special education teacher and related service providers is to support the parent in working with the child and debrief after remote services have been given to assure accuracy of services given and monitor growth. In person instruction allows the special needs student to receive direct support from a certified teacher, therapist, or related service provider (PT, OT, SLP) where monitoring is built into the program by the person most qualified to deliver the services.
12. In many cases, students with special needs need to practice skills with their peers. Being in classrooms with their typical peers can help them to improve their overall learning as they can generalize and learn skills through working with and observing those peers.
13. In a Congressional Hearing Dr. Redfield, the head of the CDC, Dr. Fauci and several other doctors stated that there is an uptick in suicide and child abuse across the country. In person learning allows students to receive social emotional support to avoid some of these crises through identification and support by staff.

Curriculum Expectations

Because of the Covid-19 pandemic, in March of 2020 our district unexpectedly and quickly had an emergency closure, which lasted through the end of the school year. The expectations for student learning during the time of school closure included the following:

- Students will complete and submit assignments weekly that aligned to previously taught content and skills based on the Massachusetts Curriculum Frameworks (the standards). Teachers posted new assignments on the remote learning link on the district website on Mondays and Wednesdays.
- Students will communicate with teachers to receive feedback on assignments and ask questions. Teachers made phone calls twice per week (T/Th for general education teachers and M/W for Title I and special education teachers). Email communication was used if requested/preferred.
- Students will receive a pass/fail grade for courses, based on their participation and completion of assignments.

As we transition into the 2020-2021 school year, the curriculum expectations are different than they were during the emergency closure at the end of the 2019-2020 school year. Districts have received clear guidelines from the Massachusetts Department of Elementary and Secondary Education about the requirements for remote learning. The expectations listed below apply to in-school and remote learning.

- Actively participate in daily lessons in the Google Meet platform. Lessons will be taught based on the grade-level curriculum and build on previously taught content and skills. Teachers will be taking attendance and tracking participation.
- Complete and submit assignments in the Google Classroom platform. Assignments will be based on the grade-level curriculum and build on previously taught content and skills. Teachers will be providing feedback and grading assignments. Students will receive ongoing feedback on progress and achievement from teachers. Report cards will be provided with standards-based grades on a trimester schedule for the elementary schools (M=meeting standard, P=progressing towards standard, B=beginning towards standard) and traditional letter grades will be provided quarterly at the secondary level.

ARRSD will use the same guiding principles and curriculum during remote learning as we use during in-person learning. This means that instruction, materials and assignments will be designed around the Massachusetts Curriculum Frameworks (the standards) for the grade-level the student is enrolled in. The intended outcomes for our curriculum are as follows:

- Students demonstrate progress towards and mastery of grade-level standards
- Teachers provide research-based, high-quality instruction
- Students are engaged in learning through real-life application and choice (Instruction, materials and assignments are rigorous and promote deep level thinking)
- Texts and materials include diverse perspectives and promote cultural acceptance
- Students develop social-emotional skills
- Student data is used to inform ongoing adjustments to instruction, materials and supports to meet the needs of all students

Massachusetts Commissioner of Education, Jeffrey Riley, has asked every district to design three models. These models are not for the purpose of making them available to families as a menu of choice, but rather to be used as a way to prepare the school if they need to move in or out of models in reaction to the COVID-19 outbreak. Please see the executive summary for the districts offering for the Fall Reopening.

In-person Learning Model

As recommended by DESE, Athol Royalston Regional School District has developed an In-Person Learning plan that will give all students an opportunity to attend school five days per week. Our goal is a safe return of as many students as possible to an in-person school setting, to maximize learning and address our students' holistic needs.

Elementary Model for ACES and RCS In-Person Learning

Students at the elementary level will stay together as one “cohort” with the same teacher(s). Individual and assigned seating will be provided for each student. Based on medical and scientific information, outdoor education and breaks are recommended weather permitting. Mask breaks will occur throughout the day. In an effort to decrease the spread of Covid-19, students will not be allowed to share supplies. Each student will be responsible for bringing their own pencils, pens, notebooks, etc. Common/shared classroom supplies will not be available this year. A student supply list will be provided.



Arrival

Each building will have multiple entry points to meet physical distancing requirements.

- Front of Building

- Playground (ACES) Gymnasium (RCS)
- Preschool Entrance / Community Entrance (Parent Drop Off) (ACES)
- Kindergarten Entrance (RCS)

Entry Safety Protocol

Each entry point will be supervised by staff and monitored by administrators to ensure that all students entering the building are wearing masks. Masks must be worn throughout the day and in the hallways. As the primary route of transmission for COVID-19 is respiratory, masks or face coverings are among the most critical components of risk reduction. Masks/face coverings protect the general public against COVID-19 infection.

- **Students in grade 2 and above are required to wear a mask/face covering that covers their nose and mouth.** Students in kindergarten and grade 1 should be encouraged to wear a mask/face covering. Face shields may be an option for those students with medical, behavioral, or other challenges and who are unable to wear a mask. Clear face coverings that cover the nose and wrap securely around the face may also be an option for some staff and teachers in certain circumstances.
- **Adults, including educators and staff, are required to wear masks/face coverings.**
- **Exceptions to mask/face covering requirements** will only be made for those with a documented medical reason.
- **Masks/face coverings should be provided by the student/family.** ARRSB will be providing students with 3 cloth face coverings that are washable and reusable. These will be distributed to students before the start of the school year. Students should be reminded to bring their mask with them to school each day.
- **Additional personal protective equipment (PPE) will be provided to staff that work in close proximity to students.**

Upon arrival, students will proceed directly to their classes. Staff will supervise students in the hallways and on the stairwells to ensure that students are adhering to physical distancing requirements of 6-feet. Once students arrive at their classroom their teacher will greet them at the door with hand sanitizer that contains at least 60 percent ethanol. Students will sanitize their hands for 20 seconds before entering the classroom. Students will then be allowed to go to their cubbies or lockers in small groups.

Mask Breaks

Mask breaks will be given to students throughout the day. This will include lunch time, recess and other times scheduled by the teacher. A mask break would be removing the mask down to the chin, taking a few breaths without coughing, sneezing or spraying droplets and then putting the mask back on. This would only be done if 6 feet apart from others or outside 6 feet apart.

Breakfast

A bagged breakfast will be provided to all students at the end of the day so that it can be consumed at home before students leave for school the next morning.

Tardy

Students who are tardy will enter the building through the front door, use hand sanitizer, and check-in with the office before proceeding to class.

Bathrooms and Waterfountains

Only one student per classroom will be allowed in the bathroom at a time. Sanitizer and/or hand washing will be enforced upon return to the classroom. Students must sign-out and use their designated restroom.

Parents should send students to school with water bottles. The water fountains will only be used as water bottle filling stations, not as drinking fountains this year.

Hand hygiene: Handwashing and hand sanitizing

Handwashing removes pathogens from the surface of the hands. While handwashing with soap and water is the best option, alcohol-based hand sanitizer (at least 60 percent ethanol or at least 70 percent isopropanol) may be utilized as an alternative to hand washing. As has always been the case, handwashing should be used whenever hands are visibly soiled and after using the bathroom.

- **Students and staff are required to exercise hand hygiene (hand washing or sanitizing) upon arrival to school, before eating, before putting on and taking off masks, and before dismissal.**
- **Handwashing:** When handwashing, individuals should use soap and water to wash all surfaces of their hands for at least 20 seconds, wait for visible lather, rinse thoroughly, and dry with an individual disposable towel.
- **Hand sanitizing:** If handwashing is not feasible, hand sanitizer with at least 60 percent ethanol or at least 70 percent isopropyl content can be used. Hand sanitizer should be applied to all surfaces of the hands and in sufficient quantity

that it takes 20 seconds of rubbing hands together for the sanitizer to dry. Hand sanitizer will be available in every classroom, the entryways, and the cafeteria.

Recess

Recess will be held outside in good weather. However, due to the limitations of serving students lunch while being 6-feet apart, recess may not immediately follow lunch this year. In addition, students will be assigned classroom “zones” to play in this year to maintain distancing guidelines and limit exposure to children outside of their cohort.

During inclement weather, the indoor recess schedule will be followed and classes will be kept in their cohorts in their designated recess areas.

Hand sanitizer or hand washing will take place before and after recess. In addition, the exit and entry doors as well as the playground equipment will be sanitized between uses.

Lunch

The following lunch schedule will be used to ensure student safety in the cafeteria and within classrooms.

K and 1 students, who are not required to but are recommended to wear masks within their classroom, will eat in classrooms. Students and staff will maintain a social distance of 6 feet when feasible.

Students in grades 2 - 6 will follow a rotating lunch schedule that will allow for students to eat in designated areas following 6 feet social distancing guidelines. Students will follow a staggered entrance into the designated eating area.

Students will be dismissed by table or row, a few at a time, to clear and to return to class. There will be sanitizing of the eating area between groups.

Dismissal

Due to the staggered dismissal schedule needed to ensure social distancing, there will be **no early dismissal after 2:45pm**. If you require an early dismissal, please plan around this safety measure.

Each building will follow the dismissal procedures to meet physical distancing and safety protocols.

ACES

The following points of exit will be utilized.

- Front of Building (Buses)
- Playground Entrance (Buses)
- Preschool Entrance/Community Entrance (Parent Pick Up)

ACES will follow the following safety protocol at dismissal. Students will be required to wash their hands or use hand sanitizer prior to dismissal. Student dismissal will be staggered. Students and staff will wear masks in hallways. Staff will supervise the main doorways and hallways. Teachers will dismiss students from their classrooms as their buses are called. Car pick ups will be dismissed after the buses leave.

RCS

At RCS, the following points of exit will be utilized.

- All bus students will leave through the front door, with principal and assigned adults assisting and supervising.
- Pick up students will be dismissed through the gym side door and one adult will check off names as parents pick up.
 - Students will sit/stand on designated spots, socially distanced, in the gym until released.

At RCS, dismissal will begin with calling buses/vans as they arrive. The students will be called by classroom/grade to stagger dismissal times. Staff will be assigned supervision stations in halls and stairwells to reinforce traffic patterns. The next bus will not be called until the previous bus has been cleared for sending.

Special Education

Locations for small group services will be assigned based on need.

Unified Arts

Unified Arts classes will be held in homeroom classrooms. Physical Education classes will be held outside when possible. Library books in the elementary schools will be for in-school use only. Each week a selection of books will be available in each homeroom and students will make their selection on the designated day for their classroom. Supplies, materials and equipment will be issued to each student for their individual use to reduce possible contact transmission. UA lessons will feature activities that do not involve physical contact and that allow for social distancing and other safety

measures to be observed. Masks must remain on during all Unified Arts classes. Students will be required to wash or sanitize their hands before and after class.

Safety Room

In accordance with DESE guidelines, each school will have a designated Safety Room, not attached to the nurse's office, for students or staff who exhibit COVID-19 symptoms. The purpose of the Safety Room is to minimize transmission of COVID-19.

A student who exhibits COVID-19 symptoms will be brought to the Safety Room for evaluation using the following procedure:

- Staff will notify the nurse and escort the student to the Safety Room.
- The nurse will evaluate the student for COVID-19 symptoms. If it is deemed that the student is exhibiting symptoms of COVID-19, the student's parents/guardians will be contacted. The student will stay in the Safety Room to await the arrival of their parent/guardian for dismissal.
- Staff will remain outside of the room to monitor the student.
- All students in the Safety Room must be as far apart as possible, and no less than 6 feet.
- Strict mask wearing, covering the nose and mouth at all times for every person in the room must be enforced.

Visitors

Visitors to the building will be limited. Visitors must wear a mask/face covering inside the building. Visitors must also use hand sanitizer upon arrival and sign-in.

Secondary Schools (ARMS/AHS)

Middle School Model

At the middle level, students will continue to receive their core content courses: English, Math, Science and Social Studies, as well as an extension class. In addition, an additional section of social studies has been added to the grade 7 schedule in order to divide students into smaller cohort groups. Classes of students will remain together throughout the day and will facilitate 6 feet physical distancing when feasible.. Middle School cohorts will remain in one classroom all day with teachers rotating through the classrooms to minimize student movement. Unified Arts classes will be taught in the classroom as well, with the exception of Physical Education, which will be held outside,

weather permitting. One way hallways and stairwells will be utilized when possible. In addition, students will have assigned entry and exit points, as well as, staggered dismissal times. Teachers will assist students as they learn these new routines.

High School Model

Athol High School will accommodate high school students while practicing 6 feet physical distancing when feasible.. Although the AHS facility has enough physical space to accommodate all of the students, some of the section sizes may be too large for the space that is assigned. We are working to determine where changes may need to be made. Modifications to the current schedule may include increased passing time, designated hallways for one way travel, staggered transitions and additional lunch periods.

School Day Schedule

	Building Opens	Class Schedule
ARMS	7:15 am	7:30-1:55
AHS	7:25 am	7:40-2:05

Arrival

- Four entry points will be used at each building, see table below.
- All students are required to enter buildings with masks on.
- Tables with hand sanitizer will be available.
- A nearby station will have additional masks to be distributed by administration if a student arrives without a mask.
- **All students will report to their first period classroom upon arrival.**

	Entrance 1	Entrance 2	Entrance 3	Entrance 4
ARMS	5th and 6th (Front Door)	7th (Back Door)	8 th (Gym & Fitness)	VanPool (Cafe)
AHS	Walkers/VanPool (D1: State Police facing door)	Private Transportation (B4:Cafeteria Doors)	Yellow Bus (C5: Lake Ellis)	Main Office doors only to be used after 7:40 am

Breakfast

- A bagged breakfast will be provided to all students at the end of the day so that it can be consumed at home before students leave for school in the morning.

Masks/Face Coverings: As the primary route of transmission for COVID-19 is respiratory, masks or face coverings are among the most critical components of risk reduction. Masks/face coverings protect the general public against COVID-19 infection.

- Students are required to wear a mask/face covering that covers their nose and mouth.
- Adults, including educators and staff, are required to wear masks/face coverings.
- Exceptions to mask/face covering requirements will only be made for those with a documented medical reason.
- Masks/face coverings should be provided by the student/family. The ARRSD will be providing students with 3 cloth face coverings that are washable and reusable. These will be distributed to students before the start of the school year. Students should be reminded to bring their mask with them to school each day.

Mask Break

- Mask breaks will be provided during designated times throughout the day.
- A mask break would be removing the mask down to the chin, taking a few breaths without coughing, sneezing or spraying droplets and then putting the mask back on.
- This would only be done if 6 feet apart from others or outside 6 feet apart

Student Movement

- **ARMS:** Students will be staying in their classroom, with the teachers moving from classroom to classroom (with the exception of lunch).
- **AHS:** Students will be moving from class to class, utilizing a 45-second staggered release and one way travel patterns.

Classroom Set-up

With additional staffing at both schools and added course sections at, AHS and ARMS and in order to accommodate our students while following recommended guidelines, non-traditional classroom space will be utilized, including the gym, cafeteria and

auditorium. Teachers will also be allowed, weather permitting, to conduct class outside, when feasible. See below additional information and classroom models.

- Students will be provided assigned seating
- Seating/Desks will be spaced 6 feet apart when feasible, facing same direction
- Tables may accommodate 2 students with students sitting on ends
- Both students may sit inside of table legs if plexiglass is available to divide the table

Restrooms

- During arrival time, restrooms will be monitored by staff
- During all passing time, will be monitored by staff
- Limit of 1 student leaving classroom at any one time

Lunch

- In order to maintain physical distancing guidelines of 6 feet apart, lunches will be provided in the cafeteria, and/or gymnasium, or other suitable locations outside of the classroom.

Water Fountains

- Only to be used to fill up reusable bottles.

Safety Room

In accordance with DESE guidelines, each school will have a designated safety room, not attached to the nurses office, for students or staff who exhibit COVID-19 symptoms. The purpose of the safety room is to minimize transmission of COVID-19.

A student who exhibits COVID-19 symptoms will be brought to the safety room for evaluation using the following procedure:

- Staff will notify the nurse and escort the student to the safety room.
- The nurse will evaluate the student for COVID-19 symptoms. If it is deemed that the student is exhibiting symptoms of COVID-19, the student's parents/guardians will be contacted. The student will stay in the safety room to await the arrival of their parent/guardian for dismissal.
- Staff will remain outside of the room to monitor the student.
- All students in the Safety Room must be as far apart as possible, and no less than 6 feet.
- Strict mask wearing, covering the nose and mouth at all times for every person in the room must be enforced.

Visitors

- Visitors to the building will be limited to pre scheduled meetings that will take place in a designated space in the building, Visitors will not be allowed in classrooms.
- Visitors must wear a mask/face covering inside the building. Visitors must also use hand sanitizer upon arrival and sign-in.

Dismissal

- Dismissal times will be staggered and students will exit through the designated exit points.
- Students will be provided access to hand sanitizer prior to classroom dismissal.

	EXIT 1	Exit 2	Exit 3	Exit 4
ARMS	1:50 5th 1:55 6th (Front Door)	1:55 7th (Back Door)	1:55 8 th (Gym & Fitness)	1:50 VanPool (Cafe)
AHS	1:55 VanPool (D1: State Police) 2:05 Walkers (Closest Exit Door)	2:05 Private Transportation (B4:Cafeteria Doors)	2:06 Yellow Bus (All back doors facing Lake Ellis)	N/A

2. HYBRID LEARNING PLAN

What is Hybrid Learning?

The hybrid learning plan for students and teachers is a combination of on-campus learning and remote learning. Students at each school in the district would attend school on campus with either Group A or Group B. Group A would be present on campus on Tuesdays and Wednesdays. Group B would be present on campus on Thursdays and Fridays. All students would engage in remote learning sessions on Mondays. The days students are not on campus, they would engage in remote learning sessions at home.

Full time remote learning may still be an option for some students with medical conditions. Students with High Needs may be prioritized for full-time in-person instruction.

All of the arrival, dismissal, and safety protocols and procedures outlined in the in-person model (explained above) will be in place during the days that students are on campus.. All of the policies and procedures outlined in the remote learning model (explained later in this document) will be in place during the days students are engaged in remote learning.

Monday	Tuesday	Wednesday	Thursday	Friday
Group A Remote	Group A On Campus	Group A On Campus	Group A Remote	Group A Remote
Group B Remote	Group B Remote	Group B Remote	Group B On Campus	Group B On Campus

Elementary Plan

On Campus Learning:

- Students would attend school for the usual school hours; the school day would be from 8:30am - 3:05 pm (doors open at 8:15am)
- Unified Arts would take place in homeroom classrooms throughout the day
- Lunch would be held in the lunchroom except for Pre-K-1 who may be in the classroom.
- Recess would be daily, however, it might not follow lunch.
- Maintaining physical distancing of 6 feet when feasible.
- Mask breaks will be scheduled throughout the school day..
- Depending on the grade level and/or staffing needs, teachers would either livestream their lessons to remote learners or one teacher per grade level would be responsible for online livestream content.

Remote Learning:

- Students would log on to remote learning at 8:30am, either logging into the livestream classroom or logging on with the remote learning teacher.
- The schedule for remote learning with the remote learning teacher would be:

8:30am - 10:00am	Instruction
10:00am - 10:30 am	Independent activity connected to class lesson
10:11 am - 12:00pm	Instruction
12:00 - 12:30	Lunch
1:00 - 3:00	Instruction

- The schedule for live streaming from the classroom would follow the regular school day with breaks scheduled for lunch, snack, and recess.
- Google Classroom would be the platform for student communication with teachers, and for assignment submission unless otherwise informed by the school.

Monday Learning Plan:

- All students would log in to remote learning.

Secondary Plan

On Campus Learning:

- Students would attend school from 7:30am - 2:05pm
- In order to maintain physical distancing, lunches will be provided in the cafeteria, and/or gymnasium, or other suitable locations outside of the classroom.
- Maintaining physical distancing of 6 feet when feasible.
- Mask breaks would be scheduled throughout the school day
- Depending on the grade level/subject area and/or staffing needs, teachers would support online learning based on the remote learning plan (explained later in this document)

Remote Learning:

- Students would log on to remote learning at 7:30 am and participate in learning for approximately the length of the regular school day. Schedules for specific subject areas would be created for each student and disseminated.
- Monday Learning Plan: All students would log in to remote learning.

Health and Safety:

All health and safety plans would remain the same on in-person days.

Remote Learning Model

What is Remote Learning?

According to the Department of Elementary and Secondary Education, "Remote learning takes place when a student and teacher are separated by time and/or physical distance."

Purpose:

This plan will be in effect during times when the Commissioner and/or Governor of Massachusetts determine that schools must move to a remote learning platform or chosen by a family in the fall. Remote learning will be eliminated when school committee determines it is no longer needed.

During the 2020-2021 school year, grade-level standards will be the focus of teaching and learning.

Features can include all or some of these modalities:

- Large or small group video or audio conference calls
- 1:1 video or phone calls
- Individual support
- Online Learning platforms
- Emails
- Work assignments
- Projects
- AOTV
- Other resources that effectively engage with students approved by school district

Students will participate in remote learning activities as assigned by their individual school. Schedules will ensure time on learning requirements are met.

Learning Guidelines

Our goals in developing this plan and resources are as follows:

- To make this stressful time more manageable for students and their families.
- To provide high quality instruction and learning activities that accommodates for individual students' and families' needs.
- To ensure instruction and learning activities are focused on students meeting the state standards.

Modalities of Learning:

1. Google Classroom/Google Meet:

- Google Classroom is a web service for teachers to create, distribute, and grade student assignments. This is a file sharing service. All materials students will need will be posted in this forum.
- Google Meet is a video-communication service. Daily face-to-face lessons will be provided in this platform.

2. Phone Conferencing

- This modality is for the purpose of checking in with individual students, focusing on a students' social-emotional state and individual support in learning.

3. Email exchanges

- Opportunity for students to communicate to teachers when they are offline and/or as a preferred modality of communication selected by students and families. Email also provides an opportunity for parents to ask the teacher questions or get clarification on school related topics.

4. Posted videos

- Videos provide an opportunity to present and engage with content in a visual and auditory format. Videos will be posted as instructional resources or references in Google Classroom.

5. Web based learning forums

- Online programs enhance students' skills in specific areas. Examples: reading online programs for students such as Wonders, Lexia, math supports through Zearn or Khan Academy, STEMScopes, etc. These

forums will be approved by the district Technology Director, in direct consultation with the Pre-K-8 Curriculum Director and Department Chairs for core subjects.

Remote Learning Platforms



Google Meet

- Online video conferencing tool
- This is where “face-to-face” teaching occurs. Teachers will invite students to join a Google Meet session. A teacher teaches a lesson and students participate remotely.
- Google Meet (classes) can be whole class, small groups or 1-to-1, just like in an in-person classroom.



Google Classroom

- Online classroom space for announcements and sharing/exchanging assignments, links and videos
- Students can see announcements, find assignments and resources, turn in assignments and receive feedback on their work.
- Students may be part of more than one classroom (course).

Recognitions:

- The district recognizes remote learning presents differently than a traditional classroom setting.
- Parents and guardians will oversee their children's learning and may not have familiarity with the content or technology.
- The district has instructed staff to keep in mind the factors students may be facing as they begin this new model of education:
 - Students may be working in a self-directed setting with less structure and many other factors that could distract them.
 - Parents/Guardians cannot be expected to take the place of the teacher.
 - Parents/Guardians may be juggling work or working from home, taking care of younger children or family members or dealing with illness themselves.
 - Educators are encouraged to work in teams to support students' needs.
 - Educators need to be aware of individual student needs and those who may require additional support. Teachers must continue to communicate

with and provide support to students with special needs (meeting IEP and 504 plans), EL needs, social-emotional learning needs, etc. This could be through office hours, scheduled small groups or one-on-one video or phone calls, extra email exchanges, modifying assignments, etc.

Teacher Expectations	Student Expectations
<ul style="list-style-type: none"> ● Teachers will provide daily instruction around grade level standards through focus lessons via Google Meet. ● All lessons and assignments will include clear and measurable learning targets and success criteria. ● Focus lessons will contain all elements of a well structured lesson such as but not limited to: access points for all students, intentional and rigorous questioning, opportunities for all students to think and discuss, a clear beginning, middle and end, complex tasks, appropriate feedback and rituals and routines ● Appropriate checking for understanding will occur during Google Meet focus lessons and/or debriefing; teachers will adjust practices as needed. ● Teachers will provide assignments in addition to the face-to-face virtual focus lesson. The assignments should be differentiated to meet each student’s needs including those identified in IEP and 504 plans. ● All assignments provided to students will be designed around the learning targets allowing students multiple opportunities for practice and to demonstrate competence. ● Teachers will provide the students daily feedback. ● Teachers will hold virtual office hours for students and families to contact them directly. 	<ul style="list-style-type: none"> ● Students will be required to take part in all classes and assignments. The district attendance policy will be enforced during remote learning times. See ARRSD Student Handbook for details. ● Follow the agreed upon expectations for remote learning <ul style="list-style-type: none"> ○ Follow rules in Meet sessions ○ Timely work completion based on due dates ● Participate in lessons and/or break out sessions by having authentic and on task conversations ● Complete daily group or independent work. ● Communicate with teachers regularly regarding the need for support or help in any of the following areas: academics, food insecurities, abuse, mental health services, etc. ● Student grades: All assignments given will be used to determine students' grade at the end of each term. Students who do not pass classes may be retained at the end of the year, at the discretion of the school administration. ● Students will be required to take district benchmark testing and class-based assessments at designated times.

<ul style="list-style-type: none"> • Teachers will refer students to guidance if they feel students need extra support or help in any of the following areas: food insecurities, abuse, mental health services, etc. • Will provide grades to students for all turned in work and keep attendance. • Teachers will submit a grade for each student each term requested by the district. 	
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Teacher Support:

- The Curriculum Director and Coaches are available to provide teachers with ideas and resources, via email or posted office hours.
- The Technology Director and Technology Specialists are available to provide teachers with support and assistance for any technology related needs, via email or posted office hours.
- A list of compiled links can be found on this link to online resources. Please email the Curriculum Director or one of the coaches, if you have resources to add to this list to share.

Schedules

Principals and teachers will provide schedules for each school and class. Schedules will ensure time on learning requirements are met.

Attendance

Daily attendance will be taken during remote learning sessions. Attendance will be tracked in our Aspen (X2) system. The district’s attendance policy will remain in effect during remote learning.

Grading

Grading during remote learning sessions will be ongoing and based on grade-level standards. Students will receive ongoing feedback on progress and achievement from teachers. Report cards will be provided with standards-based grades on a trimester schedule for the elementary schools and grades will be provided quarterly at the secondary level.

Remote learning teacher delivers lessons for each content area in Google Meet & Google Classroom. Students break into small group sessions with a grade level teacher for small group instruction.

Sample schedule/ times could be altered based on grade level, but the amount of time will remain the same

Times	Remote
8:15 - 8:30	
8:30 - 9:00 (30 minutes)	Morning Meeting/SEL
9:00 - 9:45 (45 minutes)	ELA focus lessons
9:45 - 10:00 (15 minutes)	Break
10:00 - 11:00 (60 minutes)	ELA Small group rotations (joining assigned classroom teacher)/ Independent work
11:00 - 12:00 (60 minutes)	Lunch Break
12:00 - 12:30 (30 minutes)	Math focus lessons
12:30 - 1:30 (60 minutes)	Math small group rotations/ Independent work (joining assigned classroom teacher)
1:30 - 1:45 (15 minutes)	Break
1:45 - 2:15 (30 minutes)	Science
2:15 - 3:00 (45 minutes)	Specials

Secondary Remote Learning Plan

ARMS Remote Learning

- All Middle School teachers will have one block of their schedule designated for remote students. The middle schoolers electing for remote learning will be in a cohort together. All students will be provided with a Google Chromebook to complete their assignments and login to Google Meets and Google Classroom.
- 5th and 6th grade students will have a double block of ELA and a 55 minute period of math, science, social studies, and unified arts supervised by their assigned teacher.
- 7th and 8th grade students will have a 55 minute period of ELA, math, science, social studies, and a unified arts class supervised by their assigned teacher.
- During these periods teachers will provide a live lesson via Google Meets with the students and will then be available for the students to answer questions and support student work.
- Student work will be assigned and submitted via Google Classroom. Classroom work will be corrected and graded by the assigned teacher.
- A special education teacher will be assigned to ELA and math classes for students who receive IEP services.

5th and 6th Grade Sample Schedule

Period	Subject
7:56-8:51	Math
8:52-9:47	Science
9:48-10:43	Social Studies
11:08-12:03	ELA
12:04-12:59	Unified Arts

1:00-1:55	ELA
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7th and 8th Grade Sample Schedule

Period	Subject
7:56-8:51	ELA
8:52-9:47	Math
9:48-10:43	Science
10:44-11:39	Social Studies
11:40-12:35	Unified Arts
1:00-1:55	Extensions

AHS Remote Learning

- Each student will be given a log in for each of the classes on their high school schedule .
- The teachers will conduct lessons remotely unless there is only a limited number in class then an alternative online platform will be used.
- Special education teachers will be responsible for those students from their co-taught inclusion classes. They will help their co-teacher with the monitoring and, when needed, provide direct support to the students.

Out of School Time Plan

Before and After School Programming

Specific guidance has not yet been provided for before and after school activities, but funding is available for these services. ARRSD and the YMCA will continue working with the 21st Century grant funding opportunities to offer after school services and tutoring for students.

Clubs and Activities Safety Protocols

Before and After School Clubs and activities may take place dependent on the state of the pandemic. Further information will be forthcoming.

Special Education

Students in the district who have an IEP will be provided with additional supports as follows:

- Parents can expect to hear from their child's general education teachers, special education teachers, and/or related service providers multiple times per week.
- Parents should work with their child's special education teacher to agree on the frequency of calls needed per week, and to develop a schedule for check-ins. Parents should be fully aware of their child's remote learning plan and schedule.
- During the 2020-2021 school year, paraprofessionals will be assigned during remote learning times as added support.

Frequently Asked Questions: Special Education

Can I expect an individual service/session, (i.e. Orton Gillingham, a related service), to be administered remotely?

- Our teachers and related service providers will be providing opportunities to learn based on your child's IEP, but during remote learning, this may look very different than in-person campus learning.

Will the special educator and related service provider match the frequency and duration as indicated in the IEP?

- Your child's specific services and schedule should be outlined in the remote service plan you and your liaison and related service providers will develop for remote learning.

Will students be eligible for compensatory services from last year's emergency closure?

- Teachers will track data on student participation and progress and that data will be part of any discussion regarding the need for compensatory or additional services.
- The need for compensatory and/or additional services will be determined on a case-by-case basis once school reopens, based on individual student need. You may request an IEP team meeting to discuss this question.

How will my child's social/emotional needs be addressed during remote learning?

- Adjustment counselors will provide IEP services remotely.
- Work with your child's liaison for support and lessons around social-emotional needs.
- In addition, guidance counselors will be available for check-ins as needed. Contact one of your child's teachers or the school to be connected with guidance staff.

IEP Questions/Answers:

Is consent required to provide remote services and support?

- No. The MA Department of Secondary and Elementary Education has determined that consent is not required.

Will regularly scheduled IEP meetings be held during remote learning?

- Meetings via phone and video conferencing are available.
- If you have an upcoming IEP team meeting, you should be hearing from your liaison soon to set up a date and time.

Will transition and/or progress meetings be held during remote learning?

- If your child has periodic progress meetings on their IEP, or has a major transition coming up, (like moving from 8th to 9th grade) meetings should be held. (Please see question above for more details.)

Will remote learning change the IEP or impact “stay put” rights?

- Remote learning will not change the IEP or impact “stay put” rights

What if my child has Early Intervention services and will turn 3 during remote learning?

- Please contact Amy Langdon, Early Childhood Director at alangdon@arrsd.org; 978-249-2406 for more information.

Where can I get more information?

- The guidance on special education has been deduced from DESE recommendation on COVID 19. See link below.
<http://www.doe.mass.edu/covid19/sped.html>

Where can I find additional family support and resources?

- You can reach out to the Athol/Royalston SEPAC by accessing their page on arrsd.org: <http://www.arrsd.org/ar-sepac/>
- Facebook: Athol-Royalston Special Education Parent Advisory Council (AR-SEPAC)
- Email: atholroyalstonsepac@gmail.com

Frequently Asked Questions: Counseling Resources

Resources to support students, families and teachers

Where can I find SEL resources?

- The guidance team has developed resources to share with students and families. These will be posted on the guidance pages on the ARRSD online learning link.
 - [Community Resources](#)
 - [Family Activities Resources Letter and Packet](#)

What do teachers do if a student or family expresses concerns or needs that the guidance department should be aware of?

- Notify the administrative assistant in your building.
- Fill out a [Student Support Assessment Form](#).

What is the expectation for guidance counselors?

- Counselors to do virtual/phone meetings with students.
- Counselors will partner with teachers to develop re-entry plans for students in need.
- The Guidance Department Chair will be available via email.

English Learner (EL) Support (Translate)

- All EL students in the district will be assigned an EL instructor to support them in their online learning and acquisition of the English language.
- All EL students will be provided support to fully participate in remote learning lessons and activities, as they would in a campus model lesson.
- EL teachers will provide support to students based on their EL level.
- The interpreter for the district will work directly with families where English is not the first language at home to ensure they are understanding the remote learning process. This includes help to facilitate or access any support needed. The translator will continue the translation of communicative documents in the district.

Recommendations for Reopening Schools: Social Emotional Learning

SEL RESOURCES

FAQ's for Families:

https://docs.google.com/document/d/1kn3H_bQeNTeVWHIO3ES0kA51pSabbroE6ULfgi47Tk4/edit

SEL Resources and Activities -

<https://docs.google.com/document/d/1y5eBQ34r166l6pMC3M1sCbKXlieGZ-ljoR6T4wr1FNw/edit?ts=5f0cf884>

Choose Love at home curriculum (English and Spanish)

<https://chooselovemovement.org/programs/>

<https://chooselovemovement.org/course/back-to-school-support-unit/>

Leveraging the power of social-emotional learning (CASEL)

https://casel.org/wp-content/uploads/2020/05/CASEL_Leveraging-SEL-as-You-Prepare-to-Reopen-and-Renew.pdf

Article - Why Every School Must Have A Social Emotional Learning Plan Prior to Reopening

<https://www.lessonsforSEL.com/post/why-every-school-must-have-a-social-emotional-learning-plan-prior-to-reopening>

Tools to Assess Social and Emotional Learning in Schools

<https://www.edutopia.org/blog/tools-assess-sel-in-schools-susanne-a-denham>

Universal Screening Toolkit

<https://www.doe.in.gov/sites/default/files/sebw/universal-screening-toolkit-updated-cover.pdf>

25 Social-Emotional Activities

<https://docs.google.com/document/d/10A3aoNHRiNzQzoG4Vg90uFMYrYBTSMUeT8G0rEGZqEs/edit?ts=5f0cf85e>

Behind my Mask Self-Portrait Activity

<https://cassiestephens.blogspot.com/2020/07/behind-my-mask-super-kid-self-portrait.html>

SEL activities

<https://www.centervention.com/>

Community resources for parents (English, Portuguese & Spanish)

<https://unfr.org/resources>

SEL Resources For Middle and High School Students

Books/Articles:

- [*The Mindful Teen*](#): *powerful skills to help you handle stress one moment at a time*, Dzung X. Vo MD, FAP
- [Young adult](#) book list to help process the pandemic

Websites/Apps:

- [Mind Yeti Videos](#): Videos help you learn “mindfulness”, or being present in the moment. If you learn and practice every day you will become more focused, calmer, and better able to manage your feelings and reactions
- [Shine App and website](#)-(meditations/ track your mood/ affirmations support. (teens/tweens and adults)
- [Mindmatters by Shine](#)
- Coronavirus Anxiety [Workbook](#)

Groups/Meetings:

- [Community Action](#) Youth programs LGBTQIA+ virtual support group meetings-one for Middle school/one for High School

SEL Resources For Families

Resources Specific to the Pandemic

- 20 questions to help with [Coronavirus anxiety](#)
- [The Resilient Educator Toolkit](#) - a wide range of articles and activities for families to foster resilience specifically during the pandemic
- Guidance from the National Association of School Psychologists: [Helping Children Cope With The Pandemic](#)
- Guidance from the National Association of School Psychologists: [COVID-19 As it Relates To Racism](#)

General Mental Health:

- Parenting resource Teens during covid-19: [Suicide Prevention](#)
- Strategies to promote [better sleep](#) in these uncertain times
- Resources from Lynn Lyons: [Helping Students Cope With Anxiety](#)
- Free resources for families, teacher-led lessons/videos for children and families: [COVID-19 Second Step Support](#)
- Interactive website about [teen communication](#)

Mindfulness:

- Articles and exercises related to [mindfulness](#)

Resources For Families Of Color

- [Resources for Black Healing](#)
- [Black Lives Matter Instructional Library](#)
- [Supporting Kids of Color in the Wake of Racialized Violence from Embrace Race](#)
- [Therapy for Black Girls](#)
- [Racial Healing Handbook Excerpt by Dr. Anneliese Singh](#)
- [Liberate Meditation: Meditations for People of Color](#)
- [Racial Equity Glossary for Terms to Better Understand Building Solidarity Beyond the Hashtag: How to Take Anti-Racist Action in Your Life](#)
- [How to Cope with Race-Based Trauma](#)
- [8 Everyday Ways to Fight Racism](#)
- [How I Found Racial Healing During the Pandemic](#)
- [On Being, Podcasts for Racial Healing](#)
- [Trevor Lifeline for LGBTQ Youth](#)
- [Street Somatics](#) by Prentis Hemphill

SEL Resources For Staff

On-line Tools & Websites:

- [The Resilient Educator Toolkit](#)
- Resources for bringing [mindfulness into the classroom](#)
- Articles, resources and practices related to [mindfulness](#)

Books & Articles:

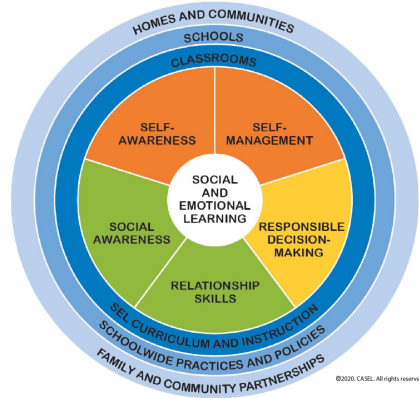
- [Happy Teachers Change the World](#) by Thich Nhat Hanh and Katherine Weare
 - Basic Psychosocial Skills: A Guide for COVID-19 Responders (posted on WHO)
- [Guidance from the CDC](#) on coping with pandemic stress
- Article - [Teaching with Depression](#) - strategies and suggestions for coping
- [Tips for Self-Care](#) for Teachers during the pandemic
- [Mental Health for Teachers](#) during the pandemic

Student Support

What is social emotional learning (SEL) and why is it important?

As one of the ongoing strategic objectives for the Athol-Royalston Regional School District, Social Emotional Learning is a key component to safe and supportive learning environments. In addition to academic learning, classrooms and other areas of each school are educational settings for students to learn how to regulate their behaviors and feelings, interact with other students and adults, as well as understand aspects of problem-solving, relationship building, and cooperation. By starting in the early grades and giving students consistent opportunities to learn and practice social skills throughout elementary, middle and high school, ARRSD believes we are properly preparing our students for college and career readiness and to be productive adults and engaged citizens.

ARRSD is committed to reaching district SEL goals through the use of CASEL's 5 competencies of self-awareness, self-management, social awareness, responsible decision-making, and relationship skills.



Guiding Questions

1. How will students receive SEL instruction in the 2020-21 school year?
2. What supports, professional development, or resources will our teachers and staff need to provide high-quality SEL instruction?
3. How will we assess and deliver social-emotional instruction and interventions based on student need?
4. How do we plan for ongoing instruction in SEL, knowing that we may face changes in instructional delivery?

Guiding Principles

1. Development of social, emotional and academic skills in our students is important, especially now, as many students and staff may be dealing with ongoing stress and trauma.
2. Our staff are returning to work during this extended period of significant stress and we must ensure we are sensitive to their social and emotional needs.
3. The District recognizes the need to focus on deepening relationships with students, their families, and all stakeholders of the ARRSD community. This begins with clear and consistent communication on sustaining student and staff safety as our primary focus.
4. In addition to the COVID-19 pandemic, our country is also in the midst of social change and highly charged discussions around racial equity and the divisiveness in our society. These factors impact our students in many ways and we must support them in safe discussions about diversity and cultural differences.

Recommendations

August, 2020

- Distribute a FAQ document to all families to address district-wide and site-based questions and concerns.

- Each school will create and publish a video tour of common areas of the school, with inclusion of the following:
 - How students will enter and exit the building
 - Social distancing measures that have been put into place in classrooms, cafeteria and other areas
 - School and classroom routines and procedures
 - Review of behavior expectations
 - Encourage students to practice wearing their masks at home to get used to wearing it for longer periods of time
- Administration will prepare trainings for teachers and staff to be implemented prior to the beginning of the school year to review hand washing protocols, transitions and social distancing, expectations related to wearing masks, mask breaks, what to do if a child experiences symptoms of illness, and how school spaces will be sanitized each day.
- Create a short social-emotional assessment for students to be administered by school counselors in the first week of school to determine individual student needs.
- During the week before students return to school, parents/ guardians and students will be contacted by teachers and provided with orientation information as well as a chance to introduce themselves and share contact information.
- Provide a list of resources for parents, families, teachers and staff to be housed on ARRSD website.

Start of School

- Schedule support staff (GC's, SAC's, administrators, etc) to visit all classrooms on the first day to introduce themselves
- Plan for a focus on team building by providing suggested activities that meet the social distancing guidelines to be carried out through the first week of school.
 - Classroom team building
 - Team wide team building
 - Building wide team building
- Teach school-wide expectations
- Provide curriculum related to self-regulation, managing stress during these challenging times.
- Schedule incoming kindergarten, 5th/6th and ninth grade students for school visits in small groups at different times with their families; give tours and discuss safety drills (lockdown, fire drills) and all school routines.
- Develop written district procedures using PBIS norms for what is and what is not acceptable in terms of following new rules, determine best practices for handling compliance.
- Revisit the plan and make adjustments as necessary.

Professional Learning



ARRSD works diligently to ensure high-quality professional development (HQPD) is designing and implementing for all educators and staff. The district's professional development plan was developed following the [Massachusetts Department of Elementary and Secondary Education 4-phase planning cycle](#). The first two phases make up the planning process, while the second two phases comprise the assessment process.

All of the District's professional development goals and plans were established via a comprehensive data review and alignment to the ARRSD Strategic Plan goals and outcomes.

1. Strategic Plan Goal #1 Design classrooms where student literacy skills are consistently the focus of daily instruction.
2. Strategic Plan Goal #2 Create and use a tiered system of social, emotional, and behavioral support to improve overall student engagement in classrooms.
3. Strategic Plan Goal #3 Use data to drive decision-making in the areas of curriculum, instruction, student learning and social emotional support.

For the 2020-2021 school year, we are adding additional professional development due to provide information and support in lieu of needs related to the Covid-10 pandemic.

- PD on our remote learning platform for all teachers and paras (Google Meet/Classroom)
- PD on Health & Safety: Protocols for Healthy Operations for all staff
 - Following CDC guidelines, DESE guidelines, Osha guidelines, and our local board of health department
- School-Based Protocols

Here is a link to our full district's [2020-2021 Professional Development Plan](#) that outlines PD goals, outcomes, vendors and connection to our district strategic plan goals. In addition, this document includes a full schedule of district professional development dates.

Here's a link to our district's [2020-2021 School District Calendar](#).

Technology Support

The district offers, to every student, an opportunity to access chromebooks. Anyone signing out a chromebook must meet the policy and procedure guidelines set by the district. These include Computer Use, Internet Use and Acceptable Use policies. These policies can be found on line as follows:

- Computer Use Student Handbook
- Supports with technology
 - Please contact any of the following individuals if you need assistance with getting technology or troubleshooting use of the technology:
 - Ed Skutnik Technology Director eskutnik@arrsd.org
 - Josh Gabrenas Technology Specialist jgabrenas_ahs@arrsd.org
 - Chris Tamulevich Technology Specialist ctamulevich@arrsd.org
- Supports in using online Forums:
 - The district's technology page offers multiple supports for parents and students to learn about the online forums being used. You may also contact the technology contacts above.
 - <http://www.arrsd.org/district/technology/>

Transportation

Several core practices will support safe school bus operations this fall:

• Masks

All staff and students on the bus, regardless of age, are required to wear masks at all times. Exemptions for students due to medical and/or behavioral reasons – and associated protocols – are further described later in this guidance.

• Distance

Students should be seated **no more** than one student per bench, alternating sides for each row, which allows students to maintain approximately 3 feet of physical distance. Children from the same household may sit together and in closer proximity (e.g., two students per bench).

• Ventilation

Windows will be kept open at all times during operation, unless not possible due to extreme weather conditions.

• Seat assignments

Students will be assigned to a single bus and a particular seat.

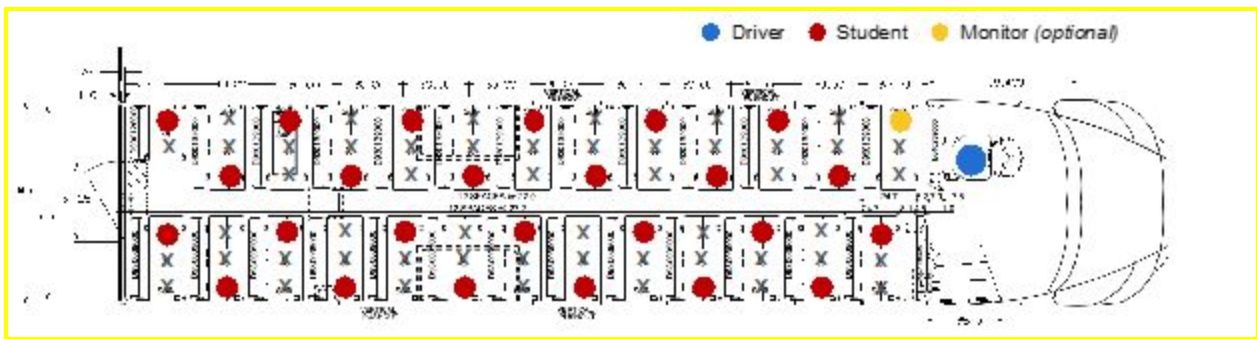
Seating

Bus seating configuration

All students residing over 1.5 miles or more from school will be offered bus transportation. Buses will only have 1 child per seat and students must wear a mask. See chart below for how students will be seated.

In alignment with the Initial Fall School Reopening Guidance, the following bus configuration (i.e., one student per bench, alternating sides for each row) represents the **maximum*** school bus occupancy achievable while maintaining approximately 3 feet of physical distance.

***Note:** *Children from the same household may sit together and are excluded from the one student per bench requirement.*



The table below estimates the revised maximum capacity of school buses under the configuration above (not including bus monitors or scenarios with multiple children from the same household).

Bus model	Maximum occupancy (excluding students who could sit together from same household)	Percentage of full bus capacity
83-passenger bus	27 passengers	33%

77-passenger bus	25 passengers	32%
71-passenger bus	23 passengers	32%
47-passenger bus	15 passengers	32%
29-passenger bus	9 passengers	31%
26-passenger bus	8 passengers	31%
22-passenger bus	7 passengers	32%
14-passenger bus	6 passengers	43%

Schedule

ARRSD is partnering with E. H. Merrifield Bus Company, our transportation provider to develop a plan that meets the guidelines set forth by the Fall Reopening Transportation Guidance from DESE July 22, 2020.

ARRSD has conducted a parent transportation survey. Once the survey is completed ARRSD will release the bussing schedule and cleaning protocols to families. The district will develop a transportation plan that follows the protocols outlined in the document.

The plan will address the following key areas

- Boarding, pick-up, and drop-off protocols, including a plan for defining bus and seat assignments.
- Health and safety protocols, including but not limited to screening, masks, physical distancing, hand hygiene, ventilation, and precautions for bus drivers and monitors.
- Schedules and protocols for routine cleaning/disinfecting of vehicles
- Strategies, protocols, and training specific to transportation of students with disabilities, including those who require close contact with adults.
- Communications and training for parents/caregivers, students, and staff

Health and Safety

STAY HOME IF NOT FEELING WELL (except to get medical care)

- Students, with the assistance of families, must monitor themselves daily for signs and symptoms of illness.
- Staff must monitor themselves daily for signs and symptoms of illness.
- In order to protect others, students or staff should not come to school if exhibiting any COVID-19 symptoms or feel ill.
- People with COVID-19 have had a wide range of symptoms reported – ranging from mild symptoms to severe illness.
- Symptoms may appear 2-14 days after exposure to the virus and may include:
 - Fever or chills
 - Cough
 - Shortness of breath or difficulty breathing
 - Fatigue
 - Muscle or body aches
 - Headache
 - New loss of taste or smell
 - Sore throat
 - Congestion or runny nose
 - Nausea or vomiting
 - Diarrhea

- If you think you may have been exposed to COVID-19, contact your healthcare provider.
- Keep track of your symptoms.
- Seek emergency medical attention if someone is showing any of these signs:
 - Trouble breathing
 - Persistent pain or pressure in the chest
 - New confusion
 - Inability to wake or stay awake
 - Bluish lips or face

This list is not all possible symptoms.

Please call your medical provider for any other symptoms that are severe or concerning to you.

PRACTICE SOCIAL DISTANCING

- Social distancing is also called physical distancing. This means keeping a safe space between yourself and other people who are not in your household.
- To practice social distancing, stay at least 6 feet (2 arms length) from other people who are not in your household in **BOTH** indoor and outdoor spaces.
- COVID-19 spreads mainly among people who are in close contact (within about 6 feet) for a prolonged period of time. Spread happens when an infected person coughs, sneezes, talks, and droplets from their mouth or nose are launched into the air and land in the mouths or noses of people nearby. The droplets can also be inhaled into the lungs.
- Studies have shown that people that are infected, but have no symptoms, can spread the virus before they know they are sick.
- Social distancing is **EXTREMELY** important.

CLOTH FACE COVERINGS/MASKS

- Cloth face coverings should be worn by all students and staff as feasible.
- Students will be provided with 3 cloth masks; families will also need to provide face masks/coverings for their children beyond what has been issued by the school if they choose in person learning.
- Teachers will be given a medical mask for each day and a face shield.
- Cloth face coverings are recommended as a simple barrier to help prevent respiratory droplets from traveling into the air and onto other people when the person wearing the cloth face covering coughs, sneezes, talks, or raises their voice.
- Cloth face coverings are an example of source control.
- Cloth face coverings are meant to protect **OTHER** people in case the wearer is unknowingly infected.
- Cloth face coverings are not personal protective equipment, such as surgical masks or respirators.
- Cloth face coverings should not be placed on:
 - Children younger than 2 years old.
 - Anyone who has trouble breathing or is unconscious.

- Anyone who is incapacitated or otherwise unable to remove the cloth face covering without assistance.

The use of cloth face coverings in educational settings may present challenges, particularly for younger students and students with special healthcare or educational needs.

- Consider use of clear face coverings that cover the nose and wrap securely around the face by some teachers and staff. Clear face coverings should be determined not to cause any breathing difficulties or overheating for the wearer. Teachers and staff who may consider using clear face coverings include;
- Those who interact with students or staff who are deaf or hard of hearing, per the Individuals with Disabilities Education Act.
- Teachers of young students learning to read.
- Teachers of students in English as a second language class.
- Teachers of students with disabilities.

How to wear a face mask/covering properly:

- Wash your hands before putting on your face covering.
- Put it over your nose and mouth and secure it under your chin.
- Try to fit it snugly against the sides of your face.
- Make sure you can breathe easily.
- Do not put the covering around your neck or up on your forehead.
- Do not touch the face covering and if you do, wash your hands.

How to take off your mask/covering properly:

- Untie the strings behind your head or stretch the ear loop.
- Handle only by the ear loops or ties.
- Fold outside corners together.
- Place covering in the washing machine or hand wash with hot water and soap.
- Wash your hands with soap and water.

HAND HYGIENE AND RESPIRATORY ETIQUETTE

- Hand hygiene is washing your hands or using hand sanitizer.

- Exercise hand hygiene upon arrival to school, entry of any classroom, before eating, before putting on and taking off masks and before dismissal and after use of bathroom facilities.
- To wash your hands effectively wet your hands with clean, running water (warm or cold), turn off the tap, and apply soap. Lather your hands by rubbing them together with the soap. Scrub your hands for at least 20 seconds.
- Use 60% hand sanitizer.
- Cover your mouth and nose when coughing or sneezing.
- Use tissues and throw them away.

Healthy Environment

The district will ensure the following CDC guidelines are followed in each building

- Clean and disinfect high touch areas with EPA approved disinfectants throughout the day. High touch areas will include, tables, doorknobs, light switches, countertops, handles, desks, phones, keyboards, toilets, faucets and sinks. In addition, all classrooms will be fogged after students have left the building. The chemicals to be used are as follows:
 - Non-acid disinfectant cleaner #19 (EPA# 1839-169-1658) 10 min
 - Heavy duty cleaner #9
 - Total Solutions Disinfectant Wipes (EPA#6836-340-68562) 4 mins.
 - Green Klean Chlorinated Disinfecting Tablets (EPA# 71847-6-91038) for the fogging units. 1 min.
- Disinfecting buses will occur before and after each bus run.
- No sharing of objects; students will have individual cases of materials which should include the following:
 - Pencil Box
 - Box of Crayons
 - Box of Markers
 - Pencils with erasers
 - Pens black or blue only
 - pencil sharpener
 - Ruler
 - Small stapler
 - Paper clips
 - Glue
 - Notebooks (grade 2 on)

- Proper ventilation systems The district has hired a company to physically assess and ensure the ventilation system is meeting guidelines. Reports from the company doing assessment will be available at each school's main office once it has been completed. If there's a need for any adjustments the school will have in the report what adjustments were done to meet the code.
- Filling bottles only at water fountains. Parents and teachers will need to provide their own water bottles.
- Desk/seat spacing of 6 feet apart when feasible, turning desks in the same direction.
- Staggered use of café, gym and playground with minimum 6 feet distancing and no strenuous activity
- The district will use disposable food items whenever possible
- All students will be given breakfast to go prior to leaving school to have the next day at home.

Healthy Operations

- ARRSD will limit exposure by clustering students in cohorts as much as is possible. That means students will stay with the same set of students throughout the day in grades Pre-K-8. Students at the high school will be limited as to where they may walk and what classes they may enter.
- The district is committed to protecting the privacy of all individuals. If a student is known to have been in contact with someone who has reported or suspected COVID-19 symptoms, families will receive a phone call with additional information on suggested next steps. No names will be disclosed and confidentiality policies and regulations will be followed.
 - <https://mailchi.mp/doe.mass.edu/commissioners-weekly-update-7-20-20-cvrf-grant-covid-19-protocoltwo-step-process-for-fall-reopening-plans?e=54ceaa84bv>
- Class size will be limited to 15 students or less when possible, following physical distancing guidelines.
- Limited access to the school will be given to everyone except students, student support service providers, teachers and staff members. Limited will mean anyone outside the group listed will be allowed in the building by scheduled appointment only. Those who have a scheduled appointment will only be allowed into a designated room within the building. They will not have access to any classrooms.

- Group size of large gatherings will be limited to state mandates and only take place with 6 feet physical distancing and mandatory mask/face covering.
- Staggered arrival, drop off, and passing will be implemented at each school. Parents and guardians will be notified as to how this will work in their child's.
- **Protocol for school closure and move to remote learning.** The district will follow the guidelines given by the Department of Elementary and Secondary schools. See link for details.
 - <https://mailchi.mp/doe.mass.edu/commissioners-weekly-update-7-20-20-cvrf-grant-covid-19-protocoltwo-step-process-for-fall-reopening-plans?e=e54ceaa84bv>
- All teachers and staff will be trained in protocols for healthy operations as part of their opening training using DESE Guideline and CDC guidelines.

Preparedness if student/staff should get ill in school

The district will follow DESE guidelines at link below

- <https://mailchi.mp/doe.mass.edu/commissioners-weekly-update-7-20-20-cvrf-grant-covid-19-protocoltwo-step-process-for-fall-reopening-plans?e=e54ceaa84bv>

Protocols for individual exposure or individual positive test

Protocol: Student or staff tests positive for COVID-19

1. The student or staff member must remain at home (except to get medical care), monitor their symptoms, notify the school, notify personal close contacts, assist the school in contact tracing efforts, and answer the call from local board of health or Massachusetts Community Tracing Collaborative. For most people who have relatively mild illness, they will need to stay in self-isolation for at least 10 days and until at least 3 days have passed with no fever in with improvement in other symptoms.
2. The student's parent/caregiver or the staff member informs the proper school official (e.g. a designated person that is the COVID-19 school lead) that the individual has tested positive for COVID-19. The designated COVID-19 school lead in turn notifies others as pre-determined by the school (e.g., school leadership, school nurse or school medical point of contact, building management, maintenance).

3. Determine whether the student or staff member was on the premises during the time frame that started two days prior to symptom onset (or testing positive if not symptomatic) until the time of isolation.

1. If so, promptly close off areas visited by the COVID-19 positive individual until such areas can be cleaned and disinfected, if they have not been cleaned and disinfected already.
2. Promptly clean and disinfect the student's or staff member's classroom and any other facilities (e.g., extracurricular facilities) visited by the individual, if that has not been done already.
3. Promptly clean and disinfect the bus(es) the student or staff member was on, if any, and if not already done.

4. ELEMENTARY SCHOOL (e.g., student has self-contained classroom throughout the day):

1. Send a communication to the other families in the student's class (e.g., cohort) that there has been a positive test without naming the individual student or staff member who tested positive.
2. Communications sent to families/staff should:
 1. Inform them there was a positive test (not the specific individual) in the self-contained classroom.
 2. Explain that since they were within this cohort and may have been within 6 feet of the person with a positive test, they are considered a "close contact" and therefore should be tested. (In cases where the student may have been in close contact with others outside their cohort, having assigned seating and keeping up-to-date seating charts will help identify who should be instructed to be tested: specifically, those who were sitting next to the student, plus any others who also had close contact with the student.)
 3. Instruct those designated as close contacts to isolate prior to their test and while waiting for the results. In general, as the highest yield test will be a few days after the exposure. Ideally, the test should occur no sooner than day 4 or 5 after the last exposure. (In other words, if an exposure lasted several days, the best time to test is 4 or 5 days after the end of the exposure period.)
 4. Explain that if close contacts choose not to be tested, the student or staff member should remain home in self-quarantine for 14 days.^[1]

5. Remind families and/or staff of the importance of not having contact with higher-risk individuals (e.g., grandparents and those with underlying medical conditions).
 6. Remind families and/or staff of the list of COVID-19 symptoms for which to monitor.
3. If the school finds out about the original COVID-19 positive test in the middle of a school day when the rest of the cohort is in class:
 1. Make sure these students are wearing masks, including in kindergarten and first grade. Extra masks as may be needed should be provided by the school. Enforce strict physical distancing. Require students to wash their hands.
 2. The school should quickly identify the individuals who may be “close contacts” of the student and notify students and their families.
 3. Caregivers of students in the class or other close contacts may pick students up prior to the end of the day. Caregivers must wear a mask/face covering when picking up their student. Students who are close contacts and students with any symptoms should not ride the school bus to get home. Caregivers and students, as well as staff, should wash their hands upon arriving at home and change their clothes as a precaution.
 4. Close contacts should not come back to school until they have received the results of testing (or elected to instead quarantine for 14 days^[2]) and are asked to communicate their test results to the school.
 4. As feasible, to assist with contact tracing, make a list including phone number and email of any other close contacts the student or staff member had, beginning 2 days before the onset of symptoms (or positive test if asymptomatic) until individual was isolated. Instruct those students and/or staff members to get tested according to the same protocol as the student’s cohort above.

5. MIDDLE AND HIGH SCHOOL (e.g., no single self-contained classroom):

1. The school should identify the student’s or staff member’s possible “close contacts” based on the assigned seating charts. The lookback period should begin two days before symptoms appeared (or two days prior to the date of the positive test if there were no symptoms) and include up until the time the student was isolated. Consider students and staff members who were within 6 feet of the individual for 10-15 minutes in class, on the school bus, or at extracurricular activities.
2. Follow the communication and other relevant Elementary School protocols above.

3. Close contacts should be tested for COVID-19 at one of Massachusetts's test sites.^[3] Sites may require pre-screening, a referral, and/or an appointment.
4. Instruct the student or staff member to isolate while waiting for the results of their test.
5. An individual who does not wish to be tested should instead quarantine for 14 days^[4] and until asymptomatic.

6. IF OTHERS IN THE SCHOOL TEST POSITIVE: Perform all steps under this protocol for that person. ALSO FOLLOW: "Protocol: Presence of multiple cases in the school."

7. IF NO OTHERS IN THE SCHOOL TEST POSITIVE: Close contacts can return to school immediately if they test negative and do not have symptoms; however, strict mask wearing covering the nose and mouth must be maintained at all times. The wearing of masks includes K-1 students for this 14-day period. If they have symptoms but test negative regardless, they should wait until they are asymptomatic for 24 hours before returning to school.

Any area of the school visited by the COVID-19 positive individual must be closed off and/or cleaned and disinfected. The area can be used 12 hours after cleaning/disinfecting has occurred.

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

1. Current Massachusetts DPH guidance is that all close contacts of someone who has tested positive for COVID-19 should be tested.^[5]
2. The student or staff member who was in close contact with someone who tested positive for COVID-19 should be tested at one of Massachusetts's test sites.^[6] Sites may require pre-screening, a referral, and/or an appointment. An individual who does not wish to be tested should instead quarantine for 14 days^[7] and until asymptomatic.
3. Close contacts should isolate at home prior to testing and while awaiting test results. Ability to mask is critical, so if the close contact cannot mask or is in K-1 and not masking they should not return for 14 days.
4. In order to return to school, close contacts need to have one negative test result and not be showing any COVID-19 symptoms, or if they do not wish to be tested, quarantine at

home for 14 days. Because tests performed too early can be falsely negative, ideally the test should be performed no sooner than 4 or 5 days after the last contact with the person who tested positive.

5. IF POSITIVE TEST: The student or staff member should remain at home (except to get medical care), monitor their symptoms, notify the school, notify personal close contacts, assist the school in contact tracing efforts, and answer the call from local board of health or Massachusetts Community Tracing Collaborative. Most people who have relatively mild illness will need to stay in self-isolation for at least 10 days and until at least 3 days have passed with no fever and improvement in other symptoms. FOLLOW STEPS UNDER: “Protocol: Student / staff tests positive for COVID-19.”

Protocol: Student is symptomatic at home

1. Family should monitor students at home each morning for the most common symptoms of COVID-19 (see list above).
 1. IF NO SYMPTOMS:
 1. Send student to school.
 2. IF ANY SYMPTOM:
 1. Do not send the student to school.
 2. Call the school’s COVID-19 point of contact and inform them student is staying home due to symptoms.
 3. Current Massachusetts DPH guidance is that all symptomatic individuals in Massachusetts, even those with mild symptoms, should be tested.^[8] An individual who does not wish to be tested should instead isolate for 14 days^[9] and until asymptomatic.
 4. The student should get tested at one of Massachusetts’s test sites.^[10] Sites may require pre-screening, a referral, and/or an appointment.
 5. Isolate at home until test results are returned.
 6. Proceed as follows according to test results:
 1. IF NEGATIVE: Student stays home until asymptomatic for 24 hours.
 2. IF POSITIVE: Student should remain at home (except to get medical care), monitor their symptoms, notify the school, notify personal close contacts, assist the school in contact tracing efforts, and answer the call from local board of health or Massachusetts

Community Tracing Collaborative. Most people who have relatively mild illness will need to stay in self-isolation for at least 10 days and until at least 3 days have passed with no fever and improvement in other symptoms. ^[11] FOLLOW STEPS UNDER: “Protocol: Student / staff tests positive for COVID-19.”

Protocol: Student is symptomatic on the bus

1. Although families are the most important first line of defense for monitoring symptoms, bus drivers and bus monitors also play an important role in flagging possible symptomatic students. Note: This will require training for bus drivers (and bus monitors, if applicable).
2. If symptoms are noticed as the student is getting on the bus and if there is a caregiver present, do not allow student to board the bus. Caregiver should then FOLLOW: “Protocol: Student is symptomatic at home.”
3. If student is already on the bus, ensure student is masked and keeps mask on. Ensure other students keep their masks on. Ensure student keeps required physical distance from other students.
4. Bus driver/monitor should call ahead to the bus service dispatch. The bus service dispatch should be equipped with appropriate cell phone numbers for school and district personnel (nurse or other medical personnel). The dispatch should contact the school to inform the school nurse (or school medical point of contact) of a possible symptomatic child.
5. School nurse (or school medical point of contact) should meet the bus as it arrives, wearing a mask. As practical, student with possible symptoms should exit the bus first.
6. Bus should be cleaned / disinfected.
7. Nurse (or school medical point of contact) should evaluate the student for symptoms (see list above: “Most common symptoms of COVID-19”).
 1. IF ANY SYMPTOM:
 1. Place the student in the designated medical waiting room. There is no specific capacity limit for the medical waiting room, but all students in the medical waiting room must be as far apart as possible, and no less than 6

feet. Strict mask wearing covering the nose and mouth at all times for every person in the room must be enforced. Students can work on individual schoolwork or other activities while in the medical waiting room.

2. Contact caregiver for pick-up.
 1. IF CAREGIVER CAN PICK UP DURING THE DAY: Student waits to be picked up in the medical waiting room. Caregivers must wear a mask/face covering when picking up their student. Students should not ride the school bus to get home. Caregivers and students should wash their hands upon arriving at home and change their clothes, as a precaution.
 2. IF CAREGIVER CANNOT PICK UP DURING THE DAY: The student should wait in the medical waiting room until the end of the day to be picked up by caregiver. The student should not go home on a school bus with other students.
 - iii. Current Massachusetts DPH guidance is that all symptomatic individuals in Massachusetts, even those with mild symptoms, should be tested.^[12] An individual who does not wish to be tested should instead isolate for 14 days^[13] and until asymptomatic.
1. Student should get tested at one of Massachusetts's test sites.^[14] Sites may require pre-screening, a referral, and/or an appointment.
2. Isolate at home until test results are returned.
3. Proceed as follows according to test results:
 1. IF NEGATIVE: If the student does not have COVID-19, the student may return to school based upon guidance from their clinician and necessary management of another diagnosis. Student stays home until asymptomatic for 24 hours.
 2. IF POSITIVE: Student should remain at home (except to get medical care), monitor their symptoms, notify the school, notify personal close contacts, assist the school in contact tracing efforts, and answer the call from local board of health or Massachusetts Community Tracing Collaborative. Most people who have relatively mild illness will need to stay in self-isolation for at least 10 days and until at least 3 days have passed with no fever and improvement in other symptoms.^[15] FOLLOW STEPS UNDER: "Protocol: Student/staff tests positive for COVID-19."

2. IF NO SYMPTOMS:

1. If the evaluation shows the student does not have symptoms, send the student to class.

Protocol: Student is symptomatic at school

1. Although families are the most important first line of defense for monitoring symptoms, teachers will play an important role in referring possible symptomatic students to the school nurse or other medical point of contact. (Note: This will require training for teachers.)
2. Teacher ensures the student is wearing a mask that fully covers nose and mouth at all times.
3. Teacher calls the nurse or school medical point of contact to inform them that they have a possible case. Nurse or school medical point of contact comes to get the student from class.
4. Nurse (or school medical point of contact) should evaluate the student for symptoms (see list above: “Most common symptoms of COVID-19”).
 1. IF ANY SYMPTOM:
 1. Place the student in the designated medical waiting room. There is no specific capacity limit for the medical waiting room, but all students in the COVID-19 waiting room must be as far apart as possible, and no less than 6 feet. Strict mask wearing covering the nose and mouth at all times for every person in the room must be enforced. Students can work on individual schoolwork or other activities while in the Safety waiting room
 2. Contact caregiver for pick-up.
 1. IF CAREGIVER CAN PICK UP DURING THE DAY: Student waits to be picked up in the medical waiting room. Caregivers must wear a mask/face covering when picking up their student. Students should not ride the school bus to get home. Caregivers and students should wash their hands upon arriving at home and change their clothes as a precaution.
 2. IF CAREGIVER CANNOT PICK UP DURING THE DAY: The student should wait in the medical waiting room until the end of the day to be picked up by caregiver. The student should not go home on a school bus with other students.

3. Current Massachusetts DPH guidance is that all symptomatic individuals in Massachusetts, even those with mild symptoms, should be tested.^[16] An individual who does not wish to be tested should instead isolate for 14 days^[17] and until asymptomatic.
4. Student should get tested at one of Massachusetts’s test sites.^[18] Sites may require pre-screening, a referral, and/or appointment.
5. Isolate at home until test results are returned.
6. Proceed as follows according to test results:
 1. IF NEGATIVE: If the student does not have COVID-19, the student may return to school based upon guidance from their clinician and necessary management of another diagnosis. Student stays home until asymptomatic for 24 hours.
 2. IF POSITIVE: Student remain at home (except to get medical care), monitor their symptoms, notify the school, notify personal close contacts, assist the school in contact tracing efforts, and answer the call from local board of health or Massachusetts Community Tracing Collaborative. Most people who have relatively mild illness will need to stay in self-isolation for at least 10 days and until at least 3 days have passed with no fever and improvement in other symptoms.^[19] FOLLOW STEPS UNDER: “Protocol: Student or staff tests positive for COVID-19.”
2. IF NO SYMPTOMS:
 1. If the evaluation shows the student does not have symptoms, send the student back to class.

Protocol: Staff is symptomatic at home

1. Staff should monitor themselves at home each morning for the most common symptoms of COVID-19 (see list above: “Most common symptoms of COVID-19”).
 1. IF NO SYMPTOMS:
 1. Come to work.
 2. IF ANY SYMPTOM:
 1. Do not come to work.
 2. Contact the COVID-19 point of contact and/or other absence reporting mechanism established by the school.

3. Current Massachusetts DPH guidance is that all symptomatic individuals in Massachusetts, even those with mild symptoms, should be tested.^[20]
An individual who does not wish to be tested should instead isolate for 14 days^[21] and until asymptomatic.
4. The staff member should get tested at one of Massachusetts' test sites.^[22]
Sites may require pre-screening, a referral, and/or an appointment.
5. Isolate at home until test results are returned.
6. Proceed as follows according to test results:
 1. IF NEGATIVE: If the staff member does not have COVID-19, they may return to school based upon guidance from their clinician and necessary management of another diagnosis. Staff member stays home until asymptomatic for 24 hours.
 2. IF POSITIVE: Staff member should remain at home (except to get medical care), monitor their symptoms, notify the school, notify personal close contacts, assist the school in contact tracing efforts, and answer the call from local board of health or Massachusetts Community Tracing Collaborative. Most people who have relatively mild illness will need to stay in self-isolation for at least 10 days and until at least 3 days have passed with no fever and improvement in other symptoms.^[23] FOLLOW STEPS UNDER: "Protocol: Student/staff tests positive for COVID-19".

Protocol: Staff is symptomatic at school

1. As noted above, staff should be encouraged not to come to school if they are experiencing any symptoms of COVID-19.
2. If a staff member suspects any symptoms during the day, they should follow the school's protocols for getting another adult to cover their class mid-day, if needed, and see the school nurse (or school medical point of contact) to be evaluated for symptoms.
 1. IF NO SYMPTOMS: The staff member should follow the school's standard protocols for being excused due to illness.
 2. IF ANY SYMPTOM:

1. Current Massachusetts DPH guidance is that all symptomatic individuals in Massachusetts, even those with mild symptoms, should be tested.^[24] An individual who does not wish to be tested should instead isolate for 14 days^[25] and until asymptomatic.
2. The staff member should get tested at one of Massachusetts's test sites.^[26] Sites may require pre-screening, a referral, and/or appointment.
3. Isolate at home until test results are returned.
4. Proceed as follows according to test results:
 1. IF NEGATIVE: Staff member stays home until asymptomatic for 24 hours.
 2. IF POSITIVE: Staff member should remain at home (except to get medical care), monitor their symptoms, notify the school, notify personal close contacts, assist the school in contact tracing efforts, and answer the call from local board of health or Massachusetts Community Tracing Collaborative. Most people who have relatively mild illness will need to stay in self-isolation for at least 10 days and until at least 3 days have passed with no fever and improvement in other symptoms.^[27] FOLLOW STEPS UNDER: "Protocol: Student/staff tests positive for COVID-19".

Transition in and out of Remote and in school learning

The district will follow the DESE and DPH guidelines when determining the transition in and out of remote learning for students who are taking part in in-person learning in the district.

Protocols for potential school closure (partial or full) or district closure

Protocol: Presence of multiple cases in the school or district

1. If there is more than one confirmed COVID-19 case (students or staff) in the school at one time, or if there is a series of single cases in a short time span, school leaders and the superintendent should work with the local board of health to determine if it is likely that there is transmission happening in school.

2. For each individual case, FOLLOW STEPS UNDER: “Protocol: Student or staff tests positive for COVID-19.” Note that when there is one isolated case, the student’s close contacts will need to stay home and be tested, not the whole school.

3. When there is suspected in-school transmission *beyond one cohort or a small number of cohorts*, school and district leaders must consult with the local board of health as to proposed next steps. These steps could include, *for example*, making a decision to a) close part of the school or the entire school for a short time (e.g. 1-3 days) for an extensive cleaning or other facility mitigation, or b) close the school partially or fully for the longer duration of a 14-day quarantine period.

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

5. Before a final decision is made on a school or district closure, the superintendent must consult with DESE for further guidance.

Contacts:

Russell Johnston, Senior Associate Commissioner, Russell.Johnston@mass.gov, 781-605-4958.

Erin McMahan, Senior Advisor to the Commissioner - Fall Reopening Implementation Lead, Erin.K.Mcmahon@mass.gov, 781-873-9023.

6. If the decision is made to close for some number of days, the school and/or district should send clear information and instructions to families and staff:
 1. Informing them that it is possible COVID-19 is being transmitted in the school and/or district
 2. Noting that there may be more potential cases that are not yet symptomatic
 3. Recommending students quarantine and not have contact with others
 4. Reminding families of the importance of not having contact with higher-risk individuals (e.g., grandparents)
 5. Reminding families of the list of COVID-19 symptoms for which to monitor
 6. Ensuring that remote learning is immediately provided to all students

7. Before bringing students back to school:

1. Check inventory levels of needed supplies (e.g., disposable masks, soap, hand sanitizer, cleaning products); re-order replacement inventory
2. Consider a school-wide refresher training on the importance of correct hygiene procedures (masks, physical distance, handwashing)
3. Reiterate the critical nature of masks, physical distancing, and hand hygiene when students return to school

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

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

Contacts:

Russell Johnston, Senior Associate Commissioner, Russell.Johnston@mass.gov, 781-605-4958.

Erin McMahan, Senior Advisor to the Commissioner - Fall Reopening Implementation Lead, Erin.K.Mcmahan@mass.gov, 781-873-9023.

Protocol: State-wide regression to a previous reopening phase

1. Massachusetts is tracking its overall statewide reopening in phases according to the [Reopening Massachusetts](#) plan. Currently, Massachusetts is in Phase 3 of reopening, where even more businesses can resume operations with specific guidance.
2. If Massachusetts moves back into a prior phase, DESE (in consultation with the Massachusetts COVID-19 Command Center) will communicate with school districts and schools to determine whether in-person school should continue.

[1] <https://www.cdc.gov/coronavirus/2019-ncov/if-you-are-sick/quarantine.html>

[2] <https://www.cdc.gov/coronavirus/2019-ncov/if-you-are-sick/quarantine.html>

[3] [https://www.mass.gov/info-details/about-covid-19-testing#where-can-get-a-test?-](https://www.mass.gov/info-details/about-covid-19-testing#where-can-get-a-test?)

- [4] <https://www.cdc.gov/coronavirus/2019-ncov/if-you-are-sick/quarantine.html>
- [5] <https://www.mass.gov/doc/covid-19-testing-guidance/download>
- [6] <https://www.mass.gov/info-details/about-covid-19-testing#where-can-get-a-test?->
- [7] <https://www.cdc.gov/coronavirus/2019-ncov/if-you-are-sick/quarantine.html>
- [8] <https://www.mass.gov/doc/covid-19-testing-guidance/download>
- [9] <https://www.cdc.gov/coronavirus/2019-ncov/if-you-are-sick/quarantine.html>
- [10] <https://www.mass.gov/info-details/about-covid-19-testing#where-can-get-a-test?->
- [11] <https://www.mass.gov/doc/information-sheet-how-to-self-quarantine-and-self-isolate/download>
- [12] <https://www.mass.gov/doc/covid-19-testing-guidance/download>
- [13] <https://www.cdc.gov/coronavirus/2019-ncov/if-you-are-sick/quarantine.html>
- [14] <https://www.mass.gov/info-details/about-covid-19-testing#where-can-get-a-test?->
- [15] <https://www.mass.gov/doc/information-sheet-how-to-self-quarantine-and-self-isolate/download>
- [16] <https://www.mass.gov/doc/covid-19-testing-guidance/download>
- [17] <https://www.cdc.gov/coronavirus/2019-ncov/if-you-are-sick/quarantine.html>
- [18] <https://www.mass.gov/info-details/about-covid-19-testing#where-can-get-a-test?->
- [19] <https://www.mass.gov/doc/information-sheet-how-to-self-quarantine-and-self-isolate/download>
- [20] <https://www.mass.gov/doc/covid-19-testing-guidance/download>
- [21] <https://www.cdc.gov/coronavirus/2019-ncov/if-you-are-sick/quarantine.html>
- [22] <https://www.mass.gov/info-details/about-covid-19-testing#where-can-get-a-test?->
- [23] <https://www.mass.gov/doc/information-sheet-how-to-self-quarantine-and-self-isolate/download>
- [24] <https://www.mass.gov/doc/covid-19-testing-guidance/download>
- [25] <https://www.cdc.gov/coronavirus/2019-ncov/if-you-are-sick/quarantine.html>
- [26] <https://www.mass.gov/info-details/about-covid-19-testing#where-can-get-a-test?->
- [27] <https://www.mass.gov/doc/information-sheet-how-to-self-quarantine-and-self-isolate/download>

Attendance

The district will continue to follow the attendance policy and procedures found in all student handbooks. Exceptions will be made in cases where a student is quarantined due to COVID-19

Certification of Health and Safety Requirements

See notes from the school committee meeting stating vote on plan:

J. Baptista motioned to accept the recommendation of the Superintendent for the reopening plan of schools, N. Melbourne seconded, motion passed. Further discussion took place.

- L. Chauvette asked for clarification on the new student start date and D. Fernandes stated it would be Friday, September 11th. D. Fernandes stated, upon being questioned about attendance, that she would be enforcing ARRSD's current attendance policy with some flexibility.
- L. Chauvette thanked M. Grosky for the reopening proposal he presented to the Committee and stated that he believes a phased-in model could work well for the district.
- M. Grosky proposed an amendment to the motion in support of the Superintendent's recommendation for two kinds of learning, remote and in-school, with the in-school learning preceded by a two week phased in period, no second, motion failed.

Vote: 8-2-0	Deborah Kuzmeskas	Yes	Joao Baptista	Yes
	Lee Chauvette	No	Tammy Duquette	No
	Mitchell Grosky	Yes	Charles Pretti	Yes
	Nancy Melbourne	Yes	Kenneth Vaidulas	Yes
	Carla Rabinowitz	Yes	William Chiasson	Yes