

**Martha's Vineyard Public Schools**

# *Fall 2020 Reopening*

**AUGUST 17, 2020**

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## Executive Summary

This Executive Summary will provide a brief overview of MVPS’s reopening plan for the fall of 2020. Further details of the overall plan can be found later in this document.

The Commissioner of Education has reduced the mandatory school days for students from 180 days to 170 to allow for districts to provide safety measures instruction for staff. Our staff will return to school on Wednesday, September 2<sup>nd</sup> and will spend the next ten school days learning the building safety protocols and how to utilize PPE safely. Staff will also be instructed in expectations for our students upon their arrival and what needs to be communicated to families prior to student arrival.

Our Health and Wellness Sub-Committee have recommended that we practice six feet of social distancing in our schools. Whenever possible, students and staff will practice six feet of social distancing and masks are required for all students in grade two through twelve. Furthermore, we will adhere to all the safety measures and health protocols as outlined by the Department of Elementary and Secondary Education.

Last spring we were able to continue our breakfast and lunch program throughout the school closure. As we move into the school year, our food service workers are prepared to continue providing food for all of our students regardless of the learning model being practiced in the schools – in person, hybrid, or remote.

Over this summer, our teaching staff has participated in professional development that has focused on providing students and families with enriching online learning opportunities. Workshops in *Modern Teacher*, *Nearpod*, and *Lucy Calkins* have provided teachers with remote teaching strategies that will be incorporated in all of our three learning models. Additionally, members of our teaching staff have offered workshops to colleagues to share knowledge and ideas about online instruction.

The lessons we have learned from the spring and the professional development opportunities teachers have engaged in over the summer will allow us to provide a remote learning program that is rigorous and enriching for students. Our goal is to provide as much in person instruction as possible but will be prepared for remote instruction. Teachers will continue to take advantage of learning opportunities and collaborate on instructional strategies.

The Commissioner of Education has reduced the mandatory school days for students from 180 days to 170 to allow for districts to provide safety measures instruction for staff. We propose beginning our school year with staff on September 2<sup>nd</sup>, as previously planned, and using the following ten school days for staff only professional development. We will begin remote instruction for all students, K-12, on Thursday, September 17<sup>th</sup>. Grade levels will remain in our remote learning model and will transition to our hybrid model utilizing the following schedule:

Grades K-2 (K-3 in Up-Island District)	Tuesday, September 29 <sup>th</sup>
Grades 3-5	Tuesday, October 13 <sup>th</sup>

Grades 6-8  
High School

Tuesday, October 27<sup>th</sup>  
Tuesday, November 10<sup>th</sup>

Our hybrid model will focus first on keeping our students healthy. It is important that prior to arriving at school, students understand the safety protocols that will be implemented. To this end, we will phase in the opening of the school year to allow for teachers, and subsequently students, to become familiar with the use of Personal Protective Equipment and the new building safety protocols. Furthermore, beginning the school year remotely allows us to safely ease into the school year, introduce students to the building protocols in small groups, transitioning to in person days as staff and students become more comfortable. Additionally, it allows us to monitor the potential tourism COVID-19 effect that may result on the island. We will make subsequent learning model adjustments as the COVID-19 situation unfolds.

Families also have the option to participate in a full remote learning program. This option is designed for students and families who have health concerns. Specifics about our full remote program will be available once we have all the information from families who will be participating fully remote.

The Superintendent will continue to host weekly community forums to provide updates and answer questions as we prepare for our fall reopening. The final version of this plan will be submitted to DESE on August 17<sup>th</sup>.

## Letter to Community

August 14, 2020

Dear Parents,

At the August 13<sup>th</sup> All Island School Committee meeting, the five local school committees voted to approve the proposed plan for reopening our schools this fall. The plan was developed by a task force comprised of stakeholders from all of our district schools. The objectives of the plan is to keep our students, staff, and families safe; provide educational equity; deliver rigorous instruction; and maintain a high level of student engagement.

Our Health and Wellness Task Force, which includes our school nurses, district physician Dr. Zack, Pediatrician Dr. Stevens, and members of the Boards of Health, has encouraged a phased in approach to the reopening of school this fall. Due to the challenges of the COVID-19 pandemic, and the uncertainty of the trajectory of the virus, we feel it is prudent to open in a remote learning model for an abbreviated period of time. A remote opening will allow for staff to reach out to families and communicate expectations and safety protocols for when students return to the building. We will then bring our students back to the building utilizing our hybrid learning model – a combination of in person and remote instruction. Students in all grades will be scheduled for two days of in school instruction and three days of remote learning. A hybrid model allows for greater social distancing and a reduced likelihood of virus transmission. This phased in approach will allow for a safe, slow, and measured reopening of the school year.

The Commissioner of Education has reduced the mandatory school days for students from 180 days to 170 to allow for districts to provide safety measures instruction for staff. We propose beginning our school year with staff on September 2<sup>nd</sup>, as previously planned, and using the following ten school days for staff only professional development. We will begin remote instruction for all students, K-12, on Thursday, September 17<sup>th</sup>. Preschool and high needs instruction will begin in person on September 17<sup>th</sup>. Grade levels will remain in our remote learning model and will transition to our hybrid model utilizing the following schedule:

Grades K-2 (K-3 in Up-Island District)	Tuesday, September 29 <sup>th</sup>
Grades 3-5	Tuesday, October 13 <sup>th</sup>
Grades 6-8	Tuesday, October 27 <sup>th</sup>
High School	Tuesday, November 10 <sup>th</sup>

Our hybrid model will focus first on keeping our students healthy. It is important that prior to arriving at school, students understand the safety protocols that will be implemented. To this end, we will phase in the opening of the school year to allow for teachers, and subsequently students, to become familiar with the use of Personal Protective Equipment and the new building safety protocols. Furthermore, beginning the

school year remotely allows us to safely ease into the school year, introduce students to the building protocols in small groups, transitioning to in person days as staff and students become more comfortable. Additionally, it allows us to monitor the potential tourism COVID-19 effect that may result on the island. We will make subsequent learning model adjustments as the COVID-19 situation unfolds.

Students with high needs may have adjusted plans based on need as determined by staff in consultation with families. Our shared services programs, which include Project Headway, Bridge, and Compass programs, are a part of this group. Additionally, all families have the option to participate in full remote instruction or home schooling.

During both the forum on Tuesday evening and at the All Island School Committee meeting on Thursday at 5:00, we will be reviewing in detail our plan for remote learning. Early next week, we will be asking families to notify the district if they will be participating in the district reopening plan or opting for full remote learning this coming school year.

I hope you will be able to join us for Tuesday's 5:00 community forum. The Zoom link to the meeting is below. Please stay well and don't hesitate to contact me if you have any questions.

Sincerely,

Matthew D'Andrea, LP.D.

## **Overview of Possible Reopening Plans:**

Due to the uncertainty of the trajectory of the virus, the MVPS Reopening Task Force has been working on developing three learning models that may be utilized to reopen schools this fall. We will need to be ready to transition from one model to another quickly if we see a spike in virus numbers. The school district will partner with the local Boards of Health to monitor COVID-19 case incidences.

## **In Person Model:**

Our in person model has students in school full time with environments that have been appropriately modified to address health and safety requirements issued by DESE. In order to implement in-person learning, we will adjust school hours for grade levels in order to accommodate the challenges around transportation and the tolerance level of younger students to engage while masked for extended periods of time. Start and end times will be staggered to allow for appropriate social distancing during arrival and dismissal times.

Students in elementary and middle school will be assigned to, and remain in cohorts, while teachers travel to classes to deliver instruction. Teachers will follow strict hygiene protocols between classroom visits. The sharing of materials by students will be minimized to the greatest extent possible.

A crucial piece of our in-person learning is the ability to transition quickly to remote learning. Our in-person learning model will keep this in mind and will familiarize our students with online learning platforms such as *Google Classroom* and *See Saw* as regular components of remote instruction, should the need arise to shift to a remote model of instruction.

**A safe return to in-person school environments will require a culture of health and safety. The following safety measures will be in place during in person instruction:**

- **It is not one mitigation strategy but a *combination* of many strategies taken together that will substantially reduce the risk of transmission.**
- **Staff must monitor themselves for symptoms daily, and students with the assistance of families, must also be monitored daily for symptoms. Staff and students must stay home if feeling unwell.**
- **Masks are among the most important single measures to contain the spread of COVID-19.** We require students in second grade and above and all staff, to wear masks that *adequately cover both their noses and mouths*. Younger children are strongly encouraged to wear masks. Exceptions must be made for students with medical, behavioral, or other challenges who are unable to wear masks/face coverings.
- **Hand hygiene is critical.** 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.

- **Physical distance greatly reduces the risk of transmission.** As COVID-19 is transmitted through respiratory droplets, putting distance between our students reduces risk. Regarding transportation on our buses, no more than one student per bench will be permitted, alternating sides for each row, which allows students to maintain 6 feet of physical distance. Children from the same household may sit together and in closer proximity (e.g., two students per bench).
- **Cohorts/assigned seating.** Wherever possible, seats should be assigned (including classroom, bus, meals). Students organized in groups/classrooms and other cohorts help mitigate transmission of the virus. Assigned seating is important because it effectively creates even smaller groups within cohorts, which minimize transmission. Assigned seats can also assist with contact tracing.

### **Hybrid Model:**

Our hybrid model will utilize the safety measures previously outlined while students are in the building. We will prioritize the health and well-being of our students and staff. In our hybrid model, social distancing will be increased and movement throughout the buildings will be more easily managed due to the reduced numbers of students. Students will be scheduled each week for in-person learning to ensure that all of our students are able to engage with teachers on a frequent basis. Student cohorts will meet 2 days each week in-person to engage in a safe learning environment and meet social needs. Teaching staff will conduct a total of four days of in-person instruction per week. MVPS will utilize Wednesdays as a full remote learning day, which will allow us to conduct a complete cleaning of our buildings and allow teachers to collaborate around remote learning opportunities for our students.

Our remote learning branch of our hybrid model will begin with a consistent schedule for students to create daily learning routines. Student weekly schedules will be consistent each week so families can plan accordingly. This regular daily schedule will include unified arts and special area classes. Teachers across grade levels will use the aforementioned learning management systems such as *Google Classroom*, and *See Saw*. Platforms such as *Modern Teacher* and *Nearpod* may be used to help students, parents, and staff to organize any remote instruction component. Teachers will utilize a “Landing Page” as a centralized location for class information and connection to instructional platforms. In this manner, parents will be afforded the understanding of daily and weekly learning objectives for our students. Providing our learning objectives for our lessons allows us to support our parents who will be instrumental in helping our students to engage. Teachers will schedule office hours for parents and students to discuss individual challenges. Schools will maintain regular communication with families to address technology issues. The district will continue to work with families to resolve any of these challenges. Teachers will utilize in-person, remote synchronous, and fully remote asynchronous learning opportunities as means of meeting the academic, social, and emotional needs of students while prioritizing the safety of our students.

### **Elementary Hybrid Model Weekly Schedule:**



All schools will have schedules for in-person and remote instruction that are unique to each school (as they are currently). Each school will determine the instructional periods for both the in-person and remote platforms.

- Cohort A and B students will attend two days a week in person with three remote days for the balance of the school week.
- Cohort C students are considered our high needs children and include our children in need of direct face to face support and our PreK Project Headway children
- Cohort D students are those who will choose exclusively full remote instruction every day.

In the hybrid model, a student’s classroom teacher will be the same in both the in-person and remote modes. In most schools and classrooms, synchronous learning will take place only during the in-person portion of a student’s weekly schedule. When students are not in the school building, remote instruction will take place in asynchronous fashion using playlists that foster student choice and independence.

**Instruction in the Hybrid Model**

Student Cohort	Monday	Tuesday	Wednesday	Thursday	Friday
Cohort A	In-Person Instruction	In-Person Instruction	Remote Instruction	Remote Instruction	Remote Instruction
Cohort B	Remote Instruction	Remote Instruction	Remote Instruction	In-Person Instruction	In-Person Instruction
Cohort C	In-Person Instruction & Remote Instruction	In-Person Instruction & Remote Instruction	Remote Instruction	In-Person Instruction & Remote Instruction	In-Person Instruction & Remote Instruction
Cohort D	Remote Instruction	Remote Instruction	Remote Instruction	Remote Instruction	Remote Instruction

**High School Hybrid Model:**

Involves two cohorts of students who will alternate their daily attendance in school. With a rotating schedule, this means that on Monday, Cohort 1 goes to school for blocks ABCD, while cohort 2 engages in asynchronous work remotely for blocks ABCD. On Tuesday, cohort 1 goes to school for blocks EFGH while cohort 2 again engages in asynchronous learning remotely. On Wednesday, all students attend their classes remotely for 45 minutes, as well as an advisory block for SEL support and check-ins. On Thursday and Friday, Cohort 2 meets in-person for their classes, and cohort 1 works remotely.

**High School Sample Hybrid Schedule:**

Monday	Tuesday	Wednesday. ½ day remote learning for students. Deep cleaning of school.	Thursday	Friday
COHORT A: FACE-TO-FACE 7:40-2:05	COHORT A: FACE-TO-FACE 7:40-2:05	<p>COHORTS A &amp; B are at home for ½ day remote learning. Time used for teacher check ins, social emotional learning, small group interactions, mentor groups, flex. Also a time each week that students and teachers can see each other’s faces without masks.</p> <p>Teachers use afternoon to plan and deal with challenges of having 10 classes running and additional work of planning synchronous and asynchronous work.</p>	COHORT B: FACE-TO-FACE 7:40-2:05	COHORT B: FACE-TO-FACE 7:40-2:05
A	E		A	E
B	F		B	F
C	G		C	G
D	H		D	H
COHORT B: INDEPENDENT AT HOME LEARNING 7:40-2:05	COHORT B: INDEPENDENT AT HOME LEARNING 7:40-2:05		COHORT A: INDEPENDENT AT HOME LEARNING 7:40-2:05	COHORT A: INDEPENDENT AT HOME LEARNING 7:40-2:05
A	E		A	E
B	F		B	F
C	G		C	G
D	H		D	H

High needs students will have individual schedules that may include daily in-person instruction. These decisions will be made by staff that works most closely with the student in collaboration with the student’s family. Additionally, primary grade levels may also meet more frequently to ensure greater in-person instruction during crucial literacy instruction academic years. These decisions will be made as the logistics of the safety measures are worked out in our buildings.

**Remote Learning Model:**

Martha’s Vineyard Public School’s remote learning plan will focus on increased student participation and engagement, maintaining a consistent schedule, and providing students with regular feedback. Attendance will be taken and students will be graded on their work. A revised set of remote learning expectations will be shared with students and families prior to the commencement of lessons to ensure a shared understanding of expectations and behaviors.

Both synchronous and asynchronous learning will be utilized in the remote learning model. As highlighted in the Hybrid Model, teachers across grade levels will use learning management systems such as *Google Classroom*, and *SeeSaw*. Platforms such as *Modern Teacher* and *Nearpod* can be used to help students, parents, and staff to organize remote instruction and to manage the distribution of information to families. A regular, daily schedule will be implemented to assist families in planning.

Our high school remote option is a full school day with 60-minute blocks of synchronous and asynchronous work time for each class. We will have five 60-minute blocks each day with 5 minutes between periods, a 15-minute break, and a 30-minute lunch. After the blocks meet each day, there will be a 30-minute 'flex' time and extra help time where students can connect with their teachers. We will begin each week with a 60-minute advisory/SEL block on Mondays for check ins, discussion, and scaffolded executive functioning support.

### **Remote Instruction Preparation**

MVPS will work to systematize certain aspects of remote instruction, such as consistent platforms for student engagement, submission of work, and assessment. Martha's Vineyard Public Schools uses or will use a number of platforms to organize and help deliver remote instruction. Platforms such as *Nearpod* and *Modern Teacher* support the organization of remote learning. Learning management systems such as *Seesaw*, used in our younger grades and *Google Classroom*, used with our older children are the actual platforms that support the delivery of instruction.

In our desire to build better proficiency in effective virtual instruction for our students, MVPS engaged in training through *Modern Teacher* over this summer. The Martha's Vineyard Regional High School engaged in professional learning in *Nearpod* during this summer as well. Ongoing professional development has begun in *Seesaw* and will begin soon in *Google Classroom*. We are also engaged in significant PD for *Nearpod* and *GSuites*.

The goal of this professional learning was to strengthen our remote instruction skills by establishing systems and practices that will help in our transitions between face to face classroom instruction and virtual learning. This work was informed by feedback from parents, which indicated they would benefit from a clear, concise, user friendly navigation to their child's online lessons and resources.

Taking part in the trainings will allow teachers to begin setting the conditions for teachers to understand, implement, and manage new design/delivery models for blended/remote environments.

Additionally, *Modern Teacher* is a self-paced professional development platform of resources which allows us to be better organized for our children (and ourselves) in the delivery of learning management platforms like *Seesaw* and *Google Classroom*. It is intended to develop a set of skills and strategies that will enhance any teacher's ability to create more effective remote/online instruction.

We are exploring additional ways to connect with students and families during this time, including the provision of food, technology, and an appropriate space for students to engage in work. We also continue to explore how we can mitigate the impact of remote instruction on our special education populations. In both our hybrid and remote models, we will explore establishing remote learning cafes, where students can engage in lessons in a supervised environment such as the YMCA or one of our schools – the goal being to provide support while assisting families with day care.

**Elementary Remote Model Weekly Schedule:**

All elementary schools will have schedules for in-person and remote instruction that are unique to each school (as they are currently). Each school will determine the instructional periods for both the in-person and remote platforms.

- Cohort A and B students will attend two days a week in person with three remote days for the balance of the school week.
- Cohort C students are considered our high needs children and include our children in need of direct face to face support and our PreK Project Headway children
- Cohort D students are those who will choose exclusively full remote instruction every day.

In the full remote model, a student’s classroom teacher will remain consistent and most instruction will take place in synchronous fashion using the Zoom platform. Students can receive immediate feedback and support from the classroom teacher in the full remote model.

**Instruction in the Full Remote Model**

Student Cohort	Monday	Tuesday	Wednesday	Thursday	Friday
Cohort A Cohort B Cohort D	Remote Instruction	Remote Instruction	Remote Instruction	Remote Instruction	Remote Instruction
Cohort C	In-Person Instruction & Remote Instruction	In-Person Instruction & Remote Instruction	Remote Instruction	In-Person Instruction & Remote Instruction	In-Person Instruction & Remote Instruction

**High School Sample Remote Schedule:**

Times	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 - 9:00 (60 min)	Flex HR	E	B	G	D
9:05 - 10:05 (60 min)	A	F	C	H	E
10:05 - 10:20 (15 min)	Break				
10:20 - 11:20 (60 min)	B	G	D	A	F
11:25 - 12:25 (60 min)	C	H	E	B	G
12:25 - 12:55 (30 minutes)	Lunch				
12:55 - 1:55 (60 minutes)	D	A	F	C	H
2:00 - 2:30	<b>Flex block</b> <b>Extra help</b> <b>Meet with students</b> <b>Clubs</b> <b>Could use enriching students to schedule and pull students for extra help</b>				

**Cohort D: The Choice of Full Remote Instruction in a Stand-Alone Program**

Students and their families who prefer exclusively full remote instruction will be placed in Cohort D. Students in this cohort will engage in a remote program to allow for staff to support children and their families who choose to not attend school in the hybrid or full in-person models. The details by which MVPS will staff and run such a remote program are still being developed.

It is important to note that students who choose this fully remote program will not be taught by the same staff who are conducting in-person and remote modes of instruction.

MVPS is exploring two options to deliver this stand-alone remote program. Option 1 might be to staff the program with MVPS teachers who are unable to engage in in-person instruction for the coming year. MVPS will determine if we have adequate licensed teaching staff to effectively deliver such a model. Option 2 is to use an online curriculum platform created by a third party with an MVPS staff member as a point of contact for students.

**Third Party Curriculum Platforms include:**

Edgenuity,  
 Greenfield Commonwealth Virtual School,  
 TEC Connections Academy Commonwealth Virtual School (TECCA).



## **STUDENT SUPPORT SERVICES SPECIAL EDUCATION**

### **GOAL FOR MEETING THE NEEDS OF STUDENTS WITH DISABILITIES DURING COVID19 PANDEMIC SY 2020-2021:**

To establish consistent special education and related services practices across the school system that provides free appropriate public education (FAPE) for each student with a disability (SWD).

Plans will be developed in alignment with each school building's in-person, hybrid, and remote plans for supporting their students and staff.

#### **Objectives:**

1. To understand how to support SWD's in the context of reopening school and participation for each of the three models; in-person, hybrid and remote.
2. To develop a plan for provision of special education and related services for each model; in-person, hybrid and remote settings; as well as special education processes for ensuring FAPE is being met for each SWD (ex., child find, assessment/eligibility, IEP plans, etc.).
3. To support all staff with assessment/instruction/services for SWDs.
  - a. Logistics about space, ppe supplies, instructional materials, technologies
  - b. Logistics of ability to provide services
  - c. Professional Development for PPE, instruction, etc.

#### **Recommendations:**

- In-person learning is the best for all students; however, we need to consider health/safety - Identify the students meeting high needs (DESE's guidelines) to ensure their needs are being met as priority for in-person models when possible.
- Recommend beginning with a slow phased in approach for students and staff to adjust to the new normal.

- Communication with families of SWD specifically, on the models/plans developed by the MVYPS task force and approved by School Committee and DESE. Communication / determine how it will affect their child’s plan and how plans will be implemented to meet their needs;
  - Determine individual SWD needs through the team process for each learning model - how the IEP will be implemented differently for each model during the covid19 reopening (SY20-21)
- Communication and planning with Special Educators, Evaluators, and Support Staff on needs of their programming to implement each model
- Professional development: PPE, Covid related, PD for remote/hybrid instruction and provision of services
- Set up protocols and communicate with Schools, Families on the Special Education processes as related to Covid19 guidelines implementation for sy20-21.

ALL SWD prk-12+	Full In-Person	Hybrid Model	Full Remote Learning
<ul style="list-style-type: none"> <li>● IEPs will be implemented as written for in-person learning, however they may look differently for each model for the students’ needs.</li> <li>● Parents will receive notice regarding how services will look with the safety/health guidelines in place.</li> <li>● Special Education and General Educators will collaborate and receive professional development to implement effective instructional strategies for each learning model.</li> <li>● IEP team meetings will be held virtually to minimize contacts in the buildings</li> <li>● Re-evaluations and initial evaluation meetings will be held in a timely manner when the appropriate assessments and information can be gathered for the teams to analyze to determine eligibility.</li> <li>● Process for assessing students being referred for special education will be developed, and those families will be communicated with by the evaluation teams.</li> <li>● IEP paperwork will be processed electronically through a secure encrypted site.</li> <li>● Any student requiring specialized transportation due to his/her disability as determined in the IEP, the district will provide the transportation with the implementation of covid19 protocols and guidelines required by DESE-- schedules/times may be adjusted. If a parent wants to opt out of the specialized transportation and provide it themselves, they are asked to contact the Special Education Team or Director(s) of Student Support to discuss this option.</li> </ul>			

**PrK – GR. 8 Special Education**

	<b>Full In-Person</b>	<b>Hybrid Model</b>	<b>Full Remote Learning</b>
<p><b>Project Headway</b> ON SCHOOL SITES: WT OB</p> <p>OFF CAMPUS: GRACE Second Location TBD</p>	<p>Following safety health protocols, some instruction and or related Services may need to be provided remotely to limit exposure. Schedules/hours may vary due to school/transportation times. New locations or additional staff (nursing/custodial, etc.) for off campus programs need to be visited to meet health/safety guidelines</p>	<p>Schedule /Days from what’s been in place may vary. Some instruction and or related Services may be provided remotely to limit exposure. New locations or additional staff (nursing/custodial, etc.) for off campus programs need to be visited to meet health/safety guidelines</p>	<p><b>Full district in remote learning model due to Covid #s as required by administration or officials for closure/shutdown:</b> IEP Remote Service Plans will be in place for all students with disabilities (SWD) <b>District in Remote Learning Plan in order to allow transitional period:</b> High Needs priority students will be identified to participate in a Hybrid / in-person</p>
<p><b>PRK students who receive Sp. Ed. and Related Services not in PH</b></p>	<p>Need to determine safe location(s) for provision of in person sp.ed. instruction and/or related services; will provide remote until space is secured</p>	<p>REMOTE / in-person when locations, safety protocols, staffing, etc. is able to meet in-person for service delivery</p>	<p>REMOTE SERVICES</p>



<p><b>SP. ED. Kdg.-8 Inclusion services</b></p>	<p>Services provided in school building/ campus – use of alternative spaces (outdoors, etc.)</p> <p>Safety/health guidelines in place; students will be carefully assigned cohort/classes</p> <p>Staffing schedules, services and instruction will be adjusted to ensure minimal exposure/contact;</p> <p>Use of technology /virtual modalities ex., zoom for small groups of students from different cohorts to participate together;</p> <p>Staff will provide in class; students will not move for services. in-person groups schedule from same cohort;</p>	<p>IEP services provided through support of ESPs, Sp. T, Rel. Serv. either in person or via remote to minimize contact in-person.</p> <p>When in-person Safety/health guidelines in place; students will be carefully assigned cohort/classes</p> <p>Staffing schedules, services and instruction will be adjusted to ensure minimal exposure/contact;</p> <p>Use of technology /virtual modalities ex., zoom for small groups of students from different cohorts to participate together;</p>	<p><b>Full district in remote learning model due to Covid #s as required by administration or officials for closure/shutdown:</b></p> <p>IEP Remote Service Plans will be in place for all students with disabilities (SWD)</p> <p><b>District in Remote Learning Plan in order to allow transitional period:</b></p> <p>High Needs priority students will be identified by teams to participate in a Hybrid / in-person plan and will be phased in to attend in-person when able</p>
<p><b>Small group and 1:1 services</b></p>	<p>When possible to provide in-person need PPE and cleaning;</p> <p>Will remain remote to minimize contacts</p> <p>Students will need a space just outside room to zoom into w/headsets – cleaning</p>	<p>Staff will provide in class; students will not move for services.</p> <p>in-person groups schedule from same cohort;</p> <p>Will provide remote services if possible to minimize contacts.</p>	<p>Will provide remote services</p>

	protocol in place		
<b>Related Services (OT, PT, Sp/L, etc)</b>	<p>Possible to provide need PPE and cleaning; do remote if can</p> <p>Students will need a space just outside the room to zoom into w/headsets - cleaning protocol in place</p> <p>Cleaning.</p> <p>If specialist services multi buildings; need to ensure the schedule provides minimal movement/contacts (ex. Each school has a diff. day).</p>	<p>Will provide remote services if possible to minimize contacts.</p> <p>If not ensure the specialist has adequate PPE and trained in approp. Cleaning.</p> <p>If specialist services multi buildings; need to ensure the schedule provides minimal movement/contacts (ex. Each school has a diff. day).</p>	<p>Remote if possible, if not ensure the specialist has adequate PPE and trained in approp. cleaning.</p>
<p><b>Shared services</b></p> <p><b>Bridge Edg</b></p> <p><b>Bridge WT</b></p> <p><b>Compass OB</b></p>	<p>Develop phases; for in-person learning to learn new expectations.</p> <p>Subst. Sep. first few weeks; gradual integration; use of tech for zoom into classes for inclusion times</p>	<p>Cohorts/programs; days/times in-person determined by building schedule, space, safety protocols, student needs</p> <p>Collaboration with Special Educators and the General Education teams to support access to curriculum/classroom learning for SWD</p> <p>Shared Services hybrid model developed for each program continue remote; possible small group/individual</p>	<p><b>District Remote due to Covid #s as required for closure/shutdown:</b></p> <p>Remote Service Plans in place for all students with disabilities (SWD)</p> <p>Collaboration with Gen. Ed. teachers /staff to support access to curriculum/ classroom learning for SWD</p> <p><b>District in Remote Learning Plan in order to allow transitional period:</b></p> <p>High Needs priority students: Hybrid / in-person plan would be in place</p> <p>Individually decided by team w/parent to participate</p> <p>Collaboration with Gen. Ed. teachers /staff to support access to</p>

			curriculum/classroom learning for SWD
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**Grade 9 - 12+ Special Education**

	In Person	Hybrid Model	Full Remote Learning
<b>Inclusion services:</b>  <b>Co-Teaching</b>  <b>ESP support</b>	Services provided in school building, Safety/health guidelines in place; students will be carefully assigned cohort/classes to meet the most needs Staffing schedules, services and instruction will be adjusted to ensure minimal exposure/contact; Use of alternative spaces or outdoor spaces where children can be spread out will be used as possible	IEP services provided through support of ESPs, Spec Educ Teachers,, Rel. Serv. either in person or via remote to minimize contact in-person. Collaboration with Special Educators and the General Education teams to support access to curriculum/classroom learning for SWD Office hours virtually to assist students and families to access curriculum.	<b>District Remote due to Covid #s as required for closure/shutdown:</b> Remote Service Plans in place for all students with disabilities (SWD)  <b>District in Remote Learning Plan in order to allow transitional period:</b> High Needs priority students will be identified by teams to participate in a Hybrid / in-person plan and will be phased in to attend in-person when able Individually decided by team w/parent to participate
<b>Small Group or 1:1 services</b>	Possible to provide. Need PPE and cleaning; do remote if possible	Utilize time when low numbers in the building to see and service groups & 1:1	See above

<p><b>Related Services (OT, PT, Sp/L, etc)</b></p>	<p>Possible to provide need PPE and cleaning; do remote if can</p> <p>Students will need a space just outside the room to zoom into w/headsets - cleaning protocol in place.</p> <p>If specialist services multi buildings; need to ensure the schedule provides minimal movement/contacts (ex. Each school has a diff. day).</p>	<p>Do online if possible, if not ensure the specialist has adequate PPE and trained in approp. cleaning.</p> <p>If specialist services multi buildings; need to ensure the schedule provides minimal movement/contacts (ex. Each school has a diff. day)</p>	<p>See above- different approach depending on why we are doing remote.</p> <p>Do online if possible, if not ensure the specialist has adequate PPE and trained in approp. cleaning.</p>
<p><b>Intensive Needs Programs:</b></p> <p><b>Navigator</b></p> <p><b>Compass</b></p> <p><b>Voyager</b></p>	<p>Develop phases; Individualized plans of reentry.</p> <p>Subst. Sep. first few weeks if needed;</p> <p>Gradual integration;</p> <p>Use of tech for zoom into classes for inclusion times and for related services</p>	<p>Cohorts/programs; days/times in-person determined by building schedule, space, safety protocols, student needs</p> <p>Collaboration with Special Educators and the General Education teams to support access to curriculum/classroom learning for SWD</p> <p>Special Ed. hybrid model developed for each program Possible small group/individual</p>	<p><b>District Remote due to Covid #s as required for closure/shutdown:</b> Remote Service Plans in place for all students with disabilities (SWD)</p> <p><b>District in Remote Learning Plan in order to allow transitional period:</b> High Needs priority students Hybrid / in-person plan would be in place as determined by individual teams and will be phased in to attend in-person when able</p>

**ELL Sub-Committee Reopening Task Force Goals and Overview**

## Goals

To create a plan for ELL instruction during the 2020-2021 school year that includes in person, hybrid, and remote instruction. In this plan include professional development opportunities to support staff in support and instruction of ELs.

1. To understand how to support ELs in the context of reopening in an in-person, hybrid and remote settings.
2. To develop a plan for instruction of English Language development in in-person, hybrid and remote settings.
3. To support all staff with instruction of ELs.
  - a. Responsibilities
  - b. Logistics about staffing and scheduling

### **Background information about developing a reopening plan for ELL instruction: Commissioner Riley’s Guidance documents put an emphasis on ELs’ instruction: Prioritizing ELs for In-Person Learning: (Remote Learning Guidance for Fall 2020, Jeffrey C. Riley Commissioner, July 24, 2020)**

In cases where districts cannot bring all students back in-person and are implementing either a predominantly hybrid or remote model, they may choose to identify groups of students to attend school in-person full-time – so long as the district is able to effectively follow health and safety requirements. Some students have a particularly high need for in-person instruction in order to progress adequately in their learning. For this reason, we encourage districts to prioritize the following student groups for full-time in-person instruction:

1. Students with disabilities and English learners, particularly those with more intensive needs;
2. Students whose parents/caregivers report that they do not have access to reliable internet or a suitable learning space at home (particularly students experiencing homelessness or housing insecurity and students in foster care or congregate care);
3. Students who are significantly behind academically;
4. Students who were disengaged and/or who struggled significantly during previous remote learning periods; and
5. Early learners (grades PK-5).

In cases where the student populations listed above comprise too large a group to safely return all of the prioritized students in person, we strongly encourage districts to prioritize students in the first two groups for in-person instruction.

### **English as Second Language (ESL) in Remote Settings:**

Districts and schools must continue to meet their legal obligation to serve English learners, even when students are learning remotely. **All schools and districts must have a comprehensive plan for delivering** English Learner Education (ELE) services remotely, and this model must be available for individual students who are not returning in person and for all students in the event of future classroom or school closures due to COVID-19. Districts can find additional recommendations and resources in DESE’s

## Guidance on Remote Learning for English Learners.

To improve English learners' educational opportunities, educators and families should work as partners. Without opportunities to interact in person, it is even more important to build and maintain strong relationships. The Department provided additional guidelines with tools and resources for students who are English learners and for the educators and families who are supporting their learning. This resource can be found in the Resource section of this document.

## Organization of Program Model Tables

Included in this plan:

- Service Delivery
- Staffing and Scheduling Needs
- Instruction (ELD and SEI classroom/content instruction)
- FEL (former English learner) support and OPT-Out (students whose parents opted out of ESL instruction)
- Assessment
- Professional Development
- Extended learning opportunities
- Parent Outreach

The three Models of Instruction are organized into the following categories:

- Newcomers Grades 1-8:** According to the US Department of Education, the term “newcomers” refers to any foreign-born students and their families who have recently arrived in the United States. In addition, newcomer refers to any student whose native language is a language other than English and is just beginning to learn the English language.
- SLIFE Grades 3-12:** Students with Limited or Interrupted Formal Education (SLIFE) are English learners who have experienced interrupted education or have limited formal education prior to enrolling in the district.
- PreK and Kindergarten**
- Grades 1-5**
- Grades 6-8**
- Grades 9-12**

Within the grade level clusters the tables are separated into English Language Proficiency Levels:

- Foundational Level refers to students who demonstrate English language proficiency at the *WIDA Level 1, Level 2 (K-12 ACCESS 2.0 Overall Scores 1.0-2.4)*
- Transitional Level refers to students who demonstrate English language proficiency at the *WIDA Level 3, Level 4, Level 5 & Level 6 (K-12 ACCESS 2.0 Overall Scores 2.5 and higher)*

## **Overview of models:**

Martha's Vineyard Public Schools English learners will have access to quality and rigorous English language development and sheltered content instruction through the three models of schooling for the 2020-2021 school year. The models are aligned to

WIDA and Massachusetts state standards and embed specific supports for students at various English language proficiency levels. The remote, hybrid, and in-person models are focused on the supports needed for ELs at the various proficiency levels and grade levels.

**The Remote Learning plan includes details about remote** service delivery, staffing and scheduling needs, instruction (ELD and SEI classroom/content instruction), assessment, professional development, extended learning opportunities, and parent outreach for grade level spans of PreK, K, 1-5, 6-8, and 9-12. Within the grade level spans, there are details about remote service delivery, staffing and scheduling needs for remote instruction, instruction (ELD and SEI classroom/content instruction), assessment, professional development, extended learning opportunities, and parent outreach for students who are Newcomers (any foreign-born students and their families who have recently arrived in the United States or students who are just beginning to learn English), ELs at a foundational English language proficiency level, and ELs at a transitional English language proficiency level.

**The Hybrid Learning plan includes details about both remote and face to face** service delivery, staffing and scheduling needs, instruction (ELD and SEI classroom/content instruction), assessment, professional development, extended learning opportunities, and parent outreach for grade level spans of PreK, K, 1-5, 6-8, and 9-12. Within the grade level spans, there are details about both remote and in-person service delivery, staffing and scheduling needs for remote and in-person instruction, instruction (ELD and SEI classroom/content instruction), assessment, professional development, extended learning opportunities, and parent outreach for students who are Newcomers (any foreign-born students and their families who have recently arrived in the United States or students who are just beginning to learn English), ELs at a foundational English language proficiency level, and ELs at a transitional English language proficiency level.

**The In-Person Learning plan includes details about face to face** service delivery, staffing and scheduling needs, instruction (ELD and SEI classroom/content instruction), assessment, professional development, extended learning opportunities, and parent outreach for grade level spans of PreK, K, 1-5, 6-8, and 9-12. Within the grade level spans, there are details about in person service delivery, staffing and scheduling needs, instruction (ELD and SEI classroom/content instruction), assessment, professional development, extended learning opportunities, and parent outreach for students who are newcomers (any foreign-born students and their families who have recently arrived in the United States or students who are just beginning to learn English), ELs at a foundational English language proficiency level, and ELs at a transitional English language proficiency level.

## **Student Supports:**

### **High Needs Students:**

- Special Education, ELL, Guidance, and General Educators will collaborate and receive professional development to implement effective instructional strategies

for each learning model as well as being trained in PPE protocols and COVID guidelines.

- Parent Communication will be ongoing and provided in their native language with the use of interpreters and translated materials. The use of notices on school websites, emails, and other messaging apps will be used.
- Team meetings will be held virtually to minimize contacts in the buildings.
- Notices and necessary paperwork will be processed electronically as much as possible. IEPs will be processed via email through a secure encrypted site.
- For any student requiring specialized transportation due to his/her disability, as determined in the IEP, the district will provide transportation with the implementation of Covid19 protocols and guidelines required by MA DESE.
- Collaboration with guidance and nursing staff will be on-going to provide the proper supports for students' social/emotional and health considerations.
- Access to meals will be available for students.

**Remote:** Special Education and ELL services will be provided in coordination with the general education instruction and student's cohort. Instruction will follow the asynchronous and synchronous plan. ELL and Special Education staff and related service providers will provide remote instruction/supports in small groups or 1:1 for their identified students. Staff may also join whole class virtual instruction offered through the general educator. An IEP will be implemented remotely as the team determines for each student.

As determined by teams with families, students will receive instruction in school buildings with proper protocols in place to the extent that is beneficial. Students with moderate/severe disabilities with high needs will engage in an in-person/hybrid model for learning. These students are the Shared Service and Intensive Needs Programs (Project Headway (PreK), Bridge, Compass, Navigator, and Voyager). The hybrid model would be provided on a phased in approach, focusing on PPE health safety protocols, and how to access online learning/remote along with their general education cohorts, with the in-person support of the program staff. Related Services will be provided remotely to minimize contact. If in-person is required, all necessary PPE and health protocols will be implemented.

**Hybrid:** Cohorts/programs: days/times in-person will be determined by building schedule, space, safety protocols, and student needs. The Special Education and ELL teachers and support staff schedules, services, and instruction will be adjusted to ensure minimal exposure/contact. IEP and ELL services will be provided either in person or via remote to minimize chances for transmission through in-person contact. Related Services will continue to be provided remotely if possible, to minimize chances for transmission through contact. If students require direct, in-person services or 1:1 support, proper PPE and protocols will be used. Pre-K children may need to have their days/times adjusted to accommodate transportation and location availability. Shared Service and Intensive Needs Programs will continue with their hybrid model as described above. The days/times/schedules may be adjusted to coincide with general education cohort schedules as much as possible.



**Full In-Person:** All services provided in school buildings will follow all safety/health guidelines. Students will be assigned cohort/classes in a manner that is sensitive to their learning and health needs. Staffing schedules, services and instruction will be adjusted to ensure minimal exposure/contact. The use of technology/virtual modalities such as *Zoom* will continue for small group instruction. For specialists who serve children in multiple buildings, virtual services will be provided and/or scheduled in a manner that minimizes contact. Shared Service and Intensive Needs Programs will begin as substantially separate programming over the first few weeks. This may be accomplished through a modified schedule or hybrid model that uses instruction through technology, with gradual integration into the general education setting being the desired outcome.

**Out of School Time Plan**

The Martha’s Vineyard Public Schools are fully committed to providing services that are necessary to support students. This past summer remote learning opportunities were provided to students to assist those who needed extra support in academic areas or just wanted extra time on learning. Moving forward, schools are meeting extensively to determine needs and are beginning work with the community organizations (MV Community Services, YMCA, The Boys and Girls Club...) to provide collectively the services that are necessary.

	<b>In-person</b>	<b>Hybrid</b>	<b>Remote</b>
<p><b>Extended Learning Opportunities for English Learners (Contingent on grant funding)</b></p>	<p>1. In person after school support available through Title III funds in each of the elementary (k-8)schools.</p> <p>2. Transitions support for high school student: after school in person family workshops to support higher education and career planning through FY20 and FY 21 FC248 Systems for Student Success Initiative (Martha's Vineyard)</p>	<p>1. Remote or in person after school support available through Title 3 funds in each of the elementary (k-8) schools.</p> <p>2. Transitions support for high school student: after school in person/remote family workshops to support higher education and career planning through FY20 and FY 21 FC248 Systems</p>	<p>1. Remote afterschool support available through Title 3 funds in each of the elementary (k-8) schools.</p> <p>2. Transitions support for high school student: after school remote family workshops to support higher education and career planning through FY20 and FY 21 FC248 Systems for Student Success Initiative (Martha's Vineyard)</p>

		for Student Success Initiative (Martha's Vineyard)	
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**Proposed Plan for Fall of 2020**

Our Health and Wellness Task Force, which includes our school nurses, district physician Dr. Zack, Pediatrician Dr. Stevens, and members of the Boards of Health, has encouraged a phased in approach to the reopening of school this fall. Due to the challenges of the COVID-19 pandemic, and the uncertainty of the trajectory of the virus, we feel it is prudent to open in a remote learning model for an abbreviated period of time. A remote opening will allow for staff to reach out to families and communicate expectations and safety protocols for when students return to the building. We will then bring our students back to the building utilizing our hybrid learning model – a combination of in person instruction combined with remote instruction. Students in all grades will be scheduled for two days of in school instruction and three days of remote learning. A hybrid model allows for greater social distancing and a reduced likelihood of virus transmission. This phased in approach will allow for a safe, slow, and measured reopening of the school year.

The Commissioner of Education has reduced the mandatory school days for students from 180 days to 170 to allow for districts to provide safety measures instruction for staff. We propose beginning our school year with staff on September 2<sup>nd</sup>, as previously planned, and using the following ten school days for staff only professional development. We will begin remote instruction for all students, K-12, on Thursday, September 17<sup>th</sup>. Grade levels will remain in our remote learning model and will transition to our hybrid model utilizing the following schedule:

- |  |                                     |
|--|-------------------------------------|
| Grades K-2 (K-3 in Up-Island District) | Tuesday, September 29 <sup>th</sup> |
| Grades 3-5                             | Tuesday, October 13 <sup>th</sup>   |
| Grades 6-8                             | Tuesday, October 27 <sup>th</sup>   |
| High School                            | Tuesday, November 10 <sup>th</sup>  |

Our hybrid model will focus first on keeping our students healthy. It is important that prior to arriving at school, students understand the safety protocols that will be implemented. To this end, we will phase in the opening of the school year to allow for teachers, and subsequently students, to become familiar with the use of Personal Protective Equipment and the new building safety protocols. Furthermore, beginning the school year remotely allows us to safely ease into the school year, introduce students to the building protocols in small groups, transitioning to in person days as staff and students become more comfortable. Additionally, it allows us to monitor the potential tourism COVID-19 effect that may result on the island. We will make subsequent learning model adjustments as the COVID-19 situation unfolds.

Families also have the option to participate in a full remote learning program. This option is designed for students and families who have health concerns. Specifics about our full remote program will be available once we have all the information from families who will be participating fully remote.

Students with high needs may have adjusted plans based on need as determined by staff in consultation with families. Additionally, all families have the option to participate in full remote instruction or home schooling.

### **Planning, Scheduling, and Instruction:**

#### Scheduling Additional Notes – (Hybrid/Remote)

Small Cohort Sizes to Meet Social Distancing Requirements

Account for Equity in Opportunities

Ensure for siblings to have similar schedules by assigning same cohorts

Scheduling that considers transitions, breaks

- Attendance taken.
- Start time - same as regular school start time.
- Room for specials in the schedule.
- Grade level teachers should try their best to spread out Zooms, so children don't have so many on one day.
- Brief morning meeting every day. Keep building community as much as possible.

Morning Meeting compels children to engage every day.

- Spread out students among ALL teachers in the school, so each teacher serves as homeroom teacher and advisor to a small group of (about) 10-12 students maximum.

This teacher advisor can be the parent liaison for these students.

Students do not go to lockers. No lockers assigned in middle level but streamline what students carry and bring backpack to each class.

### **Hybrid Plan Detail:**

#### **Pre K-2/3 Cohort:**

Students Return in-person on September 29, 2020

Student population will be divided into two cohorts

Each cohort of students will attend in-person two days a week

Cohort A will attend Mondays and Tuesdays for full days

Cohort B will attend Thursdays and Fridays for full days

On days that each cohort is not engaging in in-person instruction, students will engage in two days of asynchronous, remote instruction.

A third day of remote instruction will occur on Wednesdays for all students.

Learning Management System/Platform for Remote Instruction will include Seesaw.

Landing Pages created by teachers will support students and their parents with objectives for learning.

#### **3/4-5 Cohort:**

Students Return in-person on October 13, 2020

Student population will be divided into two cohorts

Each cohort of students will attend in-person two days a week  
Cohort A will attend Mondays and Tuesdays for full days  
Cohort B will attend Thursdays and Fridays for full days  
On days that each cohort is not engaging in in-person instruction, students will engage in two days of asynchronous, remote instruction.  
A third day of remote instruction will occur on Wednesdays for all students.  
Learning Management System/Platform for Remote Instruction will include Seesaw and Google Classroom. Landing Pages created by teachers will support students and their parents with objectives for learning.

### **-Phased in approach for reopening**

**-Phase 1:** opportunity for teachers to have training, set up classrooms, learn health and safety protocols, develop curriculum, develop schedules

**-Phase 2:** Opportunity to meet 1:1 with students and families either in person or remotely as public health context allows. This could include preparing them for health and safety protocols, social emotional wellness check ins, basic needs assessment, assessing tech needs

**-Phase 3:** Begin instruction and learning with a focus on Responsive Classroom methods and techniques

-Consistent daily schedule 4-5 days a week

-Limit the length of the day to a 3-4 hour morning session in person (no remote component)

-Limit size of groups to enable space for desks and floor seating

-Staggered schedule for pick up and drop off

-Brain breaks every 30 minutes

-Mask breaks while outside or if children are 6 feet apart

-Walks or play outside every 2 hours

### **6-8 Cohort:**

Students Return in-person on October 27, 2020

Hybrid Model. 50% capacity 4-5 day rotation. Students at school 2x/rotation. Teachers at school 4x/rotation. No more than 50% of students in school at any one time.

- Each class divided into 2 cohorts: Cohort A and Cohort B if class numbers are over the maximum in a class
- Each cohort will come into school for face to face learning 2x/rotation. In addition, each cohort will have independent learning at home 2x/rotation. Both cohorts will be together for remote learning with teachers (via zoom) 1x/rotation.
- For every in-school face to face day, teachers will also be expected to engage students who are in the cohort that is independently learning at home. This will look different for each class.
- Cohort A coming to school on Mon/Tues, Cohort B coming to school Thurs./Fri. All students will learn remotely on Wednesdays.

### **9-12 Cohort: MODEL 2**

Full days. Every other day.

Full days. 85 min classes.

Students will have face to face learning with teachers

1 time per week, every week

2 full days each week in the classroom getting face to face instruction

Additional considerations:

- Passing times in the halls need to be staggered.
- In the AM, advisors can meet their homeroom group outside to take attendance, health/mask check, etc. and then bring them into the building in a safe way. If possible, advisors should work with only one cohort, so these teachers only need to be outside twice a week (we had discussed giving each cohort an advisor, which could be a specialist, assistant, or other staff member at last week's meeting).
- Children will need to travel in pods and stay with the same cohort/pod all day.
- We discussed the challenge of incorporating students who are 100% remote into this model. Also, the challenges that may arise from having some staff 100% remote due to health concerns. Can 100% remote staff be assigned to 100% remote students where subject and ability matching exists

### **Professional Development/Learning Opportunities:**

Through emphasis of consistent meeting/planning time for teacher collaboration

Safety and Health Protocols will have the highest priority

Distancing

Proper use of PPE

Transitions and movement in the building

Cleaning and disinfecting

CDC Guidelines and updates regarding proper protocols

Proper protocols as instructed by nurse staff regarding safety measures and practices regarding the welfare of children in the context of Coronavirus

Professional development to support remote learning instruction:

Organizational Platform – Modern Teacher

Organizational Platform - Nearpod

Learning Management System – Seesaw

Learning Management System – Google Classroom

Zoom enhancement tools for synchronous remote instruction

Teacher paced Modern Teacher Architects for practice and transitions

- Online Classroom Space
- Effective Playlists and Learning Plans
- Virtual Synchronous and Asynchronous Learning
- Learner-Centered Culture
- Procedures for the Modern Learning Environment
- Rigorous Learning Experience
- Modern Physical Learning Environment

- Lesson Using Effective Pedagogy
- Digital Learning Environment
- Blended Lesson Block Foundation
- Digital and Face-to-Face Learning Experiences
- Family Tutorials to better support parents:
  - Training parents about the online platforms and tools through school-based support
  - Schools provide a single landing page on school website for all remote resources to support consistency and structure

**Certification of health and safety requirements:** Districts will need to certify that they meet the final health and safety requirements issued by DESE. A preliminary list of these requirements appears in DESE’s initial fall reopening guidance; DESE will release a final list later this month.

**APPENDIX A**  
**PreK-2 Cohort Teaching and Learning**

	<b><u>100% In Person</u></b>	<b><u>Hybrid</u></b>	<b><u>100% Remote</u></b>
<b><u>Environment</u></b>	Max capacity posted on each room in a school	Max capacity posted on each room in a school	Home
1) <b>Seating / Room Arrangement</b>	<ul style="list-style-type: none"> <li>-Limit size of groups to enable space for desks and floor seating</li> <li>-seating for whole group at desks and rug for movement and varied lessons</li> <li>-Usage of outside classroom space, weather dependent</li> <li>-6 feet apart in same direction</li> <li>-spaces created/marked for students to be in other spaces away from desks</li> <li>- masks should be required at the discretion of teachers K/1</li> <li>PreK</li> <li>Work tables with individual boxes</li> <li>Mask optional for kids</li> <li>Fourth classroom</li> </ul>	<ul style="list-style-type: none"> <li>-Limit size of groups to enable space for desks and floor seating</li> <li>-seating for whole group at desks and rug for movement and varied lessons</li> <li>-Usage of outside classroom space, weather dependent</li> <li>-6 feet apart in same direction</li> <li>-spaces created/marked for students to be in other spaces away from desks</li> <li>- masks should be required at the discretion of teachers K/1</li> <li>PreK</li> <li>Work tables with individual boxes</li> <li>Mask optional for kids</li> <li>Fourth classroom</li> </ul>	<ul style="list-style-type: none"> <li>-Consistent and appropriate work space away from environmental distractions</li> <li>-Encourage use of headphones</li> </ul>
2) <b><u>Platform</u></b> - Consistent online platforms within clusters of grades (ex k-3, 3-5, 4-8, 9-12)	<ul style="list-style-type: none"> <li>-Teachers across grade level clusters will use the same platform.</li> <li>-Use/training platforms early in the school year so kids are able to easily transition into Hybrid</li> </ul>	<ul style="list-style-type: none"> <li>-Teachers across grade level clusters will use the same platform.</li> <li>-Use/training platforms early in the school year so kids are able to easily transition into Hybrid</li> <li>PreK</li> <li>Google Slides page, ZOOM</li> </ul>	<ul style="list-style-type: none"> <li>-Teachers across grade level clusters will use the same platform.</li> <li>PreK</li> <li>Google Slides page, ZOOM</li> </ul>
3) <b>Schedule of Learning</b>	<b>-Phased in approach for reopening</b>	<b>-Phased in approach for reopening</b>	<b>-Phased in approach for reopening</b>

	<p><b>Phase 1:</b> opportunity for teachers to have training, set up classrooms, learn health and safety protocols, develop curriculum, develop schedules</p> <p><b>Phase 2:</b> Opportunity to meet 1:1 with students and families either in person or remotely as public health context allows. This could include preparing them for health and safety protocols, social emotional wellness check ins, basic needs assessment, assessing tech needs</p> <p><b>-Phase 3:</b> Begin instruction and learning with a focus on Responsive Classroom methods and techniques</p> <p>-Limit size of groups to enable space for desks and floor seating</p> <p>-Limit the length of the day to a 4 hour morning session</p> <p>-Staggered schedule for pick up and drop off</p> <p>-Consistent daily schedule</p> <p>-Brain breaks every 30 minutes</p> <p>-Mask breaks while outside or if children are 6 feet apart</p> <p>-Walks or play outside every 2 hours</p> <p>PreK Regular hours</p>	<p><b>-Phase 1:</b> opportunity for teachers to have training, set up classrooms, learn health and safety protocols, develop curriculum, develop schedules</p> <p><b>-Phase 2:</b> Opportunity to meet 1:1 with students and families either in person or remotely as public health context allows. This could include preparing them for health and safety protocols, social emotional wellness check ins, basic needs assessment, assessing tech needs</p> <p><b>-Phase 3:</b> Begin instruction and learning with a focus on Responsive Classroom methods and techniques</p> <p>-Consistent daily schedule 5 days a week</p> <p>-Limit the length of the day to a 4 hour morning session in person (no remote component)</p> <p>-Limit size of groups to enable space for desks and floor seating</p> <p>-Staggered schedule for pick up and drop off</p> <p>-Brain breaks every 30 minutes</p> <p>-Mask breaks while outside or if children are 6 feet apart</p> <p>-Walks or play outside every 2 hours</p> <p>PreK Grace: MTWTH 9-12 OB/WT: 10:30-2:40 4th: 9-12 M/T/W No WED at OB/WT; PD in afternoons, remote in AM</p>	<p><b>-Phase 1:</b> opportunity for teachers to have training, set up digital classrooms, develop curriculum, develop schedules</p> <p><b>-Phase 2:</b> Opportunity to meet 1:1 with students and families either in person or remotely as public health context allows. This could include social emotional wellness check ins, basic needs assessment, assessing tech needs</p> <p><b>-Phase 3:</b> Begin instruction and learning virtually with Responsive Classroom methods and techniques in mind</p> <p>-SEL to include morning meeting and peer interactions daily via Zoom, or Seesaw Class.</p> <p>-Group instruction can be live or asynchronous daily via Zoom or Seesaw Class.</p> <p>-Include space in the schedule for special area classes.</p> <p>PreK: As per remote plans with SEL/academics for everyone</p>
<b>CURRICULUM</b>			
1 )Engagement	-Limit the length of the day to a 4 hour morning session	-Limit the length of the day to a 4 hour morning session	-Consistent and appropriate work space



	-Smaller class sizes so that there is space for children to work in locations other than desks	-Smaller class sizes so that there is space for children to work in locations other than desks	away from environmental distractions -Encourage use of headphones -Students come prepared with necessary supplies. -Limit the length of the day to 3 hours
2) Frequency of Instruction	Daily in person for teachers and students 3-4 hours of time on learning -Additional hour includes snack, lunch, mask breaks, handwashing, recess, etc.	Daily in person for teachers and students -3-4 hours of time on learning -Additional hour includes snack, lunch, mask breaks, handwashing, recess, etc. PreK: See above	Daily remotely - 1 hour rote learning - 1 hour technology based learning - 1-2 hour for hands-on or activity based learning (should include specialists and Unified Arts)
3) Whole Group Instruction	Daily - Students at desks or 6 feet apart at the rug. -Both rug and desk seating needed	Daily - Students at desks or 6 feet apart at the rug. -Both rug and desk seating needed	-Whole group instruction can be live or asynchronous daily via Zoom or Seesaw Class.
4) Small Group Instruction	Students must maintain 6 feet separation. Use of markers on the floor or other tools to give students visual support for spacing.	Students must maintain 6 feet separation. Use of markers on the floor or other tools to give students visual support for spacing.	-Small group instruction can be live or asynchronous daily via Zoom or Seesaw Class.
5) Materials	-Whenever possible students will use their own materials. -If materials are shared, limit to one group at a time and disinfect in between. -Students will wash or sanitize hands before and after use of shared materials  PreK Individual work boxes for centers, additional tables and dividers	-Whenever possible students will use their own materials. -If materials are shared, limit to one group at a time and disinfect in between. -Students will wash or sanitize hands before and after use of shared materials  PreK Individual work boxes for centers, additional tables and dividers	-Provide families with the necessary workbooks, paper materials, and instructional tools. -Families may be responsible for providing certain school supplies.
6) Lesson Design	-Use/training platforms early in the school year so kids are able to transition into	-Use/training platforms early in the school year so kids are able to transition into remote	-Consistency with platforms that were used in the classroom.

	Hybrid -Modify interactive activities to address health and safety -Differentiate curriculum with use of SPED and specialist teachers -homework given on online platform with an option to print	-Modify interactive activities to address health and safety -Differentiate curriculum with use of SPED and specialist teachers -homework given on online platform with an option to print	-Other online resources will be incorporated. -Paper based materials will be provided as needed.
7) Assessment	- Assessments as per district requirements	- Assessments as per district requirements	- Assessments as per district requirements via Zoom
<b><u>ROUTINES</u></b>			
1) Breaks	-brain breaks every 30 minutes -mask breaks while outside or if children are 6 feet apart -walks or play outside every 2 hours	-brain breaks every 30 minutes -mask breaks while outside or if children are 6 feet apart -walks or play outside every 2 hours	-Screen breaks worked into the daily schedule (balance between rote learning, hands-on learning, and technology based learning).
2) Hand Washing	-upon entry -before and after eating -before sharing materials -after using the bathroom -before and after Recess -hand washing is required if hands are visibly dirty, before eating and after using the bathroom. Hand sanitizing can be in other circumstances.	-upon entry -before and after eating -before sharing materials -after using the bathroom -before and after Recess -hand washing is required if hands are visibly dirty, before eating and after using the bathroom. Hand sanitizing can be in other circumstances.	-N/A
<b><u>COLLABORATION</u></b>			
1) Special Education	-consistent meeting/planning time for teacher/ESP collaboration classroom instruction -allow for push in model when appropriate	-consistent meeting/planning time for teacher/ESP collaboration classroom instruction -allow for push in model when appropriate  PreK Wednesday 1:1 ZOOM, IEP	-Teachers/ ESPs will collaborate to coordinate schedules around common goals to support a balance between the rote, hands-on, and technology based activities

		meetings, parent trainings, cleaning, prep remote work packets	
2) Specialists (Reading, Math, Ell)	consistent meeting/planning time for teacher collaboration classroom instruction -allow for push in model when appropriate	consistent meeting/planning time for teacher collaboration classroom instruction -allow for push in model when appropriate	-Teachers will collaborate to coordinate schedules around common goals to support a balance between the rote, hands-on, and technology based activities
3) Specials	consistent meeting/planning time for teacher collaboration classroom instruction -allow for push in model when appropriate	consistent meeting/planning time for teacher collaboration classroom instruction -allow for push in model when appropriate	-Teachers will collaborate to coordinate schedules around common goals to support a balance between the rote, hands-on, and technology based activities
4) Parents Support and involvement	-through the online platform -training parents -IT support	-through the online platform -training parents -IT support -Schools provide a single landing page for all remote resources	-Teachers provide a single home page for all remote resources (visual schedules, Zoom links, lessons, learning goals, announcements, contact info, office hours, etc.) -Create a family plan for participation success and equity -Provide families with an opportunity to pick up supplies from the school as needed -Training on the importance of family involvement in various learning scenarios.

**APPENDIX B**  
**3-5 Cohort Teaching and Learning**

	<u>100% In Person</u>	<u>Hybrid</u>	<u>100% Remote</u>
<b><u>Environment</u></b>	Max capacity posted on each room in a school	Max capacity posted on each room in a school - approximately half the class	Home
1) <b><u>Seating / Room Arrangement</u></b>	<p>6 feet apart in same direction</p> <p>Spaces created/marked for students</p> <p>Seating for whole group at desks/tables and rug for movement and varied lessons</p> <p>Hallway movement in the same direction</p> <p>Masks required by all</p> <p>Use large or outdoor spaces rather than regular classrooms for certain unified arts classes (music/PE) to allow for 6-8 feet of distance with possible mask breaks and/or planning/prep time for teachers.</p>	<p>3-6 feet apart in same direction</p> <p>Spaces created/marked for students</p> <p>Seating for whole group at desks/tables and rug for movement and varied lessons</p> <p>Hallway movement in the same direction</p> <p>Masks required by all</p> <p>Use large or outdoor spaces rather than regular classrooms for certain unified arts classes (music/PE) to allow for 6-8 feet of distance with possible mask breaks and/or planning/prep time for teachers.</p> <p>Creative and appropriate use of other school spaces</p> <p>Content/Classroom Teachers change classes (grades <math>\frac{4}{5}</math> where applicable) students remain in cohorts in the same space.</p>	Consistent and appropriate work space away from environmental distractions
2) <b><u>Platform</u></b> Consistent online platforms within clusters of grades (ex k-3, 3-5, 4-	<p>Use/training platforms early in the school year so kids are able to easily transition into Hybrid.</p> <p>Zoom or Google Meet</p>	<p>Teachers across grade level clusters will use the same platform.</p> <p>Zoom or Google Meet</p> <p>Landing Page (Modern Teacher)</p>	Teachers across grade level clusters within schools will use the same platform. Teachers across grade level clusters between schools will strive to

8, 9-12)	<p>Landing Page (Modern Teacher) or a remote learning page or website, a home base for daily, weekly assignments (Seesaw or GC)</p> <p>Grades 3 &amp; 4 Seesaw or Google Classroom</p> <p>Grade 5 - Google Classroom</p>	<p>or a remote learning page or website, a home base for daily, weekly assignments (Seesaw or GC)</p> <p>Grades 3 &amp; 4 Seesaw or Google Classroom</p> <p>Grade 5 - Google Classroom</p>	<p>use the same platform Zoom or Google Meet</p> <p>Landing Page (Modern Teacher) or a remote learning page home base for daily, weekly assignments (Seesaw or GC)</p> <p>Learning Management Systems: Grades 3 &amp; 4 Seesaw or Google Classroom</p> <p>Grade 5 - Google Classroom</p>
3) Schedule of Learning	<p>Consistent daily schedule including all unified arts/special area classes</p> <p>Mask breaks outside or inside 6 feet apart with windows open approximately every 1-2 hours as needed.</p> <p>Limit size of groups to enable space for desks and floor seating</p> <p>Adjust the length of the day to meet the developmental needs of the children if/when masks are required.</p> <p>Staggered schedule for pick up and drop off</p> <p>Phased in approach for reopening <b>Phase 1:</b> opportunity for teachers to have training, set up classrooms, learn health</p>	<p>Consistent daily schedule including some unified arts/special area classes</p> <p>Post schedules to try avoiding sibling overlaps with zoom/seesaw meetings</p> <p>Offer remote Teacher office hours 2 cohorts of children Each cohort will meet 2 days each week in person to ensure a safe learning environment and meet the social needs of students. Teaching staff will conduct a total of four days of in person instruction per week.</p> <p>2-3 days/week remote</p> <p>SEL to include morning meetings and peer interactions daily via in person, Zoom or Seesaw Class.</p> <p>Mask breaks outside or inside 6</p>	<p>Consistent daily schedule including some unified arts/special area classes.</p> <p>Post schedules to try avoiding sibling overlaps with zoom/seesaw meetings.</p> <p>Teacher office hours 3-5 days/week to ensure a safe learning environment and meet the social needs of students</p> <p>SEL to include morning meetings and peer interactions daily via in person, Zoom or Seesaw Class.</p> <p>Large/small group/1:1 instruction can be live or asynchronous daily</p>

	<p>and safety protocols, develop curriculum, develop schedules</p> <p><b>Phase 2:</b> Opportunity to meet 1:1 with students and families either in person or remotely as public health context allows. This could include preparing them for health and safety protocols, social emotional wellness check ins, basic needs assessment, assessing tech needs</p> <p><b>Phase 3:</b> Begin instruction and learning with a focus on Responsive Classroom methods &amp; techniques and Hybrid/Remote Learning Procedures and Expectations</p>	<p>feet apart (with windows open) approximately every 1-2 hours as needed.</p> <p>Limit size of groups to enable space for desks and floor seating</p> <p>Adjust the length of the day to meet the developmental needs of the children if/when masks are required.</p> <p>Staggered schedule for pick up and drop off</p> <p>Half group or small group instruction in classrooms. Staggered schedule (2 days/week for 2 groups of learners)</p> <p>Phased in approach for reopening</p> <p><b>Phase 1:</b> opportunity for teachers to have training, set up classrooms, learn health and safety protocols, develop curriculum, develop schedules</p> <p><b>Phase 2:</b> Opportunity to meet 1:1 with students and families either in person or remotely as public health context allows. This could include preparing them for health and safety protocols, social emotional wellness check ins, basic needs assessment, assessing tech needs</p> <p><b>Phase 3:</b> Begin instruction and learning with a focus on Responsive Classroom methods &amp; techniques and Remote Learning Procedures and Expectations</p>	<p>via Zoom, Loom, Seesaw Class or something similar.</p> <p>Adjust the length of time on devices to meet the developmental needs of the students</p> <p>Phased in approach for reopening</p> <p><b>Phase 1:</b> opportunity for teachers to have training, set up classrooms, learn health and safety protocols, develop curriculum, develop schedules</p> <p><b>Phase 2:</b> Opportunity to meet 1:1 with students and families either in person or remotely as public health context allows. This could include preparing them for health and safety protocols, social emotional wellness check ins, basic needs assessment, assessing tech needs</p> <p><b>Phase 3:</b> Begin instruction and learning with a focus on Responsive Classroom methods &amp; techniques and Hybrid/Remote Learning Procedures and Expectations</p>
<b>CURRICULUM</b>			

<p>1 )Engagement</p>	<p>Daily - Length of day to meet the developmental needs of students Smaller class sizes so that there is space for children to work in locations other than desks</p> <p>Offer choices for learning content and showing proficiency with learning standards to encourage student engagement and to differentiate for all learners.</p> <p>Provide parents with curriculum overview (ex: through landing pages) and regular check ins and/or weekly office hour</p> <p>Provide Feedback</p> <p>Attendance will be taken.</p>	<p>Students attend different number of days depending on developmental and academic needs (1-2 x per week or 3-4x per week depending on students' needs.)</p> <p>Adjust the length of day to meet the developmental needs of students to ensure safety and provide continuity of learning</p> <p>Half group or small group instruction in classrooms.</p> <p>Staggered schedule (2 days/week for 2 groups of learners)</p> <p>Children needing additional support might attend all four days.</p> <p>Reduced class sizes so there is space for students to work in locations other than desks and be socially distant</p> <p>Offer choices for learning content and showing proficiency with learning standards to encourage student engagement and to differentiate for all learners.</p> <p>Provide parents with curriculum overview (ex: through landing pages) and regular check ins and/or weekly office hours</p> <p>Provide Feedback</p> <p>Attendance will be taken.</p>	<p>Consistent and appropriate work space away from environmental distractions</p> <p>Students attend different number of days depending on developmental and academic needs (1-2 x per week or 3-4x per week).</p> <p>Adjust the length of day to meet the developmental needs of students ensure safety and provide continuity of learning</p> <p>Encourage use of headphones</p> <p>Offer choices for learning content and showing proficiency with learning standards to encourage student engagement and to differentiate for all learners.</p> <p>Provide parents with curriculum overview (ex: through landing pages) and regular check ins and/or office hours</p> <p>Students come prepared with necessary supplies.</p> <p>Provide Feedback</p>
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			Attendance will be taken.
2) Frequency of Instruction	<p>Daily in person</p> <p>Adjust the length of the day to meet the developmental needs of the children if/when masks are required.</p>	<p>In person (1-4x per week) &amp; Remote (1-4 x - daily per week) depending on the selected model</p> <p>2 days/week in person, 2 days/week independent at home work, weekly office hours opportunity (Wednesdays)</p> <p>Adjust the length of the day to meet the developmental needs of the children if/when masks are required.</p>	<p>Daily remote</p> <p>Adjust the length of the day to meet the developmental needs of the children</p>
3) Whole Group Instruction	<p>Daily - Students are at desks/tables or on the rug 3-6 feet apart wearing masks when required and 6 feet without masks.</p> <p>Use of markers on the floor or other tools (hula hoops) to give students visual support for spacing.</p> <p>Consider options for using outdoor spaces</p>	<p>When in school, students are at desks/tables or on the rug 6 feet apart wearing masks.</p> <p>When in School, use of markers on the floor or other tools (hula hoops) to give students visual support for spacing.</p> <p>When in school, consider options for using outdoor spaces</p> <p>Live or asynchronous daily via Zoom or Seesaw Class, etc.</p>	<p>Whole group instruction can be live or asynchronous daily via Zoom or Seesaw Class.</p>
4) Small Group Instruction	<p>Daily</p> <p>Students must maintain at least 3 feet separation when masks are required.</p> <p>Use of markers on the floor or other tools (hula hoops) to give students visual support for social distance spacing.</p> <p>Consider options for using outdoor spaces</p>	<p>Students attend different number of days depending on developmental and academic needs (1-2 x per week or 3-4x per week).</p> <p>Consider a resource block (45 min)</p> <p>Students must maintain 3 -6 feet separation wearing masks.</p> <p>Use of markers on the floor or other tools (hula hoops) to give</p>	<p>Small group instruction can be live or asynchronous daily via Zoom or Seesaw Class, etc.</p> <p>Consider a resource block</p> <p>Allow for push in/co-teaching model when appropriate via Zoom or Seesaw Class, etc.</p>



	<p>Allow for push in/co-teaching model when appropriate</p> <p>SPED/RTI/ELL supports</p> <p>Pull out services as needed</p>	<p>students visual support for social distance spacing.</p> <p>When in school, consider options for using outdoor spaces</p> <p>Live or asynchronous daily via Zoom or Seesaw Class, etc.</p> <p>Allow for push in/co-teaching model when appropriate</p> <p>SPED/RTI/ELL supports</p> <p>Pull out services as needed/allowed</p>	<p>SPED/RTI/ELL supports via Zoom or Seesaw Class, etc.</p> <p>Pull out services as needed via Zoom or Google Meet, Seesaw Class, etc.</p>
5) Materials	<p>Whenever possible students will use their own materials (Labeled and provided by the school as needed).</p> <p>Limit shared materials to one group at a time and disinfect in between groups.</p> <p>Students/Staff will wash or sanitize hands before and after use of shared materials</p>	<p>Whenever possible students will use their own materials (Labeled and provided by the school as needed).</p> <p>Limit shared materials to one group at a time and disinfect in between groups.</p> <p>Students/Staff will wash or sanitize hands before and after use of shared materials</p> <p>Provide families with the necessary workbooks, paper materials, and instructional tools/devices needed to meet curriculum goals and assignments in person and remotely. Offering opportunities to work away from devices and screens.</p>	<p>Provide families with the necessary workbooks, paper materials, and instructional tools/devices needed to meet curriculum goals and assignments in person and remotely. Offering opportunities to work away from devices and screens.</p> <p>Families may be responsible for providing certain school supplies.</p>
6) Lesson Design	<p>Weekly/daily - introduce and use/training platforms so students are able to transition into a Hybrid model or Remote model as needed.</p> <p>Modify interactive activities</p>	<p>Weekly/Daily - introduce/use training platforms so students are able to transition/continue with remote learning when required.</p> <p>Modify interactive activities to address health and safety guidelines (3 - 6 feet apart)</p>	<p>Consistency with platforms that were used in the classroom (Seesaw, Google Classroom)</p> <p>Other online resources</p>

	<p>to address health and safety guidelines (3 - 6 feet apart)</p> <p>Differentiate curriculum with use of SPED and specialist teachers and incorporate technology/programs into lessons in case hybrid or remote models are needed.</p> <p>Homework given in online platforms and/or in print to lay the groundwork for potential hybrid or remote models.</p> <p>Adjust the length of lessons to meet the developmental needs of the children if/when masks are required.</p> <p>Allow for push in/co-teaching model when appropriate</p>	<p>Differentiate curriculum with use of SPED and specialist teachers and incorporate technology/programs into lessons as needed to be prepared for a possible remote model.</p> <p>Homework or independent “homework” given in online platforms with potential handouts while in school</p> <p>Adjust the length of lessons to meet the developmental/academic needs of students if/when masks or hybrid models are required.</p> <p>Live or asynchronous daily via Zoom or Seesaw Class, etc.</p> <p>Allow for push in/co-teaching model when appropriate</p>	<p>will be incorporated.</p> <p>Differentiate curriculum with SPED and specialist teachers and incorporate technology/programs into lessons.</p> <p>Paper based materials will be provided as needed.</p> <p>Adjust the length of lessons to meet the developmental/academic needs of students on a device or learning remotely.</p> <p>Live or asynchronous daily via Zoom or Seesaw Class, etc.</p> <p>Allow for push in /co-teaching model when appropriate</p>
<p>7) Assessment</p>	<p>Group &amp; 1:1 assessments as per district requirements in person</p> <p>Teacher Feedback</p> <p>Attendance will be taken</p> <p>Report Cards per district</p>	<p>Small group &amp; 1:1 assessments as needed per district requirements in person or via Zoom, Seesaw, etc.</p> <p>Teacher Feedback</p> <p>Attendance will be taken</p> <p>Report Cards per district</p>	<p>Teacher observations, 1:1 assessments as needed per district requirements via Zoom, Seesaw, etc. or through teacher and/or program designed assessments.</p> <p>Teacher Feedback</p> <p>Attendance will be taken</p> <p>Report Cards per district</p>
<p><b><u>ROUTINES</u></b></p>			

1) Breaks	<p>Mask breaks while outside or inside 6 feet apart as needed.</p> <p>Walk or play outside as needed, preferably every 1.5 - 2.5 hours while maintaining social distancing.</p> <p>Staggered bathroom/hand washing breaks as needed</p>	<p>Mask breaks while outside or inside 6 feet apart as needed.</p> <p>Walk or play outside as needed, preferably every 1.5 - 2.5 hours while maintaining social distancing.</p> <p>Staggered bathroom/hand washing breaks as needed</p>	<p>Screen breaks worked into the daily schedule (balance between rote learning, hands-on learning, and technology based learning).</p> <p>Walk or play outside as needed, preferably every 1.5 - 2.5 hours while maintaining social distancing.</p>
2) Hand Washing	<ul style="list-style-type: none"> <li>-upon entry</li> <li>-before and after eating</li> <li>-before sharing materials</li> <li>-after using the bathroom</li> <li>-before and after recess</li> <li>-hand washing is required if hands are visibly dirty.</li> </ul> <p>Hand sanitizing can be in other circumstances.</p>	<ul style="list-style-type: none"> <li>-upon entry</li> <li>-before and after eating</li> <li>-before sharing materials</li> <li>-after using the bathroom</li> <li>-before and after recess</li> <li>-hand washing is required if hands are visibly dirty.</li> </ul> <p>Hand sanitizing can be in other circumstances.</p>	Best practices
Duration of Content		<p>Based on Full Day Schedule</p> <p>20 minute morning meeting</p> <p>240 minutes content area (i.e. Grade 3 decides how to divide time)</p> <p>Grade 4 Math, ELA/SS, Sci (80 min each)</p> <p>Grade 5 Math, ELA, SS/Sci)</p> <p>45 minute specials</p> <p>45 minute SPED/Support Services including resource (time when classroom teachers provide extra or enriching learning)</p> <p>40 minutes lunch/recess</p> <p>6 hours, 30 min</p> <p>Grade 3 (if ½ day)</p>	

		<p>Math and ELA 45 minutes each with science and social studies woven into ELA block once a week (if full day)</p> <p>Math 45-60 minutes  Reading 45 minutes  Writing 30 minutes  Read Aloud 20 minutes  Science/SS 30-45 minutes</p> <p>Grade 4  Math 60 minutes  Reading 60 minutes  Writing 45 minutes  Science/SS 30-45 minutes  (Will also integrate into ELA sometimes)</p> <p>Grade 5  60 minutes for all subjects (Math, Science, ELA, SS)</p> <p>Specials:  Ensure specials receive instructional minutes that are proportional to pre-COVID levels compared to other subjects.  40 -45 minutes for face to face specials classes. 30 - 40 minutes for remote zoom classes.</p>	
<b><u>COLLABORATION</u></b>			
1) SPED	<p>Teachers will collaborate to coordinate schedules.</p> <p>Least Restrictive Environment</p> <p>Weekly/consistent meeting/planning time for teacher collaboration &amp; classroom instruction in person or via Zoom, etc.</p> <p>Allow for push in/co-teaching model when</p>	<p>Teachers will collaborate to coordinate schedules.</p> <p>Least Restrictive Environment</p> <p>Weekly/consistent meeting/planning time for teacher collaboration &amp; classroom instruction in person or via Zoom, etc.</p> <p>Allow for push in/co-teaching model when appropriate</p>	<p>Teachers will collaborate to coordinate schedules.</p> <p>Least Restrictive Environment</p> <p>Weekly/consistent meeting/planning time for teacher collaboration &amp; classroom instruction in person or via Zoom, etc.</p>

	<p>appropriate</p> <p>Pull out services as needed in person</p> <p>Resource/RTI/ELL supports and consult meetings in person or via zoom, etc. per health and safety guidelines</p> <p>Offer choices for learning content and showing proficiency with learning standards to encourage student engagement</p> <p>Provide parents with curriculum overview (ex:through landing pages) and regular check ins</p>	<p>Pull out services as needed in person</p> <p>Resource/RTI/ELL supports and consult meetings in person or via zoom, etc. per health and safety guidelines</p> <p>Offer choices for learning content and showing proficiency with learning standards to encourage student engagement</p> <p>Provide parents with curriculum overview (ex: through landing pages) and regular check ins</p>	<p>Allow for push in/co-teaching model when appropriate</p> <p>Pull out services as needed via Zoom, etc.</p> <p>Resource/RTI/ELL supports and consult meetings in person or via zoom, etc. per health and safety guidelines</p> <p>Offer choices for learning content and showing proficiency with learning standards to encourage student engagement</p> <p>Provide parents with curriculum overview (ex: through landing pages) and regular check ins</p>
<p>2) Specialists (Reading, Math, Ell)</p>	<p>Teachers will collaborate to coordinate schedules.</p> <p>Consistent meeting/planning time for teacher collaboration classroom instruction in person or via zoom, email, etc.</p> <p>Allow for push in/co-teaching model when appropriate</p> <p>Resource/RTI/ELL supports and consult meetings in person or via zoom, etc. per health and safety guidelines</p>	<p>Teachers will collaborate to coordinate schedules.</p> <p>Consistent meeting/planning time for teacher collaboration classroom instruction in person or via zoom, email, etc.</p> <p>Allow for push in/co-teaching model when appropriate or via zoom, etc. per health and safety guidelines</p> <p>Resource/RTI/ELL supports and consult meetings in person or via zoom, etc. per health and safety guidelines</p>	<p>Teachers will collaborate to coordinate schedules via zoom.</p> <p>Consistent meeting/planning time for teacher collaboration classroom instruction in person or via zoom, email, etc.</p> <p>Allow for push in/co-teaching model when appropriate or via zoom, etc. per health and safety guidelines</p>

			Resource/RTI/ELL supports and consult meetings in person or via zoom, etc.
3) Specials	<p>Teachers will collaborate to coordinate schedules in person or via zoom, etc.</p> <p>Consistent meeting/planning time for teacher collaboration Classroom instruction Allow for push in model when appropriate</p> <p>Consider Specials being held in alternate large spaces to allow for a permanent classroom set up and to give students a break from the classroom. Provide opportunities for students to move during instruction, use of safe materials, and planning time/set up time for teachers.</p>	<p>Teachers will collaborate to coordinate schedules in person or via zoom, etc..</p> <p>Consistent meeting/planning time for teacher collaboration and classroom instruction in person with social distancing or via zoom.</p> <p>Allow for push in model when appropriate or zoom sessions as needed per health and safety guidelines</p> <p>Consider Specials being held in alternate large spaces to allow for a permanent classroom set up and to give students a break from the classroom. Provide opportunities for students to move during instruction, use of safe materials, and planning time/set up time for teachers.</p> <p>Consider 45 minutes special class times, some sort of rotating schedule among specialist</p>	<p>Teachers will collaborate to coordinate schedules.</p> <p>Consider joint zoom sessions/lessons with specialists to cut down on screen time.</p> <p>Consistent meeting/planning time for teacher collaboration and classroom instruction in person with social distancing or via zoom.</p> <p>Allow for push in model when appropriate or zoom sessions as needed per health and safety guidelines</p>
4) Parents Support and involvement	<p>Have an initial open house to help parents understand the process of hybrid model, tech support, etc.</p> <p>Schools provide a single landing page for all remote resources (visual schedules, Zoom links, lessons, announcements, contact info, etc. using Modern Teacher, Seesaw, Google</p>	<p>Have an initial open house to help parents understand the process of hybrid model, tech support, etc. via zoom or in small parent groups per health and safety guidelines.</p> <p>Schools provide a single landing page for all remote resources (visual schedules, Zoom links, lessons, announcements, contact info, etc. using Modern Teacher,</p>	<p>Have an initial open house to help parents understand the process of hybrid model, tech support, etc. via zoom</p> <p>Schools provide a single landing page for all remote resources (visual schedules, Zoom links, lessons, announcements, contact info, etc. using</p>

	<p>Classroom, etc.</p> <p>Offer training to parents via zoom or videos</p> <p>IT support/ Tech Hotline</p> <p>Provide parents with curriculum overview (ex: through landing pages) and regular check ins via phone calls, texts, or emails</p> <p>Feedback</p>	<p>Seesaw, Google Classroom, etc.</p> <p>Offer training to parents via zoom or videos</p> <p>IT support/ Tech Hotline</p> <p>Provide parents with curriculum overview (ex: through landing pages) and regular check ins via phone calls, texts, or emails</p> <p>Feedback</p>	<p>Modern Teacher, Seesaw, Google Classroom, etc.</p> <p>Offer a family plan for participation success via zoom, email, video etc.</p> <p>Provide families with supply lists</p> <p>IT support/ Tech Hotline</p>
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**APPENDIX C**  
**6-8 Cohort Teaching and Learning**

	<b><u>100% In Person</u></b>	<b><u>Hybrid</u></b>	<b><u>100% Remote</u></b>
<b><u>Environment</u></b>	Max capacity posted on each room in a school	Send out remote learning behavior/conduct norms	Send out remote learning behavior/conduct norms
1) <b><u>Seating / Room Arrangement</u></b>	Dictated by spacing policies	Dictated by spacing policies	
2) <b><u>Platform - Consistent online platforms within clusters of grades (ex k-3, 3-5, 4-8, 9-12)</u></b>	Training for Google classroom for all modes to encourage consistency and seamless changing between modes as necessary Coordinated landing page would be helpful.	Google classroom for all modes to encourage consistency and seamless changing between modes as necessary Coordinated landing page would be helpful.	Google classroom for all modes to encourage consistency  Coordinated landing page would be helpful.

3) Schedule of Learning	Students who will inevitably be remote will have asynchronous instruction TBD. Different instructors? School start same time for all Modes...  8:30 advisory each day as “homeroom” utilizing most staff as mentors to smaller HR groups for all 3 modes of instruction.	Classes needing 2 cohorts meet & remote 2x/week alternating with Wed. remote for all (Wed. schedule determined by school) School start same time for all Modes...  8:30 advisory each day as “homeroom” utilizing most staff as mentors to smaller HR groups for all 3 modes of instruction.	Zoom at minimum of 2x per week mixed with video lessons at discretion of instructor. School start same time for all Modes...  8:30 advisory each day as “homeroom” utilizing most staff as mentors to smaller HR groups for all 3 modes of instruction.
<b><u>CURRICULUM</u></b>			
1) Engagement	Daily as scope & sequence required to meet all standards.	Daily as scope & sequence required to meet all standards.	Daily as scope & sequence required to meet all standards.
2) Frequency of Instruction	Daily face to face instruction except zoom(or other) for remote learners OR asynchronous instruction via zoom or other. Daily as scope & sequence required to meet all standards.	See #3 above	Zoom at minimum of 2x per week mixed with video lessons at discretion of instructor (Same schedule as face to face) School start same time for all Modes...
3) Whole Group Instruction	Per usual with distancing guidelines...teachers minimize proximal mingling behaviors typically standard in good instruction models	Same with whole group remote sessions mixing whole group with small group cadres.	Same with whole group remote sessions mixing whole group with small group cadres.
4) Small Group Instruction	Where able with distancing per requirements	Breakout groups and cadres, etc. assigned for remote learning team building, instruction & practice	Breakout groups and cadres, etc. assigned for remote learning team building, instruction & practice
5) Materials	Printers, whiteboard, etc. & tools for students so they can display work remotely for inevitable virtual students	Printers, whiteboard, etc. & tools for students so they can display work remotely	Printers, whiteboard, etc. & tools for students so they can display work remotely



6) Lesson Design	Determined by teacher	Determined by teacher	Determined by teacher
<b>ROUTINES</b>			
1) Breaks	Intra-school decision	Intra-school decision	Intra-school decision
<b>COLLABORATION</b>			
1) Special Needs	Weekly meeting & as necessary to meet all students' needs.  Require adequate staffing to meet anticipated increase needs of students.	Equitable instruction for all students  Require adequate staffing to meet anticipated increase needs of students.	Equitable instruction for all students  Require adequate staffing to meet anticipated increase needs of students.
2) Specialists (Reading, Math, Ell)	Teams meet as needed and time permits	Teams meet as needed and time permits	Teams meet as needed and time permits
3) Parents Support and involvement	Encourage parent support and involvement via email & phone. Create landing pages.	Parent instruction on use of remote learning modalities & technology. Frequent communication necessary. Support of homeroom liaisons, administrators, sped., guidance & ESPs.	Parent instruction on use of remote learning modalities & technology. Frequent communication necessary. Support of homeroom liaisons, administrators, sped., guidance & ESPs.

**APPENDIX D**  
**9-12 Cohort Teaching and Learning**

	<b>100% In Person</b>	<b>Hybrid</b>	<b>100% Remote</b>
<b>Environment</b>	Max capacity posted on each room in a school  All classrooms will need to have assigned seating each and every class.	Max capacity posted on each room in a school - approximately half the class  All classrooms will need	Home

		to have assigned seating each and every class.	
1) Seating / Room Arrangement	<p>6 feet apart in Same direction</p> <p>All classrooms will need to have assigned seating each and every class.</p> <p>Spaces created/marked for students</p> <p>Seating for whole group at desks/tables and varied lessons</p> <p>Hallway movement in the same direction</p> <p>Masks required by all</p> <p>Use large or outdoor spaces rather than regular classrooms when possible to allow for 6-8 feet of distance with possible mask breaks and/or planning/prep time for teachers.</p>	<p>6 feet apart in same direction</p> <p>All classrooms will need to have assigned seating each and every class.</p> <p>Spaces created/marked for students</p> <p>Seating for whole group at desks/tables</p> <p>Hallway movement in the same direction</p> <p>Masks required by all</p> <p>Use large or outdoor spaces rather than regular classrooms for certain elective classes (music/PE) to allow for 6-8 feet of distance with possible mask breaks and/or planning/prep time for teachers.</p> <p>Creative and appropriate use of other school spaces</p>	<p>Consistent and appropriate work space away from environmental distractions</p>
2) <b>Platform</b> Consistent online platforms within clusters of grades	<p>Use/training platforms early in the school year so kids are able to easily transition into Hybrid.</p> <p>Zoom or Google Meet</p> <p>Landing Page (Modern Teacher) or a remote learning page or</p>	<p>Zoom or Google Meet</p> <p>Landing Page (Modern Teacher) or a remote learning page or website, a home base for daily, weekly assignments (Nearpod or GC)</p>	<p>Zoom or Google Meet</p> <p>Landing Page (Modern Teacher) or a remote learning page home base for daily, weekly assignments (Nearpod or GC)</p> <p>District, school and</p>

	<p>website, a home base for daily, weekly assignments (Nearpod or GC)</p>		<p>teacher landing pages to help facilitate finding information (<i>time and place</i>)</p> <p>Schedule</p> <p>Class information</p> <p>Contact information</p> <p>Link to current and past learning plans</p> <p>Playlists and Learning Plans to show weekly work that include both synchronous (with the teacher) and asynchronous expectations (<i>path</i>)</p> <p>Outline learning, practice and assessment (<i>pace</i>)</p>
<p>3) Schedule of Learning</p>	<p><b>4 Period Day</b></p> <p>85 min class blocks for 1,2 and 4</p> <p>115 min for lunch block</p> <p>30 min for lunch during 3 block at teachers discretion or when lunch is delivered</p> <p>5 min at the end of the block for sanitizing desks</p> <p>10 minute mask breaks</p>	<p><b>MODEL 2 Has been selected at this time</b></p> <p><b>Hybrid Models.</b> Models are arranged from the least risky for Covid 19 transmission (MODEL 1) to the most risky for Covid 19 transmission (MODEL 3), based on the number of students in school on any given day or week.</p> <p><b>(Refer to Appendix A for more in depth schedule)</b></p>	<p><b>Refer to Appendix B for Remote Rotating schedule.</b></p> <p>School day starts at 8 and ends at 2:30</p> <p>Five 60 min block schedule</p> <p>Built in 30 min lunch and 30 min Flex time for breaks.</p> <p>Post schedules to try avoiding sibling overlaps with</p>

	<p>5 min passing time still</p> <p>Phased in approach for reopening</p> <p><b>Phase 1:</b> opportunity for teachers to have training, set up classrooms, learn health and safety protocols, develop curriculum, develop schedules</p> <p><b>Phase 2:</b> Opportunity to meet 1:1 with students and families either in person or remotely as public health context allows. This could include preparing them for health and safety protocols, social emotional wellness check ins, basic needs assessment, assessing tech needs</p> <p><b>Phase 3:</b> Begin instruction and learning with a focus on building classroom and school community by focusing on building personal relationships and to prepare for Hybrid/Remote Learning Procedures and Expectations</p>	<p><b>MODEL 1 - One week in - One week out.</b> Full Days. 85 min classes</p> <p><b>Students will have face to face learning with teachers</b> 2 times per week, every other week. Every other week in the classroom with teachers getting face to face instruction.</p> <p><b>MODEL 2 - Full days. Every other day.</b> Full days. 85 min classes.</p> <p><b>Students will have face to face learning with teachers</b> 1 time per week, every week 2 full days each week in the classroom getting face to face instruction</p> <p><b>MODEL 3 - Half days. Every day.</b> ½ days. 45 min classes. <b>Students will have face to face learning with teachers</b> 2 times per week, every week 4 half days in the classroom getting face to face instruction.</p> <p>Phased in approach for reopening</p>	<p>Zoom/Nearpod meetings.</p> <p>Teacher office hours 3-5 days/week to ensure a safe learning environment and meet the social needs of students</p> <p>SEL to include Mentor Monday on Monday and peer interactions daily via in person, Zoom or Nearpod Class.</p> <p>Large/small group/1:1 instruction can be live or asynchronous daily via Zoom, Nearpod or something similar.</p> <p>Adjust the length of time on devices to meet the developmental needs of the students</p> <p>Phased in approach for reopening</p> <p><b>Phase 1:</b> opportunity for teachers to have training, set up classrooms, learn health and safety protocols, develop curriculum, develop schedules</p> <p><b>Phase 2:</b> Opportunity to meet 1:1 with students and families either in person or remotely as public health context allows. This could include preparing them for health and safety</p>
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		<p><b>Phase 1:</b> opportunity for teachers to have training, set up classrooms, learn health and safety protocols, develop curriculum, develop schedules</p> <p><b>Phase 2:</b> Opportunity to meet 1:1 with students and families either in person or remotely as public health context allows. This could include preparing them for health and safety protocols, social emotional wellness check ins, basic needs assessment, assessing tech needs</p> <p><b>Phase 3:</b> Begin instruction and learning with a focus on building classroom and school community focusing on building relationships and prepare for full remote if necessary</p>	<p>protocols, social emotional wellness check ins, basic needs assessment, assessing tech needs</p> <p><b>Phase 3:</b> Begin instruction and learning with a focus on building classroom and school community focusing on building relationships and prepare for hybrid model when possible</p>
<b><u>CURRICULUM</u></b>			
1 )Engagement	<p>Daily - In rotating 4 day block schedules</p> <p>Smaller class sizes so that there is space for students to work in locations other than desks</p> <p>Offer choices for learning content and showing proficiency with learning standards</p>	<p>Engagement will vary depending on the model. Minimum of one in person class a week.</p> <p>Adjust the length of day to meet the developmental needs of students to ensure safety and provide continuity of learning</p> <p>Offer choices for</p>	<p>Consistent and appropriate work space away from environmental distractions</p> <p>Students attend their weekly schedule that rotates daily</p> <p>Adjust the length of day to meet the developmental needs of</p>

	<p>to encourage student engagement and to differentiate for all learners.</p> <p>Provide parents with curriculum overview (ex: through landing pages) and regular check ins and/or weekly office hour</p> <p>Provide Feedback</p> <p>Attendance will be taken.</p>	<p>learning content and showing proficiency with learning standards to encourage student engagement and to differentiate for all learners.</p> <p>Provide parents with curriculum overview (ex: through landing pages) and regular check ins and/or weekly office hours</p> <p>Provide Feedback</p> <p>Attendance will be taken.</p>	<p>students</p> <p>Encourage use of headphones or the ability to limit distractions</p> <p>Offer choices for learning content and showing proficiency with learning standards to encourage student engagement and to differentiate for all learners.</p> <p>Provide parents with curriculum overview (ex: through landing pages) and regular check ins and/or office hours</p> <p>Students come prepared with necessary supplies.</p> <p>Provide Feedback</p> <p>Attendance will be taken.</p>
<p>2) Frequency of Instruction</p>	<p>Daily in person</p>	<p>In person (1-4x per week) &amp; Remote (1-4 x - daily per week) depending on the selected model</p> <p><b>REFER TO APPENDIX A</b></p>	<p>Daily remote</p> <p>Providing time for building community both school, and classroom</p>
<p>3) Whole Group Instruction</p>	<p>Daily in person</p>	<p>Classes would be broken into cohort groups splitting classes in two.</p> <p>All classrooms/cohorts will need to have assigned seating each and every class.</p>	<p>Whole group instruction can be live or asynchronous daily via Zoom or Seesaw Class.</p>

<p>4) Small Group Instruction</p>		<p>When in school, students are at the same desk in each class</p> <p>All classrooms will need to have assigned seating each and every class.</p> <p>When in school, consider options for using outdoor spaces</p>	<p>Small group instruction can be live or asynchronous daily via Zoom or Seesaw Class, etc.</p> <p>Consider a resource block</p> <p>Allow for push in/co-teaching model when appropriate via Zoom or Nearpod, etc.</p> <p>SPED/ELL supports via Zoom or Nearpod or GC</p> <p>Pull out services as needed via Zoom or GC or Nearpod</p>
<p>5) Materials</p>	<p>Whenever possible students will use their own materials (Labeled and provided by the school as needed).</p> <p>Limit shared materials to one group at a time and disinfect in between groups.</p> <p>Students/Staff will wash or sanitize hands before and after use of shared material</p>	<p>Whenever possible students will use their own materials (Labeled and provided by the school as needed).</p> <p>Limit shared materials to one group at a time and disinfect in between groups.</p> <p>Students/Staff will wash or sanitize hands before and after use of shared material</p> <p>Provide families with the necessary workbooks, paper materials, and instructional tools/devices needed to meet curriculum goals</p>	<p>Provide families with the necessary workbooks, paper materials, and instructional tools/devices needed to meet curriculum goals and assignments in person and remotely. Offering opportunities to work away from devices and screens.</p> <p>Families may be responsible for providing certain school supplies.</p>

		and assignments in person and remotely.	
6) Lesson Design	<p>Weekly/daily - introduce and use/training platforms so students are able to transition into a Hybrid model or Remote model as needed.</p> <p>Modify interactive activities to address health and safety guidelines ( 6 feet apart)</p> <p>Allow for push in/co-teaching model when appropriate</p>	<p>Weekly/Daily - introduce/use training platforms so students are able to transition/continue with remote learning when required.</p> <p>Modify interactive activities to address health and safety guidelines ( 6 feet apart)</p> <p>Differentiate curriculum with use of SPED and incorporate technology/programs into lessons as needed to be prepared for a possible remote model.</p> <p>Students attend different number of days in person depending on model and remote requirements differ depending on model (<b>Appendix A</b>)</p> <p>Flex block geared towards SEL</p> <p>When in school, consider options for using outdoor spaces</p> <p>Allow for push in/co-teaching model when appropriate</p> <p>SPED/ELL supports</p>	<p>Consistency with platforms that were used in the classroom (Nearpod, Google Classroom)</p> <p>Other online resources will and can be incorporated.</p> <p>Differentiate curriculum with SPED and specialist teachers and incorporate technology/programs into lessons if and when necessary</p> <p>Paper based materials will be provided as needed.</p> <p>Adjust the length of lessons to meet the developmental/academic needs of students on a device or learning remotely.</p> <p>Live or asynchronous daily via Zoom or GC, or Nearpod etc.</p> <p>Allow for push in /co-teaching model when appropriate</p>



7) Assessment	<p>Teacher Feedback with both summative and formative assessments</p> <p>Attendance will be taken</p> <p>Report Cards per district</p>	<p>Teacher Feedback With both summative and formative assessments</p> <p>Attendance will be taken</p> <p>Report Cards per district</p>	<p>Teacher Feedback With both summative and formative assessments</p> <p>Attendance will be taken</p> <p>Report Cards per district</p>
<b><u>ROUTINES</u></b>			
1) Breaks	<p>Mask breaks while outside or inside 6 feet apart as needed.</p> <p>Walk outside as needed while maintaining social distancing.</p> <p><b>Bathroom</b> Develop a schedule for the increased routine cleaning and disinfect frequently touched surfaces. Eg: Door handles, sinks, water stations. We encourage teachers and students to bring their own water to minimize use and touching of water stations.</p> <p>A teachers duty will be to monitor who walks into each bathroom and limit the bathroom to one student per use per gender</p>	<p>Mask breaks while outside or inside 6 feet apart as needed.</p> <p>Walk outside as needed, while maintaining social distancing.</p> <p><b>Bathroom</b> Develop a schedule for the increased routine cleaning and disinfect frequently touched surfaces. Eg: Door handles, sinks, water stations. We encourage teachers and students to bring their own water to minimize use and touching of water stations.</p> <p>A teachers duty will be to monitor who walks into each bathroom and limit the bathroom to one student per use per gender</p>	<p>Screen breaks worked into the daily schedule (balance between rote learning, hands-on learning, and technology based learning).</p>

<p>2) Hand Washing/Sanitizing</p>	<ul style="list-style-type: none"> <li>-upon entry</li> <li>-before and after eating</li> <li>-before sharing materials</li> <li>-after using the bathroom</li> <li>-hand washing is required if hands are visibly dirty.</li> </ul>	<ul style="list-style-type: none"> <li>-upon entry</li> <li>-before and after eating</li> <li>-before sharing materials</li> <li>-after using the bathroom</li> <li>-hand washing is required if hands are visibly dirty.</li> </ul>	
<p>Arrival/Dismissal</p>	<p><b>Entry/Exit Building:</b> Doors will not open until 7:30 with markers of 6 feet to marked for students waiting for the building to open.</p> <p>Doors will be locked from 7:45-2:05, students must enter from the front of the building. FAB's will be used regularly for teacher entrance and exit. Use of the one way hallway system will be in place with teachers and admin supporting the routes. Teachers will be expected to be at the door for entry and exit protocols.</p>	<p><b>Entry/Exit Building:</b> Doors will not open until 7:30 with markers of 6 feet to marked for students waiting for the building to open.</p> <p>Doors will be locked from 7:45-2:05, students must enter from the front of the building. FAB's will be used regularly for teacher entrance and exit. Use of the one way hallway system will be in place with teachers and admin supporting the routes. Teachers will be expected to be at the door for entry and exit protocols.</p>	<p>Students must be on time for each scheduled block and attend for the entire session.</p> <p>If students are late they will be marked Tardy</p>
<b><u>COLLABORATION</u></b>			
<p>1.) SEL</p>	<p>Building community within the school, classrooms and grade levels will be vitally important especially in the beginning of the year to process the</p>		

	<p>pandemic and the impact it has had on individuals and the community as a whole</p> <p>SEL will happen through the CASEL Program</p>		
<p>2.) SPED</p>	<p>Least Restrictive Environment</p> <p>Weekly/consistent meeting/planning time for teacher collaboration &amp; classroom instruction in person or via Zoom, etc.</p> <p>Allow for push in/co-teaching model when appropriate</p> <p>Pull out services as needed in person Resource/RTI/ELL supports and consult meetings in person or via zoom, etc. per health and safety guidelines</p> <p>Offer choices for learning content and showing proficiency with learning standards to encourage student engagement</p> <p>Provide parents with curriculum overview (ex: through landing pages) and regular check ins</p>	<p>Teachers will collaborate to coordinate schedules.</p> <p>Least Restrictive Environment</p> <p>Weekly/consistent meeting/planning time for teacher collaboration &amp; classroom instruction in person or via Zoom, etc.</p> <p>Allow for push in/co-teaching model when appropriate</p> <p>Pull out services as needed in person</p> <p>Resource/RTI/ELL supports and consult meetings in person or via zoom, etc. per health and safety guidelines</p> <p>Offer choices for learning content and showing proficiency with learning standards to encourage student engagement</p> <p>Provide parents with curriculum overview (ex: through landing pages) and regular check ins</p>	<p>Teachers will collaborate to coordinate schedules.</p> <p>Least Restrictive Environment</p> <p>Weekly/consistent meeting/planning time for teacher collaboration &amp; classroom instruction in person or via Zoom, etc.</p> <p>Allow for push in/co-teaching model when appropriate</p> <p>Pull out services as needed via Zoom, etc.</p> <p>Resource/ELL supports and consult meetings in person or via zoom, etc. per health and safety guidelines</p> <p>Offer choices for learning content (playlists) and showing proficiency with learning standards to encourage student engagement</p> <p>Provide parents with curriculum overview</p>

			(ex: through landing pages) and regular check ins
CTE			
Electives	<p>Electives being held in person is crucial to their success and many are necessary to be done in person</p> <p>Cohorts or Pods can sign up for time to work in space with teacher available for instruction</p> <p>Assigned work station for each student</p> <p>Assigned materials if necessary or materials sanitized between groups</p>	<p>Electives being held in person is crucial to their success and many are necessary to be done in person</p> <p>Cohorts or Pods can sign up for time to work in space with teacher available for instruction</p> <p>Assigned work station for each student</p> <p>Assigned materials if necessary or materials sanitized between groups</p>	
Parents Support and involvement	<p>Have an initial open house to help parents understand safety measures put in the building and the process of shifting to a hybrid and/or remote model, tech support, etc.</p> <p>Schools provide a single landing page for all remote resources (visual schedules, Zoom links, lessons, announcements, contact info, etc. using Modern Teacher, Nearpod, Google Classroom, etc.</p> <p>Offer training to parents</p>	<p>Have an initial open house to help parents understand safety measures put in the building and the process of shifting to a hybrid and/or remote model, tech support, etc.</p> <p>Schools provide a single landing page for all remote resources (visual schedules, Zoom links, lessons, announcements, contact info, etc. using Modern Teacher, Nearpod, Google Classroom, etc.</p> <p>Offer training to parents</p>	<p>Have an initial open house to help parents understand the process of hybrid model, tech support, etc. via zoom</p> <p>Offer a family plan for participation success via zoom, email, video etc.</p> <p>Provide families with supply lists</p> <p>IT support/ Tech Hotline</p> <p>District, school and teacher landing pages to help facilitate finding information (<i>time and</i></p>

	via zoom or videos	via zoom or videos	<i>place)</i>
	IT support/ Tech Hotline	IT support/ Tech Hotline	Feedback
	Provide parents with curriculum overview (ex: through landing pages) and regular check ins via phone calls, texts, or emails	Provide parents with curriculum overview (ex: through landing pages) and regular check ins via phone calls, texts, or emails	
	Feedback	Feedback	

**(HYBRID LEARNING MODELS AND SCHEDULES)**

**MVRHS Reopening Task Force - Hybrid Models.** Models are arranged from the least risky for Covid 19 transmission (MODEL 1) to the most risky for Covid 19 transmission (MODEL 3), based on the number of students in school on any given day or week.

	<b>MODEL 1 - One week in - One week out.</b>	<b>MODEL 2 - Full days. Every other day.</b>	<b>MODEL 3 - Half days. Every day.</b>
Day length for students	Full Days. 85 min classes	Full days. 85 min classes.	½ days. 45 min classes.
Number of times a teacher engages face to face with each student.	2 times per week, every other week.	1 time per week, every week	2 times per week, every week
Percentage of students on campus at any one time	50%	50%	50%
Percentage of students on campus on any given day.	50%	50%	100%
Percentage of students on campus on any given week.	50%	100%	100%
Frequency of <b>synchronous</b> face to	Every other week in the classroom	2 full days each week in the	4 half days in the classroom getting face

face instruction each week for students.	with teachers getting face to face instruction.	classroom getting face to face instruction.	to face instruction.
Frequency of <b>asynchronous</b> learning each week for students.	Every other week asynchronous at home learning  check in with teachers via zoom on Wednesday mornings	2 full days of asynchronous learning each week  check in with teachers via zoom on Wednesday mornings	4 half days of asynchronous learning each week  check in with teachers via zoom on Wednesday mornings
Asynchronous learning.	Teachers send students home with an <b>entire week of asynchronous learning</b> at the end of their face to face week.  Students at home for an entire week while the opposite cohort is at school. Very little teacher interaction during the week they are at home.	Teachers send students home with an <b>entire day of asynchronous learning</b> at the end of their face to face day.  Students at home 2 full days each week while the opposite cohort is at school. Very little teacher interaction on those 2 days at home each week.	Teachers send students home with a <b>½ day of asynchronous learning</b> at the end of their face to face ½ day.  Students are at home ½ day completing asynchronous learning while the opposite cohort is at school.

- **Synchronous learning** is via zoom or face to face. Students have a teacher present while doing the work.
- **Asynchronous learning** is at home. Students are working on their own. No teacher interaction..

**MODEL 1 - One week in - One week out.**

<b>WEEK 1. Cohort A at school face to face. Cohort B at home synchronously learning.</b>				
<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday. ½ day remote learning for students. Deep cleaning of school.</b>	<b>Thursday</b>	<b>Friday</b>
COHORT	COHORT A:	COHORTS A & B are at home	COHORT A:	COHORT A:

A: FACE-TO- FACE 7:40-2:05	FACE-TO- FACE 7:40-2:05	<p>for ½ day remote learning. Time used for teacher check ins, social emotional learning, small group interactions, mentor groups, flex. Also a time each week that students and teachers can see each other's faces without masks.</p> <p>Teachers use afternoon to plan and deal with challenges of having 10 classes running and the additional work of planning synchronous and asynchronous work.</p> <p>Perhaps in this model teachers are using the morning as a weekly check in with their at home cohort.</p>	FACE-TO- FACE 7:40-2:05	FACE-TO- FACE 7:40-2:05
A	E		A	E
B	F		B	F
C	G		C	G
D	H	D	H	

**WEEK 2. Cohort B at school face to face. Cohort A at home synchronously learning.**

Monday	Tuesday	Wednesday. ½ day remote learning for students. Deep cleaning of school.	Thursday	Friday
COHORT B: FACE-TO- FACE 7:40-2:05	COHORT B: FACE-TO- FACE 7:40-2:05	<p>COHORTS A &amp; B are at home for ½ day remote learning. Time used for teacher check ins, social emotional learning, small group interactions, mentor groups, flex. Also a time each week that students and teachers can see each other's faces without masks.</p> <p>Teachers use afternoon to plan and deal with challenges of having 10 classes running and the additional work of planning synchronous and asynchronous work.</p> <p>Perhaps in this model teachers</p>	COHORT B: FACE-TO- FACE 7:40-2:05	COHORT B: FACE-TO- FACE 7:40-2:05
A	E		A	E
B	F		B	F
C	G		C	G
D	H	D	H	

		are using the morning as a weekly check in with their at home cohort.		
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**MODEL 2 - Full days. Every other day.**

Monday	Tuesday	Wednesday. ½ day remote learning for students. Deep cleaning of school.	Thursday	Friday	
COHORT A: FACE-TO-FACE 7:40-2:05	COHORT A: FACE-TO-FACE 7:40-2:05	COHORTS A & B are at home for ½ day remote learning. Time used for teacher check ins, social emotional learning, small group interactions, mentor groups, flex. Also a time each week that students and teachers can see each other's faces without masks.	COHORT B: FACE-TO-FACE 7:40-2:05	COHORT B: FACE-TO-FACE 7:40-2:05	
A	E		A	E	
B	F		B	F	
C	G		C	G	
D	H		D	H	
COHORT B: INDEPENDENT AT HOME LEARNING 7:40-2:05	COHORT B: INDEPENDENT AT HOME LEARNING 7:40-2:05		Teachers use afternoon to plan and deal with challenges of having 10 classes running and additional work of planning synchronous and asynchronous work.	COHORT A: INDEPENDENT AT HOME LEARNING 7:40-2:05	COHORT A: INDEPENDENT AT HOME LEARNING 7:40-2:05
A	E			A	E
B	F			B	F
C	G	C		G	
D	H	D	H	H	

**MODEL 3 - Half Days. Every Day.**

Monday	Tuesday	Wednesday. ½ day	Thursday	Friday
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		<b>remote learning for students. Deep cleaning of school.</b>		
<b>MORNING COHORT A: FACE-TO-FACE 7:40-10:55</b>	<b>MORNING COHORT B: FACE-TO-FACE 7:40-10:55</b>	COHORTS A & B are at home for ½ day remote learning. Time used for teacher check ins, social emotional learning, small group interactions, mentor groups, flex. Also a time each week that students and teachers can see each other’s faces without masks.  Teachers use afternoon to plan and deal with challenges of having 10 classes running and additional work of planning synchronous and asynchronous work.	<b>MORNING COHORT A: FACE-TO-FACE 7:40-10:55</b>	<b>MORNING COHORT B: FACE-TO-FACE 7:40-10:55</b>
A 7:40-8:25	E 7:40-8:25		A 7:40-8:25	E 7:40-8:25
B 8:30-9:15	F 8:30-9:15		B 8:30-9:15	F 8:30-9:15
C 9:20-10:05	G 9:20-10:05		C 9:20-10:05	G 9:20-10:05
D 10:10-10:55	H 10:10-10:55		D 10:10-10:55	H 10:10-10:55
<b>AFTERNOON: COHORT B: FACE-TO-FACE 11:00 - 2:15</b>	<b>AFTERNOON: COHORT A: FACE-TO-FACE 11:00 - 2:15</b>		<b>AFTERNOON: COHORT B: FACE-TO-FACE 11:00 - 2:15</b>	<b>AFTERNOON: COHORT A: FACE-TO-FACE 11:00 - 2:15</b>
A 11:00-11:45	E 11:00-11:45		A 11:00-11:45	E 11:00-11:45
B 11:50-12:35	F 11:50-12:35		B 11:50-12:35	F 11:50-12:35
C 12:40-1:25	G 12:40-1:25		C 12:40-1:25	G 12:40-1:25
D 1:30-2:15	H 1:30-2:15		D 1:30-2:15	H 1:30-2:15

Note: we can work with the times. I know this schedule has the day going until 2:15. Was just trying to make the 45 min classes work.

**NOTES:** For every in-school face to face class, teachers will also be expected to engage students who are in the opposite cohort that are independently learning at home. Teachers will be required to send kids home with enough work that they will be required to complete before their next class together.

Some interesting ideas:

- Have a TA that is overseeing the at home cohort while you are in the classroom overseeing the face to face learning.
- Have the at home cohort in a zoom that has a breakout room (s) where students are working together on virtual labs and worksheet while you are in the classroom teaching the face to face group. Might be easier for the independently learning group if they are not all along working alone but have their friends to work with. That zoom would have to be unsupervised or with a TA because the teacher would be in the classroom teaching with the face to face cohort.

**All Remote:**

- Guidance can be given from administrators about expectations
- Teachers will be provided PD and get suggestions on how to structure a virtual classroom
- Will accommodate different subjects, age groups, levels and types of activities
- Structure of contract is it amount of hours or start and end time?
- 60 minutes allows for teachers who are not comfortable with

<b>Times</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>8:00 - 9:00 (60 min)</b>	<b>Flex HR</b>	<b>E</b>	<b>B</b>	<b>G</b>	<b>D</b>
<b>9:05 - 10:05 (60 min)</b>	<b>A</b>	<b>F</b>	<b>C</b>	<b>H</b>	<b>E</b>
<b>10:05 - 10:20 (15 min)</b>	<b>Break</b>				
<b>10:20 - 11:20 (60 min)</b>	<b>B</b>	<b>G</b>	<b>D</b>	<b>A</b>	<b>F</b>
<b>11:25 - 12:25 (60 min)</b>	<b>C</b>	<b>H</b>	<b>E</b>	<b>B</b>	<b>G</b>
<b>12:25 - 12:55 (30 minutes)</b>	<b>Lunch</b>				
<b>12:55 - 1:55 (60 minutes)</b>	<b>D</b>	<b>A</b>	<b>F</b>	<b>C</b>	<b>H</b>
<b>2:00 - 2:30</b>	<b>Flex block</b>				

	<b>Extra help</b> <b>Meet with students</b> <b>Clubs</b> <b>Could use enriching students to schedule and pull students for extra help</b>
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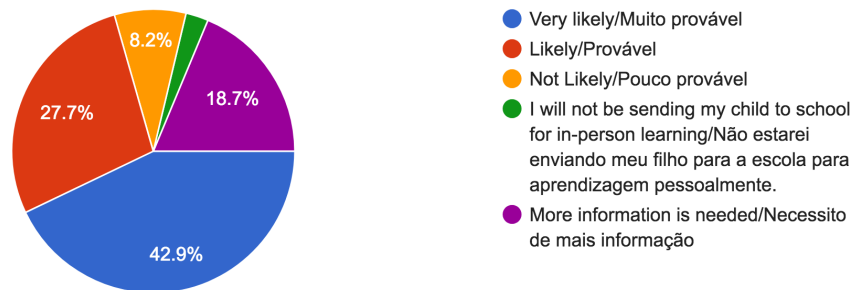
- District, school and teacher landing pages to help facilitate finding information (*time and place*)
  - Schedule
  - Class information
  - Contact information
  - Link to current and past learning plans
- Playlists and Learning Plans to show weekly work that include both synchronous (with the teacher) and asynchronous expectations (*path*)
  - Outline learning, practice and assessment (*pace*)

## APPENDIX E

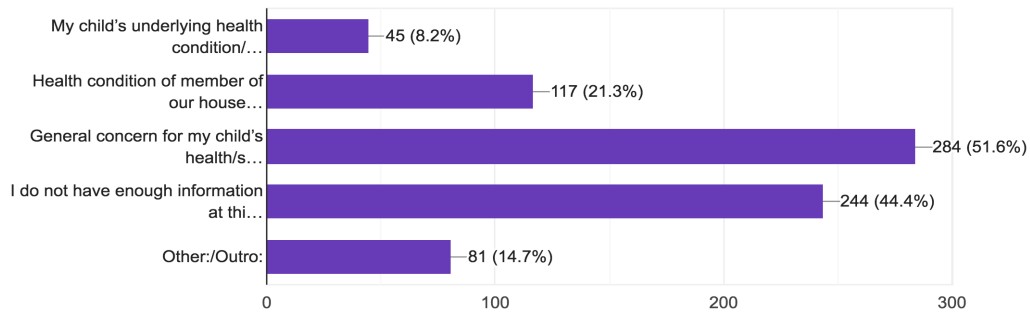
### Survey Data

### Family Survey Feedback

With the new safety measures described above, how likely are you to send your child back to school?/Com as novas medidas de segurança descri...dade de você enviar seu filho de volta à escola?  
 1,396 responses

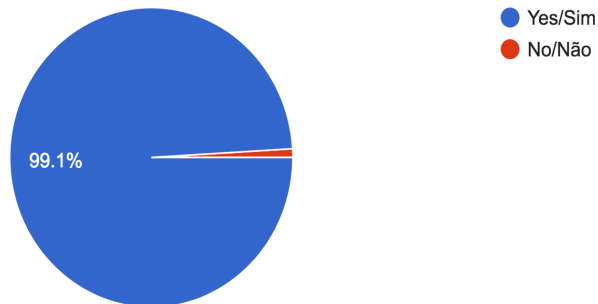


If you will not be sending your child back to in-person learning, what is your primary reason?  
 Please check all that apply./Se você não tem plano...ipal? Favor assinalar todas as opções adequadas.  
 550 responses



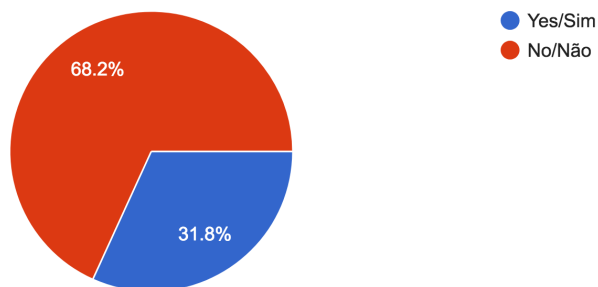
Does your child have internet/technology access at home?/Seu filho possui Internet/acesso à tecnologia em casa?

1,396 responses



Does your child need a device for remote virtual learning access at home?/Seu filho necessita de um aparelho para acessar a aprendizagem virtual em casa?

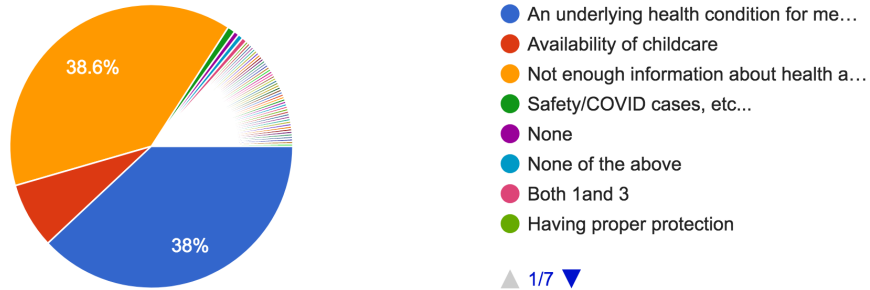
1,388 responses



## Staff Survey Feedback

Which factor is most influential in your return to work in person?

347 responses



## APPENDIX F

### Tables of English Language Instructional Models:

#### NEWCOMERS:

**\*\*Priority for in-person instruction\*\***

According to the US Department of Education, the term “newcomers” refers to any foreign-born students and their families who have recently arrived in the United States. In addition, newcomer refers to any student whose native language is a language other than English and is just beginning to learn the English language.

#### Grade Level 1-8

ELP Level	In Person	Hybrid Model	Full Remote Learning
<b>Newcomer</b>	<p><b>Service Delivery/ Staff responsible:</b></p> <ul style="list-style-type: none"> <li>• Pull out Separate in-person ESL classes</li> <li>• SEI Math Content Instruction/SEI teacher</li> </ul> <p><b>Staffing/schedule needs:</b></p> <ul style="list-style-type: none"> <li>• Licensed ESL teacher</li> <li>• Interpreter ESP</li> <li>• SEI Math teacher</li> </ul>	<p><b>Service Delivery/ Staff responsible:</b></p> <ul style="list-style-type: none"> <li>• Pull out Separate In-person/ Remote ESL classes/ESL teacher</li> <li>• SEI Math Content Instruction/SEI teacher</li> </ul> <p><b>Staffing/schedule needs:</b></p> <ul style="list-style-type: none"> <li>• Licensed ESL</li> </ul>	<p><b>Service Delivery/Staff responsible:</b></p> <ul style="list-style-type: none"> <li>• Pull out Separate Remote ESL classes/ESL teacher</li> <li>• SEI Math Content Instruction/SEI teacher</li> </ul> <p><b>Staffing/schedule needs:</b></p>

	<ul style="list-style-type: none"> <li>• Newcomers clustered in same grade level classrooms</li> <li>• ESL instruction should be a priority with scheduling.</li> </ul>	<ul style="list-style-type: none"> <li>teacher</li> <li>• Interpreter ESP</li> <li>• SEI Math teacher</li> <li>• Newcomers clustered in same grade level classrooms</li> <li>• ESL instruction should be a priority with scheduling.</li> </ul>	<ul style="list-style-type: none"> <li>• Licensed ESL teacher</li> <li>• Interpreter ESP</li> <li>• SEI Math teacher</li> <li>• Newcomers clustered in same grade level classrooms</li> <li>• ESL instruction should be a priority with scheduling.</li> </ul>
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	<ul style="list-style-type: none"> <li>• Daily, At Least 2 periods of 45 minutes or more of ELD.</li> <li>• Majority of academic instruction is from ESL teacher.</li> <li>• General Ed classroom is home base</li> <li>• Separate pull out ESL class, not in a general ed classroom</li> <li>• Social times in the general ed classroom.</li> <li>• ELA/Social studies and science topics embedded in the ESL classes/instruction</li> <li>• Math instruction in the general ed classroom</li> <li>• Interpreter in the general education classroom (physically or remotely) supporting content instruction.</li> <li>• SEI Coach available to support general education teachers to development curriculum modifications and scaffolds for newcomers in the content areas</li> </ul>	<ul style="list-style-type: none"> <li>• Daily, At Least 2 periods of 45 minutes or more of ELD.</li> <li>• Majority of academic instruction is from ESL teacher</li> <li>• General Ed classroom is home base in person and ESL teacher is home base in remote.</li> <li>• Small group in person English language development with other students at similar English language proficiency levels.</li> <li>• Small group synchronous or asynchronous ESL and math instruction. Math instruction with an interpreter in whole class, OR in a self-contained small group with an interpreter and other ELs, OR co-taught with an ESL teacher.</li> <li>• SEI Coach available to support general education teachers to development curriculum modifications and scaffolds for newcomers in the content areas</li> </ul>	<ul style="list-style-type: none"> <li>• Daily, At Least 2 periods of 45 minutes or more of ELD.</li> <li>• Majority of academic instruction is from ESL teacher.</li> <li>• ESL teacher is homebase teacher- primary academics focused on English language development.</li> <li>• ESL teacher collaborates with content/classroom teachers about scope and sequence of content instruction.</li> <li>• Small group synchronous or asynchronous ESL and math instruction.</li> <li>• Math instruction with the general ed classroom and an interpreter OR in a small group with an interpreter and other ELs. Or co-taught with an ESL teacher.</li> <li>• SEI Coach available to support general education</li> </ul>
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			teachers to development curriculum modifications and scaffolds for newcomers in the content areas
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Professional Development for staff	<ul style="list-style-type: none"> <li>• Introduction to the ELL program (overview of English language development instruction).</li> <li>• Differentiating instruction for newcomers in the classroom.</li> <li>• Effectively using the support of an interpreter.</li> <li>• Understanding WIDA standards and ACCESS test results to support language and content instruction in the classroom.</li> <li>• Building family partnerships, EL family engagement and outreach</li> </ul>	<ul style="list-style-type: none"> <li>· Introduction to the ELL program (overview of English language development instruction).</li> <li>· Differentiating instruction for newcomers in the classroom.</li> <li>· Effectively using the support of an interpreter.</li> <li>· Understanding WIDA standards and ACCESS test results to support language and content instruction in the classroom.</li> <li>· Building family partnerships, EL family engagement and outreach</li> </ul>	<ul style="list-style-type: none"> <li>· Introduction to the ELL program (overview of English language development instruction).</li> <li>· Differentiating instruction for newcomers in the classroom.</li> <li>· Effectively using the support of an interpreter.</li> <li>· Understanding WIDA standards and ACCESS test results to support language and content instruction in the classroom.</li> <li>· Building family partnerships, EL family engagement and outreach</li> </ul>
Extended Learning Opportunities for students	<ul style="list-style-type: none"> <li>• In-person after school support available through Title 3 funds in each of the elementary schools.</li> <li>• Transition support and family partnership activities supported at MVRHS.</li> </ul>	<ul style="list-style-type: none"> <li>· Remote or in person after school support available through Title 3 funds in each of the elementary schools.</li> <li>· Transition support and family partnership activities supported at MVRHS.</li> </ul>	<ul style="list-style-type: none"> <li>· Remote afterschool support available through Title 3 funds in each of the elementary schools.</li> <li>· Transition support and family partnership activities supported at MVRHS.</li> </ul>
Parent/ guardian Outreach	<ul style="list-style-type: none"> <li>• Established What’s APP groups for parents to receive information from schools.</li> <li>• Interpreter</li> </ul>	<ul style="list-style-type: none"> <li>· Digital literacy parent workshops</li> <li>· Established What’s APP groups for parents to receive information from schools.</li> </ul>	<ul style="list-style-type: none"> <li>· Digital literacy parent workshops</li> <li>· Established What’s APP groups for parents to receive information from schools.</li> </ul>

	<p>available via phone or remote support.</p> <ul style="list-style-type: none"> <li>• When possible, remote or in person family home visits with an interpreter.</li> <li>• ELPAC:English language Parent Advisory Committee</li> <li>• Parent support for digital literacy.</li> </ul>	<ul style="list-style-type: none"> <li>• Interpreter available via phone or remote support.</li> <li>• When possible, remote or in person family home visits with an interpreter.</li> <li>• ELPAC:English language Parent Advisory Committee</li> <li>• Parent support for digital literacy.</li> </ul>	<ul style="list-style-type: none"> <li>• Interpreter available via phone or remote support.</li> <li>• When possible, remote or in person family home visits with an interpreter.</li> <li>• ELPAC:English language Parent Advisory Committee</li> <li>• Parent support for digital literacy.</li> </ul>
Assessment	<ul style="list-style-type: none"> <li>• WIDA Screener</li> <li>• MODEL online assessment September to October 2020</li> <li>• ACCESS 2.0</li> <li>• Informal and formal classroom assessments</li> <li>• Imagine Learning</li> </ul>	<ul style="list-style-type: none"> <li>• WIDA Screener</li> <li>• MODEL online assessment September to October 2020</li> <li>• ACCESS 2.0</li> <li>• Informal and formal classroom assessments</li> <li>• Imagine Learning</li> </ul>	<ul style="list-style-type: none"> <li>• WIDA Screener</li> <li>• MODEL online assessment September to October 2020</li> <li>• ACCESS 2.0</li> <li>• Informal and formal classroom assessments</li> <li>• Imagine Learning</li> </ul>

## SLIFE

**\*\*Priority for in-person instruction\*\***

Students with Limited or Interrupted Formal Education (SLIFE) are English learners who have experienced interrupted education or have limited formal education prior to enrolling in the district.

### Grade Level 3-12

ELP Level	In Person **	Hybrid Model **	Full Remote Learning
<b>SLIFE,</b> (Students) English learners with limited or interrupted education	<p><b>Service Delivery/ Staff responsible:</b></p> <ul style="list-style-type: none"> <li>• Pull out Separate in-person ESL classes (ESL teacher)</li> <li>• Individually designed content classes designed</li> </ul>	<p><b>Service Delivery/ Staff responsible:</b></p> <ul style="list-style-type: none"> <li>• Pull out Separate in-person ESL classes</li> <li>• Pull out in-person content instruction with L1 support</li> <li>• Content classes</li> </ul>	<p><b>Service Delivery/ Staff responsible:</b></p> <ul style="list-style-type: none"> <li>• Pull out Separate in-person ESL classes</li> <li>• Pull out in-person content instruction with L1 support</li> <li>• Content classes</li> </ul>

	<p>to match students' academic knowledge (ESL teacher/ Interpreter ESP/ SEI Content teacher)</p> <p><b>Staffing/schedule needs:</b></p> <ul style="list-style-type: none"> <li>• Licensed ESL teacher</li> <li>• Interpreter ESP</li> <li>• SEI Content teachers</li> <li>• SEI Coach support</li> <li>• ESL instruction should be a priority with scheduling.</li> <li>• Content specialists (math, reading)</li> </ul>	<p>are designed to match students' academic knowledge (ESL teacher/ Interpreter ESP/ SEI Content teacher)</p> <p><b>Staffing/schedule needs:</b></p> <ul style="list-style-type: none"> <li>• Licensed ESL teacher</li> <li>• Interpreter ESP</li> <li>• SEI Content teachers</li> <li>• ESL instruction should be a priority with scheduling.</li> <li>• Content specialists (math, reading)</li> </ul>	<p>are designed to match students' academic knowledge (ESL teacher/ Interpreter ESP/ SEI Content teacher)</p> <p><b>Staffing/schedule needs:</b></p> <ul style="list-style-type: none"> <li>• Licensed ESL teacher</li> <li>• Interpreter ESP</li> <li>• SEI Content teachers</li> <li>• ESL instruction should be a priority with scheduling.</li> <li>• Content specialists (math, reading)</li> </ul>
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<p>SLIFE Instruction</p>	<ul style="list-style-type: none"> <li>• Individually designed ELD and Sheltered Content program.</li> <li>• Daily, At Least 2 periods of 45 minutes or more of ELD.</li> <li>• General Ed classroom is home base</li> <li>• Social times in the general ed classroom.</li> <li>• SEI Coach available to support ESL and SEI teachers to develop curriculum modifications and scaffolds for SLIFEs.</li> </ul> <p>Instructional Practices:</p> <ul style="list-style-type: none"> <li>• Build foundational skills necessary to develop English language acquisition</li> <li>• culturally and linguistically responsive teaching environment consistent with students level of English language proficiency and academic needs.</li> <li>• Instruction targets gaps in skills and knowledge that students may have as a result of</li> </ul>	<ul style="list-style-type: none"> <li>• Prioritize in person instruction</li> <li>• Explicit support and instruction around virtual learning.</li> <li>• Individually designed ELD and Sheltered Content program.</li> <li>• Daily, At Least 2 periods of 45 minutes or more of ELD.</li> <li>• General Ed classroom is home base</li> <li>• Social times in the general ed classroom.</li> <li>• SEI Coach available to support ESL and SEI teachers to develop curriculum modifications and scaffolds for SLIFEs.</li> </ul> <p>Instructional practices:</p> <ul style="list-style-type: none"> <li>• Build foundational skills necessary to develop English language acquisition</li> <li>• culturally and linguistically responsive teaching environment consistent with students level of English language proficiency and</li> </ul>	<ul style="list-style-type: none"> <li>• Explicit 1:1 or small group support and instruction around virtual learning.</li> <li>• Individually designed ELD and Sheltered Content program.</li> <li>• Daily, At Least 2 periods of 45 minutes or more of ELD.</li> <li>• Majority of academic instruction is from ESL teacher.</li> <li>• ESL teacher is homebase teacher-</li> <li>• Small group/or 1:1 synchronous or asynchronous ESL and content instruction.</li> <li>• SEI Coach available to support ESL and SEI teachers to develop curriculum modifications and scaffolds for SLIFEs.</li> </ul> <p>Instructional practices:</p> <ul style="list-style-type: none"> <li>• Build foundational skills necessary to develop English language acquisition</li> <li>• culturally and linguistically responsive</li> </ul>
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	<p>limited or interrupted education. Instruction provides, but is not limited to:</p> <ul style="list-style-type: none"> <li>○ English as a Second Language, English Language Development/Sheltered Content Instruction</li> <li>○ Native language instruction or support, if possible</li> <li>○ High intensity literacy training</li> <li>○ Sheltered social studies</li> <li>○ Sheltered mathematics</li> <li>○ Sheltered science, technology, engineering, and mathematics (STEM)</li> <li>○ Guidance and counseling services, including crisis counseling, as recommended by the school-based team in a language the student can understand</li> </ul>	<p>academic needs.</p> <ul style="list-style-type: none"> <li>• Instruction targets gaps in skills and knowledge that students may have as a result of limited or interrupted education. Instruction provides, but is not limited to: <ul style="list-style-type: none"> <li>○ English as a Second Language, English Language Development/Sheltered Content Instruction</li> <li>○ Native language instruction or support, if possible</li> <li>○ High intensity literacy training</li> <li>○ Sheltered social studies</li> <li>○ Sheltered mathematics</li> <li>○ Sheltered science, technology, engineering, and mathematics (STEM)</li> <li>○ Guidance and counseling services, including crisis counseling, as recommended by the school-based team in a language the student can</li> </ul> </li> </ul>	<p>teaching environment consistent with students level of English language proficiency and academic needs.</p> <ul style="list-style-type: none"> <li>• Instruction targets gaps in skills and knowledge that students may have as a result of limited or interrupted education. Instruction provides, but is not limited to: <ul style="list-style-type: none"> <li>○ English as a Second Language, English Language Development/Sheltered Content Instruction</li> <li>○ Native language instruction or support, if possible</li> <li>○ High intensity literacy training</li> <li>○ Sheltered social studies</li> <li>○ Sheltered mathematics</li> <li>○ Sheltered science, technology, engineering, and mathematics (STEM)</li> <li>○ Guidance and counseling services, including crisis</li> </ul> </li> </ul>
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		understand	counseling, as recommended by the school-based team in a language the student can understand
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Professional Development for staff	<ul style="list-style-type: none"> <li>• SLIFE assessment/ screening training</li> <li>• Developing curriculum for SLIFE students</li> <li>• Introduction to the ELL program (overview of English language development instruction).</li> <li>• Effectively using the support of an interpreter.</li> <li>• Understanding WIDA standards and ACCESS test results to support language and content instruction in the classroom.</li> <li>• Building family partnerships, EL family engagement and outreach</li> </ul>	<ul style="list-style-type: none"> <li>· SLIFE assessment/ screening training</li> <li>· Developing curriculum for SLIFE students</li> <li>· Introduction to the ELL program (overview of English language development instruction).</li> <li>· Effectively using the support of an interpreter.</li> <li>· Understanding WIDA standards and ACCESS test results to support language and content instruction in the classroom.</li> <li>· Building family partnerships, EL family engagement and outreach</li> </ul>	<ul style="list-style-type: none"> <li>· SLIFE assessment/ screening training</li> <li>· Developing curriculum for SLIFE students</li> <li>· Introduction to the ELL program (overview of English language development instruction).</li> <li>· Effectively using the support of an interpreter.</li> <li>Understanding WIDA standards and ACCESS test results to support language and content instruction in the classroom.</li> <li>· Building family partnerships, EL family engagement and outreach</li> </ul>
Extended Learning Opportunities for students	<ul style="list-style-type: none"> <li>• In-person after school support available through Title 3 funds in each of the elementary schools.</li> <li>• Transition support and family partnership activities supported at MVRHS.</li> </ul>	<ul style="list-style-type: none"> <li>· Remote or in person after school support available through Title 3 funds in each of the elementary schools.</li> <li>· Transition support and family partnership activities supported at MVRHS.</li> </ul>	<ul style="list-style-type: none"> <li>· Remote afterschool support available through Title 3 funds in each of the elementary schools.</li> <li>· Transition support and family partnership activities supported at MVRHS.</li> </ul>
Parent/guardian	<ul style="list-style-type: none"> <li>• Parent interview for SLIFE</li> </ul>	<ul style="list-style-type: none"> <li>· Parent interview for SLIFE screening</li> </ul>	<ul style="list-style-type: none"> <li>· Parent interview for SLIFE screening</li> </ul>

<p>Outreach</p>	<ul style="list-style-type: none"> <li>• screening</li> <li>• Parent support for digital literacy.</li> <li>• Oral and video messages to ensure literacy skills do not impact understanding of information.</li> <li>• Established What's APP groups for parents to receive information from schools.</li> <li>• Interpreter available via phone or remote support.</li> <li>• When possible, remote or in person family home visits with an interpreter.</li> </ul>	<ul style="list-style-type: none"> <li>· Parent support for digital literacy.</li> <li>· Oral and video messages to ensure literacy skills do not impact understanding of information.</li> <li>· Established What's APP groups for parents to receive information from schools.</li> <li>· Interpreter available via phone or remote support.</li> <li>· When possible, remote or in person family home visits with an interpreter.</li> </ul>	<ul style="list-style-type: none"> <li>· Parent support for digital literacy.</li> <li>· Oral and video messages to ensure literacy skills do not impact understanding of information.</li> <li>· Established What's APP groups for parents to receive information from schools.</li> <li>· Interpreter available via phone or remote support.</li> <li>· When possible, remote family home visits with an interpreter.</li> </ul>
<p>Assessment</p>	<ul style="list-style-type: none"> <li>• SLIFE Screener</li> <li>• Math and Reading/ Writing assessments</li> <li>• MODEL online assessment September to October 2020</li> </ul>	<ul style="list-style-type: none"> <li>• SLIFE Screener</li> <li>• Math and Reading/ Writing assessments</li> <li>• MODEL online assessment September to October 2020</li> </ul>	<ul style="list-style-type: none"> <li>• SLIFE Screener</li> <li>• Math and Reading/ Writing assessments</li> <li>• MODEL online assessment September to October 2020</li> </ul>

**PRE-K and Kindergarten:**

Children attending Kindergarten and Pre-K are developing language in general, and the level of English language acquisition will vary from child to child as with any developmental milestone. Districts should reflect on how children at this early age learn language and to what extent existing classroom practices are responsive to young children's developmental needs. ESL teachers should be involved in the planning of English language development services for ELs at that age and those services should be



provided in the context of an inclusive, language-rich classroom environment and actively support both social and academic language.

Districts should establish procedures to monitor the progress of ELs in Kindergarten and Pre-K in English language acquisition. ESL teachers assigned to fulfill monitoring activities of Kindergarten and Pre-K EL students in collaboration with other teachers teaching at this grade level should carefully review the outcomes of the classroom practices provided to such students and make adjustments if necessary to meet these students’ linguistic needs.

**PreK**

ELP Level	In Person	Hybrid Model	Full Remote Learning
Service Delivery and Scheduling and Staffing needs	<p><b>Service Delivery:</b> Regular remote or in person Consultation with SEI Coach to support ELD in project headway</p> <p><b>Staffing Needs:</b> ESL teacher to support ELD in PreK Project Headway setting Interpreter to support two way communication with families</p>	<p><b>Service Delivery:</b> Regular remote or in person Consultation with SEI Coach to support ELD in project headway</p> <p><b>Staffing Needs:</b> ESL teacher to support ELD in PreK Project Headway setting Interpreter to support two way communication with families</p>	<p><b>Service Delivery:</b> Regular remote Consultation with SEI Coach/ESL teacher/ELL Director to support ELD in project headway.</p> <p><b>Staffing Needs:</b> ESL teacher to support ELD in PreK Project Headway setting Interpreter to support two way communication with families</p>
PreK Students at all English language proficiency levels	Homebase in PreK classroom. Monthly/bi-weekly remote or in person consultation with SEI coach about language support in the PreK classroom.	Homebase in PreK classroom. Monthly/bi-weekly remote or in person consultation with SEI coach about language support in the PreK classroom	Homebase in PreK classroom. Monthly/bi-weekly remote consultation with SEI coach about language support in the PreK classroom
Assessments	Pre-IPT remote assessment with parent by December 1, 2020	Pre-IPT remote assessment with parent by December 1, 2020	Pre-IPT remote assessment with parent by December 1, 2020

Professional Development	<ul style="list-style-type: none"> <li>• Early learning WIDA ELD standards.</li> <li>• Cultural Responsiveness training.</li> <li>• Effectively using the support of an interpreter</li> <li>• Building family partnerships, EL family engagement and outreach</li> </ul>	<ul style="list-style-type: none"> <li>· Early learning WIDA ELD standards.</li> <li>· Cultural Responsiveness training.</li> <li>· Effectively using the support of an interpreter</li> <li>· Building family partnerships, EL family engagement and outreach</li> </ul>	<ul style="list-style-type: none"> <li>· Early learning WIDA ELD standards.</li> <li>· Cultural Responsiveness training.</li> <li>· Effectively using the support of an interpreter</li> <li>· Building family partnerships, EL family engagement and outreach</li> </ul>
Extended Learning Opportunities	N/A	N/A	N/A
Parent/Guardian outreach and partnerships	<ul style="list-style-type: none"> <li>• WhatsApp group for Project Headway families.</li> <li>• Interpreter assigned for project headway</li> <li>• Parent support for digital literacy.</li> </ul>	<ul style="list-style-type: none"> <li>· WhatsApp group for Project Headway families.</li> <li>· Interpreter assigned for project headway</li> <li>· Parent support for digital literacy.</li> </ul>	<ul style="list-style-type: none"> <li>· WhatsApp group for Project Headway families.</li> <li>· Interpreter assigned for project headway</li> <li>· Parent support for digital literacy.</li> </ul>

**Kindergarten:**

ELP Level	In Person	Hybrid Model	Full Remote Learning
Foundational Level <ul style="list-style-type: none"> <li>• Foundational Level refers to students who demonstrate English language proficiency at the <i>WIDA</i></li> </ul>	<b>Service Delivery:</b> <ul style="list-style-type: none"> <li>• Pull out Separate Remote ESL classes/ESL teacher (possibly via zoom)</li> <li>• <b>Or</b> Co-teach with general ed classroom teacher</li> <li>• <b>Staffing/</b></li> </ul>	<b>Service Delivery:</b> <ul style="list-style-type: none"> <li>• Pull out Separate Remote ESL classes/ESL teacher (possibly via zoom)</li> <li>• <b>Or</b> Co-teach with general ed classroom teacher</li> <li>• <b>Staffing/ Scheduling</b></li> </ul>	<b>Service Delivery:</b> <ul style="list-style-type: none"> <li>• Separate Remote ESL classes/ESL teacher (via zoom)</li> <li>• <b>Or</b> Co-teach with general ed classroom teacher</li> <li>• <b>Staffing/ Scheduling Needs:</b> Cohort foundational</li> </ul>

<p><b>Level 1, Level 2 (ACCESS 2.0 Overall Scores 1.0-2.4)</b></p> <ul style="list-style-type: none"> <li><b>This includes Newcomers at the Kindergarten Level</b></li> </ul>	<p><b>Scheduling Needs:</b> Cohort foundational students together. Interpreter ESP available in general education classroom to support foundational ELs as much as possible</p>	<p><b>Needs:</b> Cohort foundational students together in homeroom classroom. Interpreter ESP available in general education in person and virtual classroom to support foundational ELs as much as possible</p>	<p>students together in homeroom classroom. Interpreter ESP available in general education virtual classroom to support foundational ELs as much as possible</p>
	<p>Based on student’s needs for language development instruction,daily, one in-person 30 minutes ELD focused class with ESL teacher and peers at similar English language proficiency levels. OR co-taught ELD support with classroom teacher (ESL Teacher and SEI K classroom teacher). SEI Coach support for SEI instruction in the general education classroom.</p>	<p>Based on student’s needs for language development instruction, daily, one remote or in-person 30 minutes ELD focused class with ESL teacher and peers at similar English language proficiency levels. OR co-taught ELD support with classroom teacher (ESL Teacher and SEI K classroom teacher). SEI Coach support for SEI instruction in the general education classroom.</p>	<p>Based on student’s needs for language development instruction,daily, one remote 30 minutes ELD focused class with ESL teacher and peers at similar English language proficiency levels. OR co-taught ELD support with classroom teacher (ESL Teacher and SEI K classroom teacher). SEI Coach support for SEI instruction in the general education classroom.</p>
<p>Transitional Level</p> <ul style="list-style-type: none"> <li>Transitional Level refers to students who</li> </ul>	<p><b>Service Delivery:</b></p> <ul style="list-style-type: none"> <li>Pull out Separate Remote ESL classes/ESL teacher</li> <li><b>OR</b> co-teaching with general ed</li> </ul>	<p><b>Service Delivery:</b></p> <ul style="list-style-type: none"> <li>Pull out Separate Remote ESL classes/ESL teacher</li> <li><b>OR</b> co-teaching with general ed</li> </ul>	<p><b>Service Delivery:</b></p> <ul style="list-style-type: none"> <li>Separate Remote ESL classes/ESL teacher</li> <li><b>OR</b> co-teaching with general ed classroom teacher</li> </ul>

<p>demonstrate English language proficiency at the <i>WIDA Level 3, Level 4, Level 5 &amp; Level 6 (K-12 ACCESS 2.0: Overall Scores 2.5 and higher)</i></p>	<p>classroom teacher</p> <p><b>Staffing Needs:</b></p> <ul style="list-style-type: none"> <li>• Cohort transitional students together.</li> <li>• Interpreter ESP primary role is family outreach.</li> </ul>	<p>classroom teacher</p> <p><b>Staffing Needs:</b></p> <ul style="list-style-type: none"> <li>• Cohort transitional students together.</li> <li>• Interpreter ESP primary role is family outreach.</li> </ul>	<p><b>Staffing Needs:</b></p> <ul style="list-style-type: none"> <li>• Cohort transitional students together.</li> <li>• Interpreter ESP primary role is family outreach.</li> </ul>
	<p>At least 2 periods of 30 minutes of ELD per week. Consultation with general education and ESL teacher to support student progress. SEI Coach support for SEI instruction in the general education classroom.</p>	<p>At least 2 periods of 30 minutes of ELD per week. Consultation with general education and ESL teacher to support student progress. SEI Coach support for SEI instruction in the general education classroom.</p>	<p>At least 2 periods of 30 minutes of ELD per week. Consultation with general education and ESL teacher to support student progress. SEI Coach support for SEI instruction in the general education classroom.</p>
<p><b>OPT-Out</b> A parent's choice to opt their child out of an ELE program means:</p> <ul style="list-style-type: none"> <li>• Students do not receive separate English as a Second Language (ESL) instruction focused on language</li> </ul>	<p>Districts must keep a record of how such students are provided meaningful access to the curriculum and how they are progressing academically. <i>This is done by:</i></p> <ul style="list-style-type: none"> <li>• Consultation between the ESL teacher and the content/classroom teachers through:</li> <li>• Biannual</li> </ul>	<p>Districts must keep a record of how such students are provided meaningful access to the curriculum and how they are progressing academically. <i>This is done by:</i></p> <ul style="list-style-type: none"> <li>• Consultation between the ESL teacher and the content/classroom teachers through:</li> <li>• Biannual monitoring forms</li> <li>• Monthly check ins</li> </ul>	<p>Districts must keep a record of how such students are provided meaningful access to the curriculum and how they are progressing academically. <i>This is done by:</i></p> <ul style="list-style-type: none"> <li>• Consultation between the ESL teacher and the content/classroom teachers through:</li> <li>• Biannual monitoring forms</li> <li>• Monthly check ins</li> </ul>

<ul style="list-style-type: none"> <li>development</li> <li>The district will provide the necessary support and actively monitor the student's progress so as to meet the student's English-language and academic needs.</li> </ul>	<ul style="list-style-type: none"> <li>monitoring forms</li> <li>Monthly check ins around students' progress</li> <li>ACCESS administration and analyzes of results</li> </ul>	<ul style="list-style-type: none"> <li>around students' progress</li> <li>ACCESS administration and analyzes of results</li> </ul>	<ul style="list-style-type: none"> <li>around students' progress</li> <li>ACCESS administration and analyzes of results</li> </ul>
<p>Assessments</p>	<ul style="list-style-type: none"> <li>Collaborate with data teams to analyze school based assessments to guide individual and group instruction</li> <li>MODEL online assessment (as needed)</li> </ul>	<ul style="list-style-type: none"> <li>Collaborate with data teams to analyze school based assessments to guide individual and group instruction</li> <li>MODEL online assessment (as needed)</li> </ul>	<ul style="list-style-type: none"> <li>Collaborate with data teams to analyze school based assessments to guide individual and group instruction</li> <li>MODEL online assessment (as needed)</li> </ul>
<p>Professional Development Opportunities</p>	<ul style="list-style-type: none"> <li>Introduction to the ELL program (overview of English language development instruction).</li> <li>Differentiating instruction for newcomers in the classroom.</li> <li>Effectively using the support of an interpreter.</li> <li>Understanding WIDA standards</li> </ul>	<ul style="list-style-type: none"> <li>Introduction to the ELL program (overview of English language development instruction).</li> <li>Differentiating instruction for newcomers in the classroom.</li> <li>Effectively using the support of an interpreter.</li> <li>Understanding WIDA standards and ACCESS test results to support language and</li> </ul>	<ul style="list-style-type: none"> <li>Introduction to the ELL program (overview of English language development instruction).</li> <li>Differentiating instruction for newcomers in the classroom.</li> <li>Effectively using the support of an interpreter.</li> <li>Understanding WIDA standards and ACCESS test results to support language and</li> </ul>

	<p>and ACCESS test results to support language and content instruction in the classroom.</p> <ul style="list-style-type: none"> <li>• Building family partnerships, EL family engagement and outreach</li> </ul>	<p>content instruction in the classroom.</p> <ul style="list-style-type: none"> <li>• Building family partnerships, EL family engagement and outreach</li> </ul>	<p>content instruction in the classroom.</p> <ul style="list-style-type: none"> <li>• Building family partnerships, EL family engagement and outreach</li> </ul>
Extended Learning Opportunities	In-person after school support available through Title 3 funds in each of the elementary schools.	Remote or in person after school support available through Title 3 funds in each of the elementary schools.	Remote afterschool support available through Title 3 funds in each of the elementary schools.
Parent/Guardian Outreach	Established What's APP groups for parents to receive information from schools. Interpreter available via phone or remote support.	Established What's APP groups for parents to receive information from schools. Interpreter available via phone or remote support.	Established What's APP groups for parents to receive information from schools. Interpreter available via phone or remote support.

### Grade Level 1-5

ELP Level	In Person	Hybrid Model	Full Remote Learning
<p>Foundational</p> <ul style="list-style-type: none"> <li>• Foundational Level refers to students who demonstrate English language</li> </ul>	<p><b>Service Delivery:</b></p> <ul style="list-style-type: none"> <li>• Pull out Separate in-person ESL classes</li> <li>• <b>Or</b> Co-teach/co-plan/work with SEI coach with general ed classroom teacher</li> <li>• Homebase is general education</li> </ul>	<p><b>Service Delivery:</b></p> <ul style="list-style-type: none"> <li>• Pull out Separate Remote or in-person ESL classes/ESL teacher (possibly via zoom)</li> <li>• <b>Or</b> Co-teach/co-plan/work with SEI coach with general ed</li> </ul>	<p><b>Service Delivery:</b></p> <ul style="list-style-type: none"> <li>• Separate Remote ESL classes/ESL teacher (via zoom)</li> <li>• <b>Or</b> Co-teach/co-plan/ work with SEI coach with general ed classroom teacher</li> <li>• Homebase is general ed</li> </ul>

<p>proficiency at the <b>WIDA Level 1, Level 2 (ACCESS 2.0 Overall Scores: 1.0-2.4)</b></p>	<p>classroom</p> <ul style="list-style-type: none"> <li>• <b>Staffing Needs:</b> Increasing interpreters within each school</li> <li>• Cohort foundational students and transitional students together.</li> <li>• Interpreter ESPs in the math class (if possible).</li> <li>• SEI class schedules need to be consistent for this model to be successful AND need to stay consistent when switching to other models</li> </ul>	<p>classroom teacher</p> <ul style="list-style-type: none"> <li>• Homebase is general education classroom</li> <li>• <b>Staffing Needs:</b> Increasing interpreters within each school</li> <li>• Cohort foundational students and transitional students together.</li> <li>• Interpreter ESPs in the math class (if possible).</li> <li>• Interpreter ESP role becomes primarily student/family outreach when switching to remote.</li> <li>• SEI class schedules need to be consistent for this model to be successful AND need to stay consistent when switching to other models</li> </ul>	<p>classroom</p> <ul style="list-style-type: none"> <li>• <b>Staffing Needs:</b> Increasing interpreters within each school</li> <li>• Cohort foundational students and transitional students together.</li> <li>• Interpreter ESP role becomes primarily student/family outreach in this scenario.</li> <li>• Interpreter ESPs in the math class (if possible)</li> <li>• SEI class schedules need to be consistent for this model to be successful AND need to stay consistent when switching to other models</li> </ul>
	<ul style="list-style-type: none"> <li>• Daily, at least 1- 2 periods of 30 - 45 minutes or more of ELD.</li> <li>• Can be 30 minute lessons with independent practice/online completion/targeted participation in</li> </ul>	<p>Daily, at Least 1- 2 periods of 30 - 45 minutes or more of ELD.</p> <p>Can be 30 minute lessons with independent practice/online completion/targeted participation in</p>	<p>Daily, at Least 1- 2 periods of 30 - 45 minutes or more of ELD</p> <p>Can be 30 minute lessons with independent practice/online completion/targeted participation in general education</p>

	<p>general education classroom to fulfill instructional recommendation.</p> <ul style="list-style-type: none"> <li>If possible, Interpreter ESP in content instruction if not co-taught with ESL teacher.</li> <li>SEI Coach support for content instruction</li> </ul>	<p>general education classroom to fulfill instructional recommendation.</p> <p>If possible, Interpreter ESP in content instruction if not co-taught with ESL teacher.</p> <p>SEI Coach support for content instruction</p>	<p>classroom to fulfill instructional recommendation.</p> <p>If possible, Interpreter ESP in content instruction if not co-taught with ESL teacher.</p> <p>SEI Coach support for content instruction</p>
<p>Transitional Level</p> <ul style="list-style-type: none"> <li>Transitional Level refers to students who demonstrate English language proficiency at the <b>WIDA Level 3, Level 4, Level 5 &amp; Level 6 (K-12 ACCESS 2.0 Overall Scores: 2.5 and higher)</b></li> </ul>	<p><b>Service Delivery:</b></p> <ul style="list-style-type: none"> <li>Pull out Separate Remote ESL classes/ESL teacher</li> <li><b>OR</b> co-teaching with general ed classroom teacher</li> </ul> <p><b>Staffing Needs:</b> Cohort transitional students together.</p> <ul style="list-style-type: none"> <li>Interpreter ESP role is primarily family outreach.</li> </ul>	<p><b>Service Delivery:</b></p> <ul style="list-style-type: none"> <li>Pull out Separate Remote ESL classes/ESL teacher</li> <li><b>OR</b> co-teaching with general ed classroom teacher</li> </ul> <p><b>Staffing Needs:</b> Cohort transitional students together.</p> <p>Interpreter ESP role is primarily family outreach during remote learning.</p>	<p><b>Service Delivery:</b></p> <ul style="list-style-type: none"> <li>Separate Remote ESL classes/ESL teacher</li> <li><b>OR</b> co-teaching with general ed classroom teacher</li> </ul> <p><b>Staffing Needs:</b> Cohort transitional students together.</p> <p>Interpreter ESP role becomes primarily family outreach during remote learning.</p>
	<ul style="list-style-type: none"> <li>Weekly, at least 2 periods of 30 minutes of small group ELD.</li> <li>ELD instruction is targeted on student's individual language goals.</li> <li>ESL teacher and General education teacher consult about students' progress.</li> <li>SEI coach</li> </ul>	<ul style="list-style-type: none"> <li>Weekly, at least 2 periods of 30 minutes of small group ELD.</li> <li>ELD instruction is targeted on student's individual language goals.</li> <li>ESL teacher and General education teacher consult about students' progress.</li> <li>SEI coach supports content instruction for ELs as needed.</li> </ul>	<ul style="list-style-type: none"> <li>Weekly, at least 2 periods of 30 minutes of small group ELD.</li> <li>ELD instruction is targeted on student's individual language goals.</li> <li>ESL teacher and General education teacher consult about students' progress.</li> <li>SEI coach</li> </ul>



	supports content instruction for ELs as needed.		supports content instruction for ELs as needed.
Former English Learner (FEL)	<p><b>Students reclassified in 2020 to FEL:</b> Monitoring quarterly with monitoring form and in person or remote consultation between ESL teachers and classroom/content teacher(s)</p> <p><b>FELS reclassified 2016-2019:</b> Biannual monitoring form and consultation between ESL teachers and classroom/content teacher(s)</p>	<p><b>Students reclassified in 2020 to FEL:</b> Monitoring quarterly with monitoring form and in person or remote consultation between ESL teachers and classroom/content teacher(s)</p> <p><b>FELS reclassified 2016-2019:</b> Biannual monitoring form and consultation between ESL teachers and classroom/content teacher(s)</p>	<p><b>Students reclassified in 2020 to FEL:</b> Monitoring quarterly with monitoring form and in person or remote consultation between ESL teachers and classroom/content teacher(s)</p> <p><b>FELS reclassified 2016-2019:</b> Biannual monitoring form and consultation between ESL teachers and classroom/content teacher(s)</p>
<p><b>OPT-Out</b> A parent's choice to opt their child out of an ELE program means:</p> <ul style="list-style-type: none"> <li>Students do not receive separate English as a Second Language (ESL) instruction focused on language development</li> <li>The district will</li> </ul>	<p>Districts must keep a record of how such students are provided meaningful access to the curriculum and how they are progressing academically. <i>This is done by:</i></p> <ul style="list-style-type: none"> <li>Consultation between the ESL teacher and the content/classroom teachers through:</li> <li>Biannual monitoring forms</li> <li>Monthly check ins around students' progress</li> <li>ACCESS administration and analyzes of results</li> </ul>	<p>Districts must keep a record of how such students are provided meaningful access to the curriculum and how they are progressing academically. <i>This is done by:</i></p> <ul style="list-style-type: none"> <li>Consultation between the ESL teacher and the content/classroom teachers through:</li> <li>Biannual monitoring forms</li> <li>Monthly check ins around students' progress</li> <li>ACCESS administration and analyzes of results</li> </ul>	<p>Districts must keep a record of how such students are provided meaningful access to the curriculum and how they are progressing academically. <i>This is done by:</i></p> <ul style="list-style-type: none"> <li>Consultation between the ESL teacher and the content/classroom teachers through:</li> <li>Biannual monitoring forms</li> <li>Monthly check ins around students' progress</li> <li>ACCESS administration and analyzes of results</li> </ul>

<p>provide the necessary support and actively monitor the student's progress so as to meet the student's English-language and academic needs.</p>			
<p>Assessments/ progress monitoring</p>	<ul style="list-style-type: none"> <li>• Collaborate with data teams to analyze school based assessments to guide individual and group instruction</li> <li>• MODEL online assessment (as needed)</li> <li>• Progress reports biannually</li> </ul>	<ul style="list-style-type: none"> <li>· Collaborate with data teams to analyze school based assessments to guide individual and group instruction</li> <li>· MODEL online assessment (as needed)</li> <li>· Progress reports biannually</li> </ul>	<ul style="list-style-type: none"> <li>· Collaborate with data teams to analyze school based assessments to guide individual and group instruction</li> <li>· MODEL online assessment (as needed)</li> <li>· Progress reports biannually</li> </ul>
<p>Professional Development Opportunities</p>	<ul style="list-style-type: none"> <li>• Introduction to the ELL program (overview of English language development instruction).</li> <li>• Differentiating instruction/ co-teaching for English learners in the classroom.</li> <li>• Effectively using the support of an interpreter.</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction to the ELL program (overview of English language development instruction).</li> <li>• Differentiating instruction/ co-teaching for English Learners in the classroom.</li> <li>• Effectively using the support of an</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction to the ELL program (overview of English language development instruction).</li> <li>• Differentiating instruction/ co-teaching for English learners in the classroom.</li> <li>• Effectively using the support of an interpreter.</li> </ul>

	<ul style="list-style-type: none"> <li>• Supporting/Increasing family engagement among ELL parents</li> <li>• Understanding WIDA standards and ACCESS test results to support language and content instruction in the classroom.</li> <li>• Incorporating Lucy Calkins resources on differentiating for ELs into the classroom</li> <li>• Building family partnerships, EL family engagement and outreach</li> </ul>	<p>interpreter.</p> <ul style="list-style-type: none"> <li>• Supporting/Increasing family engagement among ELL parents</li> <li>• Understanding WIDA standards and ACCESS test results to support language and content instruction in the classroom.</li> <li>• Incorporating Lucy Calkins resources on differentiating for ELs into the classroom</li> <li>• Building family partnerships, EL family engagement and outreach</li> </ul>	<ul style="list-style-type: none"> <li>• Supporting/Increasing family engagement among ELL parents</li> <li>• Understanding WIDA standards and ACCESS test results to support language and content instruction in the classroom.</li> <li>• Incorporating Lucy Calkins resources on differentiating for ELs into the classroom</li> <li>• Building family partnerships, EL family engagement and outreach</li> </ul>
Extended Learning Opportunities	In-person after school support available through Title 3 funds in each of the elementary schools.	Remote or in person after school support available through Title 3 funds in each of the elementary schools.	Remote afterschool support available through Title 3 funds in each of the elementary schools.
Parent/Guardian Outreach	Established What's APP groups for parents to receive information from schools. Interpreter available via phone or remote support.	Established What's APP groups for parents to receive information from schools. Interpreter available via phone or remote support.	Established What's APP groups for parents to receive information from schools. Interpreter available via phone or remote support.

Grade Level 6-8

ELP Level	In-Person	Hybrid Model	Full Remote Learning
<p><b>Foundational Level</b></p> <ul style="list-style-type: none"> <li>Foundational Level refers to students who demonstrate English language proficiency at the <i>WIDA Level 1, Level 2 (ACCESS 2.0 Overall Scores: 1.0-2.4)</i></li> </ul>	<p><b>Service Delivery:</b></p> <ul style="list-style-type: none"> <li>Pull out Separate in-person ESL classes/ESL teacher</li> <li>Or Co-teach with general ed classroom teacher</li> <li>Interpreter ESP to support content access</li> <li>Homebase is general ed classroom</li> </ul> <p><b>Staffing Needs:</b> Increasing interpreters within each school</p> <ul style="list-style-type: none"> <li>Cohort foundational students together.</li> <li>Interpreter ESP in the math class (if possible).</li> <li>Schedule needs to be consistent for this model to be successful and flexible based on model changes to</li> </ul>	<p><b>Service Delivery:</b></p> <ul style="list-style-type: none"> <li>Pull out Separate Remote/In-person ESL classes/ESL teacher (possibly via zoom)</li> <li>Or Co-teach with general ed classroom teacher</li> <li>Interpreter ESP to support content access</li> <li>Homebase is general ed classroom</li> </ul> <p><b>Staffing Needs:</b> Increasing interpreters within each school</p> <ul style="list-style-type: none"> <li>Cohort foundational students together.</li> <li>Interpreter ESP in math class (if possible).</li> <li>Interpreter ESP for student/family outreach when switching to remote.</li> <li>Schedule needs to be consistent for this model to be successful and flexible based on model changes</li> </ul>	<p><b>Service Delivery/Staff responsible:</b></p> <ul style="list-style-type: none"> <li>Remote ESL classes/ESL teacher</li> <li>SEI Math Content Instruction/S EI teacher</li> <li>Interpreter ESP to support content access</li> <li>Homebase is with general ed teacher/ ESL teacher based on students' needs</li> </ul> <p><b>Schedule needs:</b> Newcomers clustered in same grade level classrooms</p> <p><b>Staffing Needs:</b></p> <ul style="list-style-type: none"> <li>Cohort foundational students together.</li> <li>Interpreter ESP student/family outreach in this scenario to support remote learning access.</li> <li>Interpreter</li> </ul>

	<p>hybrid and remote.</p>		<p>ESPs in math class (if possible)</p> <ul style="list-style-type: none"> <li>• Schedule needs to be consistent for this model to be successful and flexible based on model changes</li> </ul>
	<ul style="list-style-type: none"> <li>• At Least 2 periods of 45 minutes or more of small group ELD pullout in-person instruction</li> <li>• SS and ELA topics are embedded in ESL instruction</li> <li>• Students attend Math and Science general education classes with support of Interpreter ESP</li> <li>• OR co-teaching of math and science with ESL teacher</li> <li>• Home base is general education classroom with</li> <li>• SEI Coach</li> </ul>	<ul style="list-style-type: none"> <li>• At Least 2 periods of 45 minutes or more of small group ELD pullout instruction</li> <li>• SS and ELA topics are embedded in ESL instruction</li> <li>• Students attend Math and Science general education classes with support of Interpreter ESP</li> <li>• OR co-teaching of math and science with ESL teacher</li> <li>• Home base is general education classroom</li> <li>• SEI Coach supports content teachers to differentiate for ELs.</li> </ul>	<ul style="list-style-type: none"> <li>• At Least 2 periods of 45 minutes or more of small group ELD pullout instruction</li> <li>• SS and ELA topics are embedded in ESL instruction</li> <li>• Students attend Math and Science general education classes with support of Interpreter ESP</li> <li>• OR co-teaching of math and science with ESL teacher</li> <li>• Remote Home base is either ESL teacher or general education teacher</li> </ul>

	supports content teachers to differentiate for ELs.		depending on language access needs of student
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<p><b>Transitional Level</b></p> <ul style="list-style-type: none"> <li>Transitional Level refers to students who demonstrate English language proficiency at the <i>WIDA Level 3, Level 4, Level 5 &amp; Level 6 (K-12 ACCESS 2.0: Overall Scores 2.5 and higher)</i></li> </ul>	<p><b>Service Delivery:</b></p> <ul style="list-style-type: none"> <li>Daily in person pull-out ELD 45 minute class or what is best for student based on student's individual needs (i.e English language proficiency level, academics needs, Social-Emotional needs)</li> <li>ELD instruction is targeted on student's individual language goals.</li> <li>ESL teacher and General education teacher consult about students' progress.</li> <li>SEI coach supports content instruction for ELs.</li> </ul> <p><b>Staffing/scheduling Needs:</b></p> <ul style="list-style-type: none"> <li>SEI Coach support for SEI teachers</li> </ul>	<p><b>Service Delivery:</b></p> <ul style="list-style-type: none"> <li>Daily in person pull-out ELD 45 minute class or what is best for student based on student's individual needs (i.e English language proficiency level, academics needs, Social-Emotional needs)</li> <li>ELD instruction is targeted on student's individual language goals.</li> <li>ESL teacher and General education teacher consult about students' progress.</li> <li>SEI coach supports content instruction for ELs.</li> </ul> <p><b>Staffing/scheduling Needs:</b></p> <ul style="list-style-type: none"> <li>SEI Coach support for SEI teachers</li> <li>Cohort transitional students together in general ed classes.</li> <li>Schedule needs to be consistent for this model to be successful and flexible based on model changes to hybrid and remote.</li> </ul>	<p><b>Service Delivery:</b></p> <ul style="list-style-type: none"> <li>Daily in person pull-out ELD 45 minute class or what is best for student based on student's individual needs (i.e English language proficiency level, academics needs, Social-Emotional needs)</li> <li>ELD instruction is targeted on student's individual language goals.</li> <li>ESL teacher and General education teacher consult about students' progress.</li> <li>SEI coach supports content instruction for ELs.</li> </ul> <p><b>Staffing/scheduling Needs:</b></p> <ul style="list-style-type: none"> <li>SEI Coach support for SEI teachers</li> </ul>
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	<ul style="list-style-type: none"><li>• Cohort transitional students together in general education classes.</li><li>• Schedule needs to be consistent for this model to be successful and flexible based on model changes to hybrid and remote.</li></ul>		<ul style="list-style-type: none"><li>• Cohort transitional students together in general ed classes.</li><li>• Schedule needs to be consistent for this model to be successful and flexible based on model changes to hybrid and remote.</li></ul>
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	<ul style="list-style-type: none"> <li>• 1 period of 45 minutes in person ELD or ELD based on the language development needs of the student</li> <li>• Home base in general education classroom.</li> <li>• If possible, ESL teacher co-teach in content area (math-sci)</li> <li>• SEI content classes Establish content and language objectives</li> <li>• If possible, SEI coach support for SEI teachers to develop content and language objectives</li> <li>• Coach supports emphasis on learning and using language of subject matter in authentic situations from vocabulary to discourse.</li> <li>• Preferential (</li> </ul>	<ul style="list-style-type: none"> <li>• At least 1 period of 45 minutes of ELD in person / remote based on the language development needs of the student</li> <li>• Home base in general education classroom both in person and remotely.</li> <li>• Where possible, ESL teacher co-teach with SEI content teacher in content area (math-sci)</li> <li>• For remote instruction a focus on priority assignments, and modifications such as zoom interpreter support,</li> <li>• If needed, 1:1 or small group support on content/concept learning and assignments</li> <li>• Dedicated office hours with ESL teacher or ESP to support students' understanding/ completion of assignments</li> <li>• Collaboration between ESL teachers and SEI teachers to compile and share resources to support student learning, e.g., paragraph frames, virtual word wall</li> </ul>	<ul style="list-style-type: none"> <li>• At least 1 period of 45 minutes of ELD remote instruction based on the language development needs of the student</li> <li>• Home base in remote general education classroom</li> <li>• Where possible, ESL teacher co-teach with SEI content teacher in content area (math-sci)</li> <li>• For remote instruction a focus on priority assignments, and modifications such as zoom interpreter support,</li> <li>• If needed, 1:1 or small group support on content/concept learning and assignments</li> <li>• Dedicated office hours with ESL</li> </ul>
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	<p>with language peers if possible) grouping/small grouping/work with like language peer to access curriculum,</p> <ul style="list-style-type: none"> <li>• In SEI classes, assessments and assignments modified for students language proficiency ( e.g. open notebook, interpreter support).</li> <li>• Collaboration between ESL and SEI teacher to compile and share resources to support student learning, e.g.; paragraph frames, virtual word wall.</li> </ul>		<p>teacher or ESP to support students' understanding/ completion of assignments</p> <ul style="list-style-type: none"> <li>• Collaboration between ESL teachers and SEI teachers to compile and share resources to support student learning, e.g., paragraph frames, virtual word wall</li> </ul>
Former English Learner (FEL)	<p><b>Students reclassified in 2020 to FEL:</b> Monitoring quarterly with monitoring form and in person or remote</p>	<p><b>Students reclassified in 2020 to FEL:</b> Monitoring quarterly with monitoring form and in person or remote consultation between ESL teachers and classroom/content teacher(s)</p>	<p><b>Students reclassified in 2020 to FEL:</b> Monitoring quarterly with monitoring form and in person or remote</p>

	<p>consultation between ESL teachers and classroom/content teacher(s)</p> <p><b>FELS reclassified 2016-2019:</b> Biannual monitoring form and consultation between ESL teachers and classroom/content teacher(s)</p>	<p><b>FELS reclassified 2016-2019:</b> Biannual monitoring form and consultation between ESL teachers and classroom/content teacher(s)</p>	<p>consultation between ESL teachers and classroom/content teacher(s)</p> <p><b>FELS reclassified 2016-2019:</b> Biannual monitoring form and consultation between ESL teachers and classroom/content teacher(s)</p>
<p><b>OPT-Out</b> A parent’s choice to opt their child out of an ELE program means:</p> <ul style="list-style-type: none"> <li>• Students do not receive separate English as a Second Language (ESL) instruction focused on language development</li> <li>• The district will provide the necessary support and actively monitor the student’s progress so as to meet the student’s English-language and academic needs.</li> </ul>	<p>Districts must keep a record of how such students are provided meaningful access to the curriculum and how they are progressing academically.</p> <p><i>This is done by:</i></p> <ul style="list-style-type: none"> <li>• Consultation between the ESL teacher and the content/classroom teachers through:</li> <li>• Biannual monitoring forms</li> <li>• Monthly check ins around students’ progress</li> <li>• ACCESS administratio</li> </ul>	<p>Districts must keep a record of how such students are provided meaningful access to the curriculum and how they are progressing academically.</p> <p><i>This is done by:</i></p> <ul style="list-style-type: none"> <li>• Consultation between the ESL teacher and the content/classroom teachers through:</li> <li>• Biannual monitoring forms</li> <li>• Monthly check ins around students’ progress</li> <li>• ACCESS administration and analyzes of results</li> </ul>	<p>Districts must keep a record of how such students are provided meaningful access to the curriculum and how they are progressing academically.</p> <p><i>This is done by:</i></p> <ul style="list-style-type: none"> <li>• Consultation between the ESL teacher and the content/classroom teachers through:</li> <li>• Biannual monitoring forms</li> <li>• Monthly check ins around students’ progress</li> <li>• ACCESS administratio</li> </ul>

	n and analyzes of results		n and analyzes of results
Assessments	Intake, Can-do or other goal setting, formative, summative and ACCESS	Intake, Can-do or other goal setting, formative, summative and ACCESS	Intake, Can-do or other goal setting, formative, summative and ACCESS
Professional Development Opportunities	<ul style="list-style-type: none"> <li>• Introduction to the ELL program (overview of English language development instruction).</li> <li>• Differentiating instruction for newcomers in the classroom.</li> <li>• Effectively using the support of an interpreter.</li> <li>• Understanding WIDA standards and ACCESS test results to support language and content instruction in the classroom.</li> <li>• Building family partnerships, EL family engagement and</li> </ul>	<ul style="list-style-type: none"> <li>· Introduction to the ELL program (overview of English language development instruction).</li> <li>· Differentiating instruction for newcomers in the classroom.</li> <li>· Effectively using the support of an interpreter.</li> <li>· Understanding WIDA standards and ACCESS test results to support language and content instruction in the classroom.</li> <li>· Building family partnerships, EL family engagement and outreach</li> </ul>	<ul style="list-style-type: none"> <li>· Introduction to the ELL program (overview of English language development instruction).</li> <li>· Differentiating instruction for newcomers in the classroom.</li> <li>· Effectively using the support of an interpreter.</li> <li>· Understanding WIDA standards and ACCESS test results to support language and content instruction in the classroom.</li> <li>· Building family partnerships, EL family engagement and outreach</li> </ul>

	outreach		
Extended Learning Opportunities	In person after school support available through Title 3 funds in each of the elementary schools. H-Work club	Remote or in person after school support available through Title 3 funds in each of the elementary schools. Office hours.	Remote afterschool support available through Title 3 funds in each of the elementary schools. Office hours.
Parent/Guardian Outreach	<ul style="list-style-type: none"> <li>• Zoom interpretation at parent meetings.</li> <li>• Translation of all information being sent to families.</li> <li>• Oral recordings interpreted to support families with low literacy.</li> <li>• Establish What's APP groups for one way and two way communication</li> <li>• ELL Program WhatsApp group facilitated and monitored by ELL director</li> <li>• If possible, virtual home visits with interpreter to</li> </ul>	<ul style="list-style-type: none"> <li>• Zoom interpretation at parent meetings.</li> <li>• Translation of all information being sent to families.</li> <li>• Oral recordings interpreted to support families with low literacy.</li> <li>• Establish What's APP groups for one way and two way communication</li> <li>• ELL Program WhatsApp group facilitated and monitored by ELL director</li> <li>• If possible, virtual home visits with interpreter to support two way communication and address any questions and concerns.</li> </ul>	<ul style="list-style-type: none"> <li>• Zoom interpretation at parent meetings.</li> <li>• Translation of all information being sent to families.</li> <li>• Oral recordings interpreted to support families with low literacy.</li> <li>• Establish What's APP groups for one way and two way communication</li> <li>• ELL Program WhatsApp group facilitated and monitored by ELL director</li> <li>• If possible, virtual home visits with interpreter to support two way communication and address any questions and concerns.</li> </ul>

	support two way communication and address any questions and concerns.		
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Grade Level 9-12

ELP Level	In-Person	Hybrid Model	Full Remote Learning
Foundational ESL 1/ Newcomers <ul style="list-style-type: none"> <li>English Proficiency: Newcomer-Level 1.6</li> </ul>	<p><b>Service Delivery:</b></p> <ul style="list-style-type: none"> <li>Self contained ESL classes and ESL content topic classes</li> <li>At Least 2 periods of 75 minutes every other day or more of ELD</li> </ul> <p><b>Staffing Needs:</b>            SEI Coach            Interpreter ESP            SEI Content teachers co-teaching and co-planning</p> <p><b>Courses</b>            ESL Social-Lingual Full Year            ESL            Science Topics Full Year            ESL            US History Topics Full Year            ESL Math Topics (Co-taught ESL teacher and Math teacher)            Full Year</p>	<p><b>Service Delivery:</b></p> <ul style="list-style-type: none"> <li>Self contained ESL classes and ESL content topic classes</li> <li>At Least 2 periods of 60 minutes every other day or more of ELD</li> </ul> <p><b>Staffing Needs:</b>            SEI Coach            Interpreter ESP            SEI Content teachers co-teaching and co-planning</p> <p><b>Courses</b>            ESL Social-Lingual Full Year            ESL            Science Topics Full Year            ESL            US History Topics Full Year            ESL Math Topics (Co-taught ESL teacher and Math teacher)            Full Year</p>	<p><b>Service Delivery:</b></p> <ul style="list-style-type: none"> <li>Self contained ESL classes and ESL content topic classes</li> <li>At Least 2 periods of 60 minutes every other day or more of ELD</li> </ul> <p><b>Staffing Needs:</b>            SEI Coach            Interpreter ESP            SEI Content teachers co-teaching and co-planning</p> <p><b>Courses</b>            ESL Social-Lingual Full Year            ESL            Science Topics Full Year            ESL            US History Topics Full Year            ESL Math Topics (Co-taught ESL teacher and Math teacher)            Full Year</p>

	Newcomer PE 1 semester	Newcomer PE 1 semester	Newcomer PE 1 semester
ESL 2 • English Proficiency: Level 1.7- 2.7	At Least 1 periods of 75 minutes every other day or more of ELD Self contained SEI content classes. ESL 2 Full Year Sheltered Algebra Full Year Sheltered Bio Full Year Sheltered US History2 Full Year	At Least 1 periods of 75 in person OR 60 minutes remote every other day or more of ELD Self contained SEI content classes. ESL 2 Full Year Sheltered Algebra Full Year Sheltered Bio Full Year Sheltered US History2 Full Year	At Least 1 periods of 60 minutes every other day or more of ELD Self contained SEI content classes. ESL 2 Full Year Sheltered Algebra Full Year Sheltered Bio Full Year Sheltered US History2 Full Year
<b>Transitional</b>  ESL 3 • English Proficiency: 2.8-3.5	<b>Service Delivery:</b> ESL courses based on students' proficiency level <b>Staffing Needs:</b> ESL teacher SEI content teachers SEI Coach to support SEI content teachers Interpreter ESP for parent outreach	<b>Service Delivery:</b> ESL courses based on students' proficiency level <b>Staffing Needs:</b> ESL teacher SEI content teachers SEI Coach to support SEI content teachers Interpreter ESP for parent outreach	<b>Service Delivery:</b> ESL courses based on students' proficiency level <b>Staffing Needs:</b> ESL teacher SEI content teachers SEI Coach to support SEI content teachers Interpreter ESP for parent outreach
	At least 1 period of 75 minutes of ELD every other day Interpreter/ coach available in person to support SEI teachers Courses: • ESL 3 • Sheltered Transitional	At least 1 period of 75 minutes in person or 60 minutes remote of ELD every other day  Interpreter ESP/ coach available virtually to support SEI teachers Courses:	At least 1 period of 60 minutes of ELD every other day  Interpreter ESP/ coach available virtually to support SEI teachers Courses: • ESL 3

	<ul style="list-style-type: none"> <li>English</li> <li>General Education content classes</li> </ul>	<ul style="list-style-type: none"> <li>ESL 3</li> <li>Sheltered Transitional English</li> <li>General Education content classes</li> </ul>	<ul style="list-style-type: none"> <li>Sheltered Transitional English</li> <li>General Education content classes</li> </ul>
<p>ESL 4</p> <ul style="list-style-type: none"> <li>English Proficiency: 3.6-4.2</li> </ul>	<p>At least 1 period of 75 minutes of ELD every other day Interpreter/ coach available in person to support SEI teachers</p> <p><b>Courses</b> ESL 4 General Education Content/Elective Classes</p>	<p>At least 1 period of 75 minutes in person or 60 minutes remote of ELD every other day Interpreter/ coach available in person to support SEI teachers</p> <p><b>Courses</b> ESL 4 General Education Content/Elective Classes</p>	<p>At least 1 period of 75 minutes of ELD every other day Interpreter/ coach available in person to support SEI teachers</p> <p><b>Courses</b> ESL 4 General Education Content/Elective Classes</p>
Former English Learners (FEL)	<p><b>Students reclassified in 2020 to FEL:</b> Monitoring quarterly with monitoring form and in person or remote consultation between ESL teachers and classroom/content teacher(s)</p> <p><b>FELS reclassified 2016-2019:</b> Biannual monitoring form and consultation between ESL teachers and classroom/content teacher(s)</p>	<p><b>Students reclassified in 2020 to FEL:</b> Monitoring quarterly with monitoring form and in person or remote consultation between ESL teachers and classroom/content teacher(s)</p> <p><b>FELS reclassified 2016-2019:</b> Biannual monitoring form and consultation between ESL teachers and classroom/content teacher(s)</p>	<p><b>Students reclassified in 2020 to FEL:</b> Monitoring quarterly with monitoring form and in person or remote consultation between ESL teachers and classroom/content teacher(s)</p> <p><b>FELS reclassified 2016-2019:</b> Biannual monitoring form and consultation between ESL teachers and classroom/content teacher(s)</p>



<p><b>OPT-Out</b> A parent's choice to opt their child out of an ELE program means:</p> <ul style="list-style-type: none"> <li>• Students do not receive separate English as a Second Language (ESL) instruction focused on language development</li> <li>• The district will provide the necessary support and actively monitor the student's progress so as to meet the student's English-language and academic needs.</li> </ul>	<p>Districts must keep a record of how such students are provided meaningful access to the curriculum and how they are progressing academically. <i>This is done by:</i></p> <ul style="list-style-type: none"> <li>• Consultation between the ESL teacher and the content/classroom teachers through:</li> <li>• Biannual monitoring forms</li> <li>• Monthly check ins around students' progress</li> <li>• ACCESS administration and analyzes of results</li> </ul>	<p>Districts must keep a record of how such students are provided meaningful access to the curriculum and how they are progressing academically. <i>This is done by:</i></p> <ul style="list-style-type: none"> <li>• Consultation between the ESL teacher and the content/classroom teachers through:</li> <li>• Biannual monitoring forms</li> <li>• Monthly check ins around students' progress</li> <li>• ACCESS administration and analyzes of results</li> </ul>	<p>Districts must keep a record of how such students are provided meaningful access to the curriculum and how they are progressing academically. <i>This is done by:</i></p> <ul style="list-style-type: none"> <li>• Consultation between the ESL teacher and the content/classroom teachers through:</li> <li>• Biannual monitoring forms</li> <li>• Monthly check ins around students' progress</li> <li>• ACCESS administration and analyzes of results</li> </ul>
<p>Assessments</p>	<p>Online WIDA Screener, Can-do or other goal setting, formative, summative and ACCESS</p>	<p>Online Remote WIDA Screener Can-do or other goal setting, formative, summative and ACCESS</p>	<p>Online Remote WIDA Screener, Can-do or other goal setting, formative, summative and ACCESS</p>
<p>Professional Development</p>	<ul style="list-style-type: none"> <li>• Training on Nearpod, Google tools</li> <li>• Coaching to ELD and co-teacher</li> <li>• Introduction to the ELL program</li> </ul>	<ul style="list-style-type: none"> <li>• Training on Nearpod, Google tools</li> <li>• Coaching to ELD and co-teacher</li> <li>• Introduction to the ELL program</li> </ul>	<ul style="list-style-type: none"> <li>• Training on Nearpod, Google tools</li> <li>• Coaching to ELD and co-teacher</li> <li>• Introduction to the ELL program</li> </ul>

	<p>(overview of English language development instruction).</p> <ul style="list-style-type: none"> <li>• Differentiating instruction for newcomers in the classroom.</li> <li>• Effectively using the support of an interpreter.</li> <li>• Understanding WIDA standards and ACCESS test results to support language and content instruction in the classroom.</li> <li>• Building family partnerships, EL family engagement and outreach</li> </ul>	<p>(overview of English language development instruction).</p> <ul style="list-style-type: none"> <li>• Differentiating instruction for newcomers in the classroom.</li> <li>• Effectively using the support of an interpreter.</li> <li>• Understanding WIDA standards and ACCESS test results to support language and content instruction in the classroom.</li> <li>• Building family partnerships, EL family engagement and outreach</li> </ul>	<p>(overview of English language development instruction).</p> <ul style="list-style-type: none"> <li>• Differentiating instruction for newcomers in the classroom.</li> <li>• Effectively using the support of an interpreter.</li> <li>• Understanding WIDA standards and ACCESS test results to support language and content instruction in the classroom.</li> <li>• Building family partnerships, EL family engagement and outreach</li> </ul>
Extended Learning Opportunities	<p>-Mentoring program organized by Transition/family engagement coordinator -Teacher office hours</p>	<p>-Mentoring program organized by Transition/family engagement coordinator -Teacher office hours</p>	<p>-Mentoring program organized by Transition/family engagement coordinator -Teacher office hours</p>
Parent/Guardian Outreach	<p>-Transition/family engagement coordinator reaches out to families, develops opportunities for education and two-way communication -Opt into What's App districtwide communication</p>	<p>-Transition/family engagement coordinator reaches out to families, develops opportunities for education and two-way communication -Opt into What's App districtwide communication</p>	<p>-Transition/family engagement coordinator reaches out to families, develops opportunities for education and two-way communication -Opt into What's App districtwide communication</p>

**APPENDIX G**  
**Martha's Vineyard Public Schools**  
**School Re-opening Health and Wellness Guidance**

**A safe return to in-person school environments will require a culture of health and safety every step of the way. Specifically:**

- **It is not one mitigation strategy but a *combination* of all these strategies taken together that will substantially reduce the risk of transmission.** No single strategy can ever be perfect, but all strategies together will reduce risk. It will take collective continued vigilance towards health and safety measures to continue to contain COVID-19.
- **Staff must monitor themselves for symptoms daily and students, with the assistance of families, must also be monitored daily for symptoms. Staff and students must stay home if feeling unwell.** Everyone must do their part to protect others and not come to school if they are exhibiting any COVID-19 symptoms or are feeling sick.
- **Masks are among the most important single measures to contain the spread of COVID-19.** We require students second grade and above and all staff to wear masks that *adequately cover both their nose and mouth*. Younger children are strongly encouraged to wear masks. Exceptions must be made for students with medical, behavioral, or other challenges who are unable to wear masks/face coverings.
- **Hand hygiene is critical.** 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.
- **Physical distance greatly reduces the risk of transmission.** As COVID-19 is transmitted through respiratory droplets, putting distance between yourself and others reduces risk. In classroom settings, when all parties are wearing masks, a minimum of 3 feet of separation is needed; if one or both parties are not wearing masks, 6 feet is needed. (Kindergarten and first grade students without masks may be 3 feet apart, but no less, which is permissible given the lower susceptibility of the age group).
- **Cohorts/assigned seating.** Wherever possible, seats should be assigned (including classroom, bus, meals). Students organized in groups/classrooms and other cohorts help mitigate transmission of the virus. Assigned seating is important because it effectively creates even smaller groups within cohorts which

minimize transmission. Assigned seats can also assist with contact tracing.

### **Protocol: Daily Self Checklist for Families and Staff**

The single most important thing to do if any of the following symptoms are present is to **STAY HOME**. Our collective health relies, in part, on individual attention and responsibility. Note that some symptoms of COVID-19 are the same as the flu or a bad cold; ***please do not assume it is another condition.***

**When in doubt, stay home!**

**Please STAY HOME if you have any of the symptoms listed.**

Below is the full list of symptoms for which caregivers should monitor their children, and staff should monitor themselves:

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

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

**Do not plan to see your school nurse if your child has any symptoms. The school nurse will not be able to test your child. You must stay home and contact your primary care provider.**

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

Staff or students who have traveled outside of Massachusetts will need to quarantine as determined by state recommendations and should inform the school of travel history or plans.

### Protocol: Student or staff tests positive for COVID-19

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 and disinfecting has occurred.

1. The student or staff member must remain at home (except to get medical care), monitor their symptoms, notify the school, notify personal close contacts, assist the school in contact tracing efforts, and answer the call from local board of health or Massachusetts Community Tracing Collaborative. For most people who have relatively mild illness, they will need to stay in self-isolation for at least 10 days **and** until at least 3 days have passed with no fever and improvement in other symptoms.
2. The student's parent/caregiver or the staff member informs the 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.
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.
  - a. 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.
  - b. 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.
  - c. 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:
  - a) Inform them there was a positive test (not the specific individual) in the self-contained classroom.
  - b) 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"
  - c) 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.)
  - d) Explain that if close contacts choose not to be tested, the student or staff member should remain home in self-quarantine for 14 days.
  - e) 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).
  - f) 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:
  - a) 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.
  - b) The school should quickly identify the individuals who may be "close contacts" of the student and notify students and their families.
  - c) 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.

- d) Close contacts should not come back to school until they have received the results of testing (or elected to instead quarantine for 14 days) and are asked to communicate their test results to the school.
- 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 two days before the onset of symptoms (or positive test if asymptomatic) until the 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.<sup>7</sup> 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<sup>8</sup> 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.

### **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.
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. 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 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**

***Please do not assume it is another condition. When in doubt, stay home!***

- 1) Family should monitor students at home each morning for the most common symptoms of COVID-19 (see list above).



- a) **IF NO SYMPTOMS:**
  - i) Send student to school.
- b) **IF ANY SYMPTOM: CONTACT YOUR HEALTHCARE PROVIDER**
  - i) Do not send the student to school.
  - ii) Call the school's COVID-19 point of contact and inform them the student is staying home due to symptoms.
  - iii) Current Massachusetts DPH guidance is that all symptomatic individuals in Massachusetts, even those with mild symptoms, should be tested. An individual who does not wish to be tested should instead isolate for 14 days and until asymptomatic.
  - iv) The student should get tested at one of Massachusetts's test sites. **XXX**
  - v) Isolate at home until test results are returned.
  - vi) Proceed as follows according to test results:
    - (1) **IF NEGATIVE:** Student stays home until asymptomatic for 24 hours.
    - (2) **IF POSITIVE:** 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. **FOLLOW STEPS UNDER:** "Protocol: Student / staff tests positive for COVID-19."

**Protocol: Student is symptomatic on the bus**

- 1) **Families are the most important first line of defense for monitoring symptoms**, bus drivers and bus monitors also play an important role in flagging possible symptomatic students.
- 2) If symptoms are noticed as the student is getting on the bus and if there is a caregiver present, 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 will be cleaned and disinfected.
  
- 7) Nurse (or school medical point of contact) should evaluate the student for symptoms (see list above: “Most common symptoms of COVID-19”).
  - a) **IF ANY SYMPTOM: CONTACT YOUR HEALTHCARE PROVIDER**
    - i) 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.
    - ii) Contact caregiver for pick-up.
      - (1) Student waits to be picked up in the medical waiting room.
      - (2) Caregiver will notify nurse when they have arrived outside.
      - (3) Nurse or assistant will escort student to caregiver’s vehicle.
      - (4) Caregivers must wear a mask/face covering when picking up their student.
      - (5) Students will not ride the school bus or any public transportation to get home.
      - (6) Caregivers and students should wash their hands upon arriving at home and change their clothes, as a precaution.
    - iii) Current Massachusetts DPH guidance is that all symptomatic individuals in Massachusetts, even those

with mild symptoms, should be tested. An individual who does not wish to be tested should instead isolate for 14 days and until asymptomatic.

- iv) Student should get tested at one of Massachusetts's test sites.  
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  - v) Isolate at home until test results are returned.
  - vi) Proceed as follows according to test results:
    - (1) **IF NEGATIVE:** If the student does not have COVID-19, the student may return to school based upon guidance from their health care provider 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. **FOLLOW STEPS UNDER:** "Protocol: Student/staff tests positive for COVID-19."
- b) **IF NO SYMPTOMS:**
- i) If the evaluation shows the student does not have symptoms, send the student to class.

**Protocol: Student is symptomatic at school  
(During the school day and  
extracurricular activities)**

- 1) **Families are the most important first line of defense for monitoring symptoms,** School staff will play an important role in referring possible symptomatic students to the school nurse or other medical point of contact.
- 2) School staff ensures the student is wearing a mask that fully covers nose and

mouth at all times.

- 3) School staff 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 or activity.
- 4) Nurse (or school medical point of contact) should evaluate the student for symptoms (see list above: “Daily Self Checklist for Families and Staff”).

a) **IF ANY SYMPTOM:**

- i) 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 medical waiting room
- ii) Contact caregiver for pick-up.
  - (1) Student waits to be picked up in the medical waiting room.
  - (2) Caregiver will notify nurse or school medical point of contact when they have arrived outside.
  - (3) Nurse, assistant, or school medical point of contact will escort student to caregiver’s vehicle.
  - (4) Caregivers must wear a mask/face covering when picking up their student.
  - (5) Students will not ride the school bus or any public transportation to get home.
  - (6) Caregivers and students should wash their hands upon arriving at home and change their clothes, as a precaution.
- iii) Current Massachusetts DPH guidance is that all symptomatic individuals in Massachusetts, even those with mild symptoms, should be tested. An individual who does not wish to be tested should instead isolate for 14 days and until asymptomatic.
- iv) Student should get tested at one of Massachusetts’s test sites. **XXX**
- v) Isolate at home until test results are returned.
- vi) Proceed as follows according to test results:
  - (1) **IF NEGATIVE:** If the student does not have COVID-19, the student may return to school based upon guidance from their health care provider 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. **FOLLOW STEPS UNDER:** “Protocol: Student or staff tests positive for COVID-19.”
- (3) **IF NO SYMPTOMS:**
- (a) i. If the evaluation shows the student does not have symptoms, send the student back to class or activity.

### **Protocol: Staff is symptomatic at home**

***Please do not assume it is another condition. When in doubt, stay 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”).
- a) a. **IF NO SYMPTOMS:**
- i) Come to work.
- b) **IF ANY SYMPTOM:**
- i) Do not come to work.
- ii) Contact the COVID-19 point of contact and/or other absence reporting mechanism established by the school.
- iii) Current Massachusetts DPH guidance is that all symptomatic individuals in Massachusetts, even those with mild symptoms, should be tested. An individual who does not wish to be tested should instead isolate for 14 days and until asymptomatic.
- iv) The staff member should get tested at one of Massachusetts’ test sites.  
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- v) Isolate at home until test results are returned.
- vi) 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. **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.
  - a) **IF NO SYMPTOMS:**
    - i) The staff member should follow the school’s standard protocols for being excused due to illness.
  - b) **IF ANY SYMPTOM:**
    - i) Current Massachusetts DPH guidance is that all symptomatic individuals in Massachusetts, even those with mild symptoms, should be tested. An individual who does not wish to be tested should instead isolate for 14 days and until asymptomatic.
    - ii) The staff member should get tested at one of Massachusetts’s test sites.  
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    - iii) Isolate at home until test results are returned.
    - iv) Proceed as follows according to test results:
      - (1) **IF NEGATIVE:** Staff member stays home until asymptomatic for 24 hours.
  - c) **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. **FOLLOW STEPS UNDER:** “Protocol: Student/staff tests positive for COVID-19”.

*Section 2: Protocols for potential school closure (partial or full) or district closure*  
**Protocol: Presence of multiple cases in the school or district**

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

- a) **Contacts: Russell Johnston**, Senior Associate Commissioner, [Russell.Johnston@mass.gov](mailto:Russell.Johnston@mass.gov), 781- 605-4958.
  - b) **Erin McMahon**, Senior Advisor to the Commissioner - Fall Reopening Implementation Lead, [Erin.K.Mcmahon@mass.gov](mailto: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:
- a) Informing them that it is possible COVID-19 is being transmitted in the school and/or district
  - b) Noting that there may be more potential cases that are not yet symptomatic
  - c) Recommending students quarantine and not have contact with others
  - d) Reminding families of the importance of not having contact with higher-risk individuals (e.g., grandparents)
  - e) Reminding families of the list of COVID-19 symptoms for which to monitor
  - f) Ensuring that remote learning is immediately provided to all students
- 7) Before bringing students back to school:
- a) Check inventory levels of needed supplies (e.g., disposable masks, soap, hand sanitizer, cleaning products); re-order replacement inventory
  - b) Consider a school-wide refresher training on the importance of correct hygiene procedures (masks, physical distance, handwashing)
  - c) 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**
- 3) **must consult with DESE for further guidance.**
  - a) **Contacts:**
    - i) **Russell Johnston**, Senior Associate Commissioner, [Russell.Johnston@mass.gov](mailto:Russell.Johnston@mass.gov), 781- 605-4958.
    - ii) **Erin McMahon**, Senior Advisor to the Commissioner - Fall Reopening Implementation Lead, [Erin.K.Mcmahon@mass.gov](mailto:Erin.K.Mcmahon@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.
- 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.

### **CDC Decision Tree for Safely Reopening Schools**

CDC Flow Chart on When Schools Are Ready to Reopen

<https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/Schools-Decision-Tree.pdf>

### **What is Covid-19 and How Does the Virus Spread**

Coronavirus (Covid-19) is an illness spread by a virus that can spread from person to person, and this illness has spread all over the world. Some people experience severe symptoms, but others experience mild or no symptoms of the illness. Coronaviruses are respiratory viruses and are generally spread through respiratory secretions (droplets from talking, coughing or sneezing) of an infected person to another person. There is preliminary evidence that airborne transmission in which the virus spreads in much smaller particles from exhaled air, known as aerosols. This is why it is important to do what we can to improve ventilation of indoor spaces and encourage outdoor activities when possible.

The virus may spread to hands from a contaminated surface and then to the nose or mouth, causing infection. That's why personal prevention practices such as handwashing and staying home when sick, and environmental cleaning and disinfection are important practices. **\*Symptoms in children may be similar to adults, but children may also have milder symptoms. Children with Covid-19 may not initially present with fever and cough as often as adults.**

Symptoms may appear 2-14 days after exposure to the virus. People with these symptoms may have Covid-19:

- Fever or chills
- Shortness of breath or difficulty breathing
- New loss of taste or smell
- Congestion or runny nose
- Cough
- Fatigue
- Muscle or body aches
- Sore throat
- Headache
- Nausea, vomiting, and diarrhea.

## Transportation Safety

### 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 on more than one student per bench, alternating sides for each row, which allows students to maintain 6 feet of physical distance. Children from the same household may sit together and in closer proximity (e.g., two students per bench).  
\*See Facilities and Maintenance Reopening Guidelines for Bus Seating Configurations and Capacity Estimates
- **Ventilation**  
Keep windows open at all times during operation, unless not possible due to extreme weather conditions.
- **Seat assignments**  
Students should be assigned to a single bus and a particular seat.
- **Bus monitors**  
Bus monitors are highly recommended (e.g., volunteer, student leader, or staff member) for every bus to ensure strict adherence to these health and safety guidelines.

**\*Needs further discussion\***

### **Bus Seating Configuration**

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.**

In the following sections of this guidance document, we will provide strategies for districts to consider in order to meet the challenge of these limits on bus capacity.

### **Developing transportation plans**

Schools will develop a transportation plan that follows the protocols outlined in this guidance. Schools should gather input to develop these plans. Drivers and other

transportation staff (e.g., bus monitors, if applicable) must be trained on the transportation plan prior to school reopening.

**The plan should address the following key areas:**

- Surveying expected ridership for the coming school year.
- Strategies for encouraging alternative modes of transportation.
- Addressing bus capacity challenges through modifications to bus routes and schedules, including potentially staggering school start and end times for greater bus capacity to enable more students to attend full-time, in-person school.
- Modifications to 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.
- Modify and augment school bus pick-up and drop-off procedures to minimize crowding.
- Encouraging parents/caregivers to transport their children
- Encouraging/facilitating carpooling within fixed cohorts
- Consider creating or expanding before- and after-school programs to align with parent work schedules to make it easier for families to transport their children.
- Modify and augment pick-up and drop-off procedures to account for increased driver traffic to minimize crowding.
- Inform parents and students about appropriate health and safety guidelines, including the need to wear a mask if transporting students from multiple households and the need to maintain physical distance as is feasible.
- Promoting walking/biking to school
- Inform participating parents and students about appropriate health and safety guidelines, including the need to wear a mask at all times and the need to maintain maximum physical distance.
- Engage local police departments when appropriate to help with safety protocols across extended walk zones.
- Prepare for changing transportation patterns (e.g., more crossing guards, bike racks) and work with local authorities as needed.

**Seat assignments and boarding**

- Keep bus staffing assignments as static as possible by assigning drivers and other transportation staff to a single bus and a specific route.
- Assign students to a single bus and to an assigned seat. Children from the same household should be assigned seats together. Seating arrangements should also account for students with disabilities who require close contact from adults.
- As students board the bus, occupy seats starting from the rear of the bus and fill sequentially to the front. Upon arrival at school, the bus should be unloaded in a controlled manner, starting from the front of the bus and emptying sequentially to the back.
- Assign seats with the above boarding order and process in mind (i.e., based on when students will board during the route). For example, students boarding the bus at the beginning of the route should be assigned seats at the rear of the bus, and students boarding the bus at the end of the route should be assigned seats at the front.

### **Pick-up and drop-off protocols**

- Consider having one bus of students enter the building at a time. When weather allows, students who are not entering right away should wait outside, preferably with members of their cohort, in designated areas that are clearly marked for physical distancing.
- Consider how to schedule students who will walk or bike to school or will be dropped off by car to limit crowding and support physical distancing.
- Prepare to respond to changing transportation patterns (e.g., more crossing guards, bike racks/storage) and work with local authorities as needed.
- Consider utilizing multiple entry/exit points and pick-up/drop-off locations (e.g., assign students/grade levels to different entrances at arrival and departure times).
- Modify protocols for parent/caregiver pick-up and drop-off
- Designate appropriate pick-up area(s) for parents/caregivers.
- Parents/caregivers should remain in their vehicle while waiting for their child.
- Parents/caregivers should maintain physical distancing standards and wear masks if they exit their vehicle.
- High schools should consider designating extra parking spots or street spaces for student parking if surveys show that more students will be using personal vehicles.

### **Considerations for students with disabilities**

Parents of students for whom special transportation is provided for in their IEPs and who transport their student are eligible for reimbursement, according to 603 CMR 28.07(6). In these cases, the student maintains the right to access transportation for a disability-related need at a future date. The IEP should not be amended to reflect the temporary change in

transportation arrangements, but the family should be notified in writing of this temporary change if they agree to transport their student.

- In cases where special transportation is provided for in the student's IEP and the family is unable to transport their student, school districts must coordinate and provide transportation for those students, including students in out-of-district placements.

### **Public transportation**

Schools should work with their regional transportation authorities if students take public transportation to or from school. Schools should provide health and safety guidelines to students using public transit systems including:

- Limit touching frequently touched surfaces such as kiosks, touchscreens, ticket machines, turnstiles, handrails, restroom surfaces, elevator buttons, and benches as much as possible.
- Wear a mask at all times during transportation.
- Follow physical distancing guidelines by maximizing space between riders as feasible.
- Practice hand hygiene (e.g., use hand sanitizer after leaving the transit station or bus stop).

### **Bus monitor**

To ensure adherence to health and safety guidelines, we encourage districts to consider adding a bus monitor to every bus. This role could be a hired position, paraprofessional, current student, staff member, or volunteer, but should not be an individual at high risk for COVID-19.

Bus monitor responsibilities may include:

- Asking whether students received at-home pre-screening (see "Symptoms screening" below).
- Managing vehicle entry/exit processes including directing students to assigned seating.
- Ensuring all health and safety requirements are met (e.g., physical distancing, masks, ventilation, hand sanitizer, safe storage of health and safety supplies, etc.).
- Coordinating arrival/departure and entry/dismissal protocols.
- Assisting with routine cleaning and sanitization activities, as appropriate.

### **Symptom screening**

Checking for symptoms each morning by families and caregivers, before students arrive at the bus stop, is critical and will serve as the primary screening mechanism for COVID-19 symptoms.

- Bus drivers or bus monitors (if applicable) should be appropriately trained to observe students upon entry. If students appear symptomatic, and a parent/caregiver is present to take them home, they should not be permitted to enter the school bus. If a parent/caregiver is not present to take them home, bus monitors should refer students who may be symptomatic to the school healthcare point of contact immediately upon arrival.
- If a student who may be symptomatic must board the vehicle, they should be spaced at least six feet from other students as feasible. Close off areas used by the student, and do not use those areas again until after cleaning and disinfecting.
- Post signs at bus entrances clearly indicating that no one may enter if they have symptoms of respiratory illness or fever.
- If children become sick during the day, they should not be permitted to travel home via school bus.

### **Masks**

Everyone on the bus and waiting at bus stops must wear masks that cover the nose and mouth at all times.

- Adults, including drivers and other transportation staff (e.g., bus monitors), are required to wear masks.
- **Students are required to wear masks, regardless of age, when on the bus.**
- Exceptions to masks for students: Face shields may be an option for students with medical, behavioral, or other challenges who are unable to wear masks. Please see the “physical distancing” section below for protocols on how to work with families of students who cannot wear masks due to medical, behavioral, or other challenges.
- Masks should be provided by the student/family, but schools must ensure that sufficient extra disposable masks are made available on all buses for any student who needs them.

### **Physical distancing**

- Distancing requirements apply both while waiting at bus stops and while in transit.
- Children from the same household should be seated together and may be seated two or more students per bench (closer than 6 feet).
- As may be appropriate, consider marking off ground at bus stops where students can wait at 6 feet of physical distance from one another.
- Students should face forward at all times and refrain from eating, shouting, singing, or sharing items while in transit.
- Determine and post maximum occupancy for each bus while following these distancing guidelines.

- Students who are not able to wear a mask while riding the bus should maintain 6 feet of distance between themselves and other students. If possible, the student should wear a face shield while on the bus. Districts should work with the families of students who are regularly unable to wear a mask regarding possible alternative transportation arrangements (i.e. walking to school or the family transporting the student).

### **Hand sanitizing**

Install hand sanitizer dispensers on buses for students and drivers to clean hands as they board and exit. Alcohol-based hand sanitizer with at least 60 percent ethanol or at least 70 percent isopropyl content can be used.<sup>10</sup> Hand sanitizer should be applied to all surfaces of the hands in sufficient quantity that it takes 20 seconds of rubbing hands together for the sanitizer to dry.

- Hand sanitizer dispensers should be placed only at the entrance of school buses within view of the bus driver or monitor to ensure appropriate use. Students and staff are required to exercise hand hygiene (hand washing or sanitizing) upon arrival to school.
- During winter months, students wearing gloves upon entry should be encouraged to keep gloves on at all times during transit to the extent possible. If the student wishes to remove the gloves, they should follow the hand sanitizing protocols outlined above upon entry and exit.
- Students must always be monitored by an adult when using hand sanitizer

### **Ventilation**

Mitigate airborne transmission by increasing outdoor air ventilation. Doing so helps dilute the concentration or displace the presence of an airborne virus. Opening windows can greatly increase the level of ventilation within a school bus and therefore reduce COVID-19 transmission risk.

- Keep windows open at all times during operation, unless not possible due to extreme weather conditions. Even in cold or rainy weather, bus windows should be kept open at least partially (a couple of inches), if possible.
- Consider keeping roof hatches open on buses during operation for further ventilation.

### **Cleaning and disinfecting**

Coordinate with the district transportation department and contracted transportation providers to ensure vehicles are properly cleaned and disinfected. At a minimum, high-touch surfaces (see examples below) must be cleaned and disinfected thoroughly after each morning route and after each afternoon route using EPA-approved disinfectants. The

interior of each vehicle must be cleaned and disinfected thoroughly at least once each day.

- Clean high-touch surfaces first and most frequently, including buttons, handholds, pull cords, window latches, rails, steering wheels, door handles, shift knobs, dashboard controls, and stanchions.
- Conduct thorough routine cleaning of vehicles, including dusting and wet-mopping vehicle floors, removing trash, wiping heat and air conditioner vents, spot cleaning walls and seats, dusting horizontal surfaces, cleaning spills, etc.
- Routine cleaning outlined above should be completed prior to disinfection to remove all surface matter.
- Doors and windows should remain open when cleaning the vehicle.
- Staff should be trained to use disinfectants in a safe and effective manner and to clean up potentially infectious materials and body fluid spills. All sanitizing and disinfecting solutions must be labeled properly to identify the contents and kept out of the reach of students.
- Drivers and monitors should have adequate supplies of soap, paper towels, tissues, hand sanitizer, garbage bags, and other critical cleaning supplies. School cleaning and disinfecting

#### **Precautions for transportation staff**

- Avoid touching surfaces often touched by passengers.
- Wear masks covering the nose and mouth at all times.
- Use gloves if required to touch surfaces contaminated by bodily fluids.
- Maintain proper hand hygiene. Wash hands regularly with soap and water when available for at least 20 seconds and use an alcohol-based hand sanitizer.
- Drivers must prescreen themselves each day and if they are sick, they must not report to work. If they become sick during the day, they must not return to drive students. Don't report for duty if sick.

#### **Facility Health and Safety Requirements**

**A safe return to in-person school environments will require a culture of health and safety every step of the way. Specifically:**

- **It is not one mitigation strategy but a *combination* of all these strategies taken together that will substantially reduce the risk of transmission.** No single strategy can ever be perfect, but all strategies together will reduce risk. It will take collective continued vigilance towards health and safety measures to continue to contain COVID-19.
- **Staff must monitor themselves for symptoms daily and students, with the assistance of families, must also be monitored daily for symptoms. Staff and**



**students must stay home if feeling unwell.** Everyone must do their part to protect others and not come to school if they are exhibiting any COVID-19 symptoms or are feeling sick.

• **Masks are among the most important single measures to contain the spread of COVID-19.** We require students second grade and above and all staff to wear masks that *adequately cover both their nose and mouth*. Younger children are strongly encouraged to wear masks. Exceptions must be made for students with medical, behavioral, or other challenges who are unable to wear masks/face coverings.

• **Hand hygiene is critical. At minimum,** Students and staff are required to exercise hand hygiene (hand washing or sanitizing) upon arrival to school, before and after eating, before putting on and taking off masks, before and after entering classrooms, and before dismissal.

• **Physical distance greatly reduces the risk of transmission.** As COVID-19 is transmitted through respiratory droplets, putting distance between yourself and others reduces risk. In classroom settings, when all parties are wearing masks, a minimum of 6 feet of separation is required; (Kindergarten and first grade students without masks may be 6 feet apart, but no less, which is permissible given the lower susceptibility of the age group).

• **Cohorts/assigned seating.** Seats should be assigned (including classroom, bus, meals). Students organized in groups/classrooms and other cohorts help mitigate transmission of the virus, minimize transmission, and assist with contact tracing.

□ **Masks:** Schools will provide reminders to wear masks and how to remove them safely. Schools will have a supply of masks for staff and students if needed. Schools will provide education on safely disposing of soiled or unusable masks, and identifying spaces that are appropriate for mask breaks. Masks covering the nose and mouth are to be worn by students (required for grade 2 students and up and strongly encouraged for kindergarten and grade 1), staff, visitors, and vendors. Exceptions for meals, mask breaks, and medical exemptions are permitted. Please note: *All persons are required to wear masks during school transportation.*

**Masks should not be placed on:**

- Anyone who has trouble breathing or is unconscious
- Anyone who is incapacitated or otherwise unable to remove the face covering without assistance
- Anyone who cannot tolerate a mask due to development, medical or behavioral health needs

**Mask Disposal:** If a reusable mask breaks, it needs to be thrown out or if a single-use mask needs to be disposed of, it should be placed into the nearest trash can by the individual who wore the mask. The individual should immediately put on a new mask after washing their hands.

- **Handwashing and hand sanitizing:** Schools will require hand hygiene practices for all persons arriving at school until their departure. This includes providing hand washing or sanitizing stations (touchless if feasible) in commonly used areas (e.g., entries and exits, classrooms, bathrooms, eating areas, stairwell exits, etc.), ensuring sufficient supplies to accommodate frequent hand washing, and having hand sanitizer readily accessible.
- **Physical distancing:** Schools require a physical distance of 6 feet at all times. It is important to understand how these requirements will affect space layouts and movement protocols.
- **Creating cohorts wherever possible:** By grouping students and staff into cohorts, interaction will be limited. This means that if there is a positive COVID-19 case in the school, fewer individuals will have interacted with that person. Cohorts should be used to the extent feasible for classes, transportation, mask breaks, meals, recess, and extra-curriculars. To assist with establishing cohorts, all students should be assigned seating in each class, meals, and other activities.
- **School cleaning and disinfecting:** Schools will follow CDC and use EPA approved products when cleaning and disinfecting. See cleaning and disinfection
- **Ventilation:** Schools will follow state safety guidelines regarding building ventilation to ensure healthy air quality.
- **Traffic flow within schools:** Establish clear movement signage/direction to avoid crowding, maintain cohorts, and minimize unnecessary person-to-person interactions. These protocols should include a plan for arrival and dismissal times, transitions between classes, and bathroom breaks, as well as outlining one-way movement pathways for hallways and cafeterias.
- **Fire code and safety:** Schools should be aware of their fire code and building safety guidelines as they work to maximize space within buildings. Ensure that desks are not blocking means of egress in the event of an emergency and that desks are adequately spaced from radiators or other heating or cooling elements. Avoid obstructing means of egress if you are storing items in hallways.

If appropriate, consider propping open doors to improve air circulation and reduce the number of times people touch door handles.

- **Plexiglass barriers:** We do not recommend setting up plexiglass barriers in regular classrooms, since they represent an additional high-risk surface to clean and disinfect. Barrier use is permitted if classroom/office furniture cannot be replaced such as in shared table or laboratory settings where there is limited capacity and desks are often heavy or immovable.
  - **Usage:** Barriers should only be used in laboratory settings where desks are unable to be moved or cannot be replaced with moveable desks.
  - **Height:** Barriers should be tall enough to extend beyond a staff or student's standing height
  - **Width:** Barriers should extend at least one foot past the edge of the table and abide by fire and safety regulations
  - **Cleaning:** Barriers should be properly cleaned between uses
  - **Rubber edges:** Consider use of rubber edges to avoid risk of injury when plexiglass extends beyond tables
  - **Classroom protocols:** Make sure that plexiglass barrier use is aligned to safety procedures and consider adjusting classroom experiments to avoid potential fire hazards

### **Bathrooms**

- • **Hand dryers:** Do not use hand dryers. Replace hand dryers with disposable paper products. Doing so will mitigate transmission of virus particles.
- • **Touchless technology:** Place a trash can and paper towels by the bathroom door to allow students and staff to avoid touching door handles directly. If possible, consider installing touchless technology in the bathroom equipment (e.g. hand soap, paper towel dispensers, automatic doors).
- • **Ventilation:** When feasible, open windows and entrance doors in bathrooms that do not pose a safety or privacy risk and if not against HVAC system standards.
- • **Bathroom use:** Consider encouraging students to use the bathroom during scheduled times and otherwise using a bathroom sign out system to reduce the number of students in bathrooms at one time.
- Provide marks on the floor of restrooms to indicate proper physical distancing

### **Lockers**

- • **Limit usage:** Consider suspending the use of lockers. If lockers are needed, stagger access times and monitor students for masking and physical distancing.
- • **Shared lockers:** Is not permitted.

## Hallways

- • **Create standard routes:** Schools will outline a plan for hallway use to minimize congestion. Making hallways one-directional to prevent students from directly passing each other. This is especially important for small hallways. Ensure that stairwells are also properly marked and one-directional. Staff should reinforce these directions, adherence to physical distancing, and masking. **Schools should test emergency evacuation protocols and carefully communicate any relevant changes.**
- • **Close off certain hallways:** Consider closing off hallways or areas that are too narrow for proper physical distancing and unable to be one-directional.
- • **Stagger class transitions:** Develop a plan for transitions between classes to avoid crowding in hallways. Consider dismissing students grade-by-grade or according to other cohort models. Consider identifying facility monitors or class monitors to ensure students wear masks, maintain distance, and do not linger in the hallway.

## Signage

Ensure clear and age-appropriate signage is posted in highly visible locations throughout school property, reminding students and staff to follow proper health and safety protocols. Signage on how to wear masks and reminders to wash hands are provided by both the DPH and CDC. Signage should be translated into a language understood by each student. Signage should be posted in the following key areas (non-exhaustive):

- By hand washing and hand sanitizing stations
- In bathrooms
- By entry/exits
- By eating areas
- By mask break areas
- In classrooms
- Around playgrounds
- In hallways
- Next to frequently shared equipment
- Areas for physical distancing
- In restricted areas

## Mask Breaks

- **Purpose:** It is recommended that students have at least two mask breaks per day (e.g. mealtime and recess). If additional mask breaks are scheduled, identify what spaces (ideally outdoors) will be used.

- **Requirements:** Spaces for mask breaks must allow students to be at least 6 feet apart. Consider using tape or other markers to identify where students should be to maintain 6 feet of separation. Hand washing facilities or hand sanitizer must be available upon entering and leaving this space. **Provide napkins or paper towels for masks to be set on (inside face up) when removed.** Consider adding signage in mask break areas on how to properly put on and take off masks. As mask wearing is recommended for children younger than second grade during the school day, it is important to note that these students may need additional mask breaks during the day.

### **Covid-19 Medical waiting room**

- **Purpose:** This is a separate space from the nurse's office. It may be located near a nurse's office.

The medical waiting room will be used when a student presenting COVID-19 symptoms needs to be separated. Every effort should be made to find a self-contained space, ideally near an exit/entrance and with a dedicated bathroom.

- **Staffing:** When occupied, the medical waiting room should always be monitored by appropriate staff.

- **Masks required:** Masks are always strictly required in this space, even for students in kindergarten and grade 1. The individual supervising this space must always maintain 6 feet of physical distance, remain masked, and wear a face shield or goggles. Be sure to have face shields or appropriate goggles available to staff. Personal protective equipment guidance recommends that nurses or other staff in this area be equipped with N-95 masks. If a student is unable to wear a mask, there should be no other students in this room.

- **Hand hygiene:** Hand washing facilities or hand sanitizer needs to be used when entering and leaving the space.

- **Food/drink:** If any food or drink must be consumed before the student is picked up. The individual should be walked outside to consume food or drink if possible (because the mask will have to be taken off for eating). If it is not possible to go outside, **one student can consume food or drink at a time in the medical waiting room, but, only if all others remain at least 6 feet away.**

- **Ventilation:** This space should have windows that open and exhaust directly into the outdoors. Depending upon the facility, other options should be explored to increase ventilation to this area and/or otherwise improve the air filtration.

- **Size:** This space should be large enough to accommodate several individuals at least 6 feet apart. All people in the COVID-19 waiting room must be as far apart as possible and no less than 6 feet apart, even when masked.

### **Recess**

**Hand hygiene:** Hand washing facilities or hand sanitizer needs to be used upon entering and leaving recess space.

- **Cohorting:** Consider designating outdoor spaces to separate cohorts and support 6 feet of physical distancing while still providing recess opportunities.

**\*Students may not share recess equipment**

- **Masking:** If students are outdoors and maintain a distance of at least 6 feet, consider using recess as an unmasked time.

- **Activities:** Playgrounds can be used with staff monitoring to ensure physical distancing and masking. Consider whether the number of staff at recess will need to be increased.

Additional staff may be needed during high-risk times

### **Handwashing and hand sanitizing stations**

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 when hand washing is not available.

**Provide handwashing or hand sanitizing stations in the following common areas and ensure there are enough supplies (soap and sanitizer) at all times to accommodate frequent hand washing and sanitizing:**

- **All entries and exits**

- **In bathrooms**

- **In classrooms**

- **Next to meal distribution and consumption areas**

- **Next to mask break areas (if additional mask break areas are identified)**

- \* **Next to water bottle filling stations**

**\*Note hand sanitizer needs to be used in the presence of an adult**

### **Other safety and health considerations:**

- Remove all soft and cloth-based materials/furniture, such as rugs, pillows, stuffed animals, and dress-up clothing.

- Learning centers: Students will have their own set of manipulatives that are not being shared with other students throughout the day.

- Marking spaces: Consider marking spaces with footprints facing the correct direction the children's feet would be pointing to indicate one way in and one way out.

### **Cleaning and Disinfection**

Although it is not the main way the virus spreads, it may be possible for an individual to get COVID-19 by touching an object that is contaminated and then touching their own mouth, nose or possibly eyes. Ensure facilities are properly cleaned and disinfected each day following the guidelines below:

- ❑ **Cleaning products should not be used near students**, and staff should ensure that there is adequate ventilation when using these products to prevent students or themselves from inhaling toxic fumes.
- ❑ **Any person who cleans or disinfects must wear gloves and must clean their hands before putting on and removing gloves. Refer to PPE section.**
- ❑ **Frequency:** Cleaning and disinfecting should occur at least daily for shared spaces and furniture. For high-touch surfaces (e.g., door handles, light switches, water filling stations, toilet seats) cleaning and disinfecting should occur three to four times per day or more.
- ❑ Ensure safe and correct use and storage of cleaning and disinfection products, including storing products securely away from students.
- ❑ **CDC requires EPA acceptable cleaning and disinfection products.**
- ❑ **Desks:** Desks should be cleaned frequently. For situations when cohorts of students move between classrooms or where meals are eaten at desks, cleaning of desks must take place between classes and before and after meals.
- ❑ **Items should not be shared among students. If they must be shared, the items must be cleaned and disinfected before being used by other students.**

To the extent possible, limit sharing of electronic devices, toys, games, learning aids, art material and other items that are difficult to clean or disinfect. Limit the use of supplies and equipment to one group of children at a time, and clean and disinfect items between uses. Library books may be checked out if students clean their hands before and after use and if students only select books from the shelves, instead of the return area. Books and other paper-based materials are not considered a high risk for transmission and do not need additional cleaning procedures. Identify and develop new classroom protocols that reduce passing supplies or items between students.

  - **Hand hygiene:** Frequent hand washing or sanitizing, including before and after using shared materials, is an important control strategy that should be reinforced when objects and materials will be shared.
  - **Purchase additional items:** Consider what supplies might need to be available on an individual basis, and purchase additional items as needed (e.g., assigning each student their own art supplies).
  - **Storage:** Keep each student's belongings separated from others' and in individually labeled containers, cubbies, or areas. Similar to locker usage, make sure to stagger access to these areas to maintain physical distancing if used.

- ❑ **Electronics:** Consider putting a flat, wipeable cover on electronics that are difficult to clean (e.g., keyboards). Follow manufacturer’s instruction to determine the appropriate disinfectant solution and how to properly clean and disinfect. If there is no guidance, use alcohol-based wipes containing at least 60 percent ethanol or 70 percent isopropanol.
- ❑ **Outdoor play areas:** Outdoor equipment will not be shared.
- ❑ **Responsibility:** Dedicated custodial staff should handle all disinfection requiring chemicals for facilities (e.g., classrooms, bathrooms, mask break areas) and high-touch objects (e.g., door handles, light switches, water fountains).
- ❑ **Disinfectant solutions:** To select the proper disinfectant, review the list on the EPA website. Consider using an alcohol solution with at least 60 percent ethanol or 70 percent isopropanol, a diluted bleach solution (if prepared daily to ensure efficacy), or an EPA-approved disinfectant unless otherwise instructed by the manufacturer’s instructions. When selecting a disinfectant solution, consider the dwell time, which surfaces are used as eating surfaces, and the potential risk of triggering asthma symptoms for sensitive individuals.

**List of Products** that are in Compliance with EPA-Novel Coronavirus (COVID-19)—Fighting Products: <https://www.americanchemistry.com/Novel-Coronavirus-Fighting-Products-List.pdf>

**Classes That Require Enhanced Health and Safety Measures**

**Chorus, singing, brass or woodwind instrument use, physical education activities, dance, and theater require enhanced health and safety measures, because they may involve increased respiration.**

- ❑ We strongly encourage these courses and activities to be held fully or partially online if possible.

**Singing carries a relatively higher risk of virus transmission because voice projection generates respiratory droplets.**

**Safety requirements for these activities are as follows:**

**For chorus, singing, musical theater, and using brass or woodwind instruments:**

- ❑ • Note: At this time, these activities are not permitted indoors.
- ❑ • Masks are encouraged with these outdoor activities.



**These outdoor activities can occur without a mask if at least 10 feet of distance between individuals is maintained.**

**For non-musical theater:**

- If outdoors, masks are encouraged. These activities can occur with at least 6 feet of distance between individuals.
- If indoors, masks are required. These activities can occur with 6 feet of distance between masked individuals.
- Note: These activities cannot occur indoors without a mask.

**For physical education activities and dance:**

- If outdoors, without masks, these activities can occur with 10 feet of distance between individuals.
- If outdoors, with masks required, these activities can occur with 6 feet of distance between individuals.
- If indoors, with masks required, these activities can occur with 6 feet of distance between individuals.
- **Note: These activities cannot occur indoors without a mask.**

**Classes that involve regular sharing of equipment:**

Many courses and activities use equipment and materials that are regularly shared between students, including music, visual arts, and physical education. The sharing of equipment and materials (e.g., building blocks, computers) is permitted with the following modifications.

Require students to wash hands, wear masks, and maintain distance

- Students should wash or sanitize hands before and after using equipment; frequent handwashing is likely the best way to protect against transmission from surfaces.
- Students must be 6 feet apart. Masks must cover the nose and mouth and be on at all times.

**Minimize and modify shared equipment usage**

- Consider lesson plans that minimize the use of shared equipment. Reduce class sizes for classes requiring equipment to reduce the need for equipment sharing.
- Procure additional pieces of equipment in order to limit sharing.
- Assign specific students to specific pieces of equipment or workstations (e.g., computers, art stations) that they can use for each class session. This

is similar to having assigned seats in classrooms so that specific students are always near the same other students.

- If there is not enough equipment for each student to have their own, consider creating cohorts, e.g., having students work in pairs or small groups and keeping those groups the same.

One student can physically touch the equipment (e.g., camera) and the other students can play roles that do not involve physically touching the equipment (e.g., arranging items to be photographed).

- Equipment that touches the eyes or mouth (e.g., cameras) can be shared if a disposable protective cover is added and students do not directly breathe into the item (for example, woodwind instruments cannot be shared). Disposable protective covers should be removed, disposed of and replaced with a new cover between uses, and the equipment must be cleaned and disinfected between uses.

- Instruments that do not come into contact with the mouth (e.g., piano) can be shared if cleaned and disinfected between uses. **Woodwind or brass instruments (e.g., flute, saxophone, trumpet, clarinet) cannot be shared.**

- Do not share equipment or objects that are hard to clean and disinfect (e.g., any materials with fabric or irregular surfaces such as stuffed animals or playdough).

### **Shared equipment cleaning**

- Shared equipment must be cleaned and disinfected before and after each use.
- An EPA approved disinfectant should be made available in each room for this purpose. Sufficient inventory of disinfectant supplies should be maintained at all times.

### **Specific guidance by type of class**

**Chorus and singing instruction. Singing carries a relatively higher risk of virus transmission because voice projection generates respiratory droplets.**

- Consider pursuing musical pieces that are at a lower volume. The lower the volume, the less projection required. Consider the volume of any background music. The higher the volume of background music, the more vocalists will need to project to be heard.
- All students should face in one direction instead of facing one another. Avoid singing in a circle or semicircular formation.

- Students and teachers should avoid sharing materials (e.g., music stands) when feasible.
- When it is not possible to continue with singing instruction based on the guidelines for instance, when activities cannot be held outdoors due to inclement weather or in colder seasons – courses could focus on other aspects of music instruction, such as history of music, music theory, or vocal anatomy. These courses could also be conducted virtually.

## Theater

Singing and voice projection, both common in theater, carry a relatively higher risk of virus transmission..

- Intentionally select artistic works that may facilitate reduced in-person interaction, such as those that involve smaller casts or that are easily rehearsed outdoors.
- Avoid sharing equipment. Any sharing of equipment, including props, set pieces, rails, and voice amplification equipment, should follow the equipment sharing protocols. Do not share makeup or anything that comes into close contact with mouth or eyes (e.g., microphones). Do not share costumes and wigs.
- Any rental equipment should be thoroughly disinfected upon receipt and before returning and regularly cleaned and disinfected, as with other equipment.

## Band and the use of musical instruments

As is the case for chorus and singing, some musical instruments carry a relatively higher risk of virus transmission.

- Instruction for musical instruments that require air blowing (e.g., flute, oboe, clarinet, trumpet, saxophone, trombone) can only occur outdoors when individuals are at least 10 feet apart. These instruments should never be shared.
- Instruction for musical instruments that do not involve air blowing (e.g., strings, percussion, piano) may continue indoors or outdoors as long as health and safety requirements are met. If needed, these instruments can be shared between students in accordance with the above guidance on shared equipment.
- **For cleaning guidelines specific to each instrument, the National Federation of State High School Associations, the National Association for Music Education, and the National Association of Music Merchants Foundation have published COVID-19 Instrument Cleaning Guidelines.**

<https://nafme.org/>

<https://www.namm.org/about>

## **Dance**

While dance does not typically involve vocalization, it is a physically intense activity, similar to physical education, and can result in an increased risk of transmission due to increased respiration. Dance courses and activities must use the guidelines for courses that require

enhanced health and safety measures.

In addition:

- Prioritize forms of dance that allow for adequate distancing; dances reliant on close-proximity partners must be adapted to maintain physical distancing requirements.
- All sharing of equipment should follow the shared equipment guidance.
- Keep music at a volume that minimizes the need for the instructor to project their voice.

## **Physical education**

This section contains guidance for physical education classes during the school day. With physical activity, individuals tend to breathe more heavily and speak louder, which increases the potential for dispersal of respiratory droplets. Physical education classes should follow the guidance for courses that require enhanced health and safety measures and equipment sharing and follow these guidelines:

- No physical education classes can have activities with close physical contact.
- Physical education should prioritize activities that do not require shared equipment. For example, consider agility training exercises, bodyweight strength training (such as push-ups), yoga, track and field, running, step aerobics, or racquet activities (as long as racquets are disinfected before and after use).
- Prioritize outdoor activities, whenever possible.
- Students should wash or sanitize hands before and after physical education. Particular attention should be paid to washing and sanitizing hands before and after masks are removed and put on, if applicable.
- No sharing of water bottles, towels, mouth guards, helmets or other equipment that comes into contact with the nose or mouth is allowed.
- If feasible, close communal areas, including athletic locker rooms. If not feasible, stagger locker assignments and access such that students who need to use lockers at the same time (e.g., those in the same physical

education class) will be able to maintain physical distance. Athletic locker rooms should be cleaned and disinfected at least daily.

- As part of the school cleaning/disinfecting protocols, frequently clean and disinfect high-touch surfaces (e.g., any equipment used) between uses and at least daily.

### **Visual arts**

Visual arts courses and activities may involve the sharing of specialized equipment among students, such as paint brushes, paints, and cameras. Visual arts courses and activities must follow the guidance on equipment sharing.

#### **Additional suggestions for visual arts courses and activities include:**

- Pay particular attention to adding disposable protective covers to shared cameras and any other equipment that requires close eye or mouth contact.
- Adapt curricula when feasible to avoid expensive equipment (such as printers) that students need to share.
- Prioritize activities that require minimal supplies, such as sculpting clay, or create individual art kits with assigned supplies (e.g., colored pencils, markers) to use for the semester.
- Emphasize any elements of classes that could involve outdoor time such as drawing outdoors or nature photography.
- Change the focus of activities to avoid shared equipment use (e.g., switching a visual art class from screen printing to a focus on charcoal drawings where individual supplies can be used each class).
- Assign small student groups, create cohorts, at the beginning of the semester for visual arts courses which last for the entire semester. For example, consider assigning one student per camera to a photography assignment, with other students studying a famous photographer for one unit, and then switch these groups of students for the next unit.

### **Food service operations**

Eating areas for students: As students will be unmasked to eat, there is a strict requirement of 6 feet of physical distance between each student. Based on current CDC recommendations, it is preferable for students to eat in classroom spaces. This may not be feasible for all sites, given classroom sizes, room scheduling, and physical distancing requirements. Schools may need to explore alternative options for students to eat their meals. Our prioritized recommendation includes the following options.

- **Eating in the classroom:** Based on CDC recommendations, it is preferable for students to eat in classroom spaces. Meals can be delivered to classrooms, or students can bring food back from the cafeteria to eat. Schools may consider having half of the class take an outdoor mask break or recess time while the other

half eats and then switching these groups to enable 6 feet of distancing. Additional staff may be needed to supervise, as the students are in two separate spaces in this model. The desks and other surfaces that students are using for meals should be cleaned and disinfected between groups. Cleaning includes using an approved EPA disinfectant on these surfaces and then appropriately disposing of the materials used to wipe down the surfaces.

- **Eating in the cafeteria:** If a single large lunchroom is to be used for eating (and is not utilized for classroom space), clearly mark spaces where cohorts and students can sit. Students must maintain 6 feet of distance when unmasked. Ensure that students do not mingle with other cohorts. The tables and other surfaces that students are using for meals must be cleaned and disinfected between groups. Cleaning includes using an approved EPA disinfectant and then appropriately disposing of the materials used to wipe down the surfaces.  
**See Appendix C: Cafeteria Seating of Fall Reopening Facilities and Operations Guidance July 22, 2020 for further guidelines**
- **Eating in alternative spaces:** Outdoor meal consumption can be an effective way to ensure physical distancing, weather permitting. Consider other available spaces as well that will not obstruct egress or create other fire code issues. For example, use of hallways for mealtime may be possible depending on hallway width. Half of the students could eat their lunch in the classroom, with strict 6 foot distancing in place. The other half could eat in the hallway on benches or chairs, with 6 feet of distance between each student. The benches and other surfaces that students are using for meals must be cleaned and disinfected between groups. Cleaning includes using an approved EPA disinfectant and then appropriately disposing of the materials used to wipe down the surfaces.

### **Food Preparation and Serving Spaces**

- **Evaluate kitchen workstations:** Modify stations for physical distancing. If the kitchen is small, consider moving workstations into larger areas. Face workstations in the same direction or against the wall.
- **Stagger service staff:** For large food service staff, consider having the staff work in cohort-based schedules to reduce opportunities for transmission.
- **Ensure food continuity:** Consider methods for ensuring continuity of food service operations if food service staff become sick. This could include setting up coverage from other schools within the district or purchasing a supply of shelf-stable meals.
- **Receiving deliveries:** Work with kitchen staff and vendors to determine safer ways to handle deliveries given COVID-19 considerations. Mark entrances where deliveries will be handled, and schedule deliveries in a way that reduces crowding. If the vendor plans to drop deliveries outside and reduce the number of

visitors inside the building, consider investing in dollies or assisting kitchen staff with moving deliveries to avoid workplace injuries.

- **Ensure food safety training:** Ensure that food service staff and substitutes have food safety training. Review current food safety plans and revise as needed. Free web-based food safety resources include:
  - John Stalker Institute Food Allergy Resources
  - Breakfast in the Classroom operational and safety protocols
  - School Food Service Safety Precautions for School Nutrition Professionals
  - Massachusetts Food Safety and Education Safe Bag Lunches:
  - CDC Food and Coronavirus

### **Preparation and distribution of Food**

▪ Health and safety requirements: Adjust food preparation and service procedures to minimize shared items (i.e. serving utensils), maintain physical distance, and comply with health and safety regulations.

### **Detailed guidance on safe food preparation can be found in Massachusetts' Safety Standards and Checklist: Restaurants.**

- **Individually packaged meals:** Adjust food offerings to provide individually packaged, to-go style lunches, instead of buffet style served directly to students. Consider developing non-contact pre-payment systems for schools when offering individually packaged meals, if feasible. Consider establishing incentives for prepayment of meals.
- **Schedule and distribution:** Establish a meal serving schedule and distribution process that limits interactions between classrooms and contamination of food items or meal distribution areas. For instance, schools may schedule classroom deliveries or set times for each classroom to pick up their meals from a central location. Meal distribution should limit high-touch surfaces and exclude buffet style serving. If meals are delivered to the classroom, consider how students can pre-order meals to ensure the correct number of meals are delivered to the class each day. Consider how to return meal service materials (i.e. carts, trays) to a central location each day.
- **Special dietary accommodations:** Ensure new menus offer meal accommodations for special dietary needs. Ensure these meals are clearly marked and transported without risk for cross-contamination to alternative points of service. Communicate special dietary accommodations to staff distributing meals to ensure student safety and privacy.
- **Non-essential food distribution:** Consider closing non-essential food distribution, such as school stores or vending machines to limit eating or food

preparation outside of set breakfast and lunch times. Discontinue the use of any self-service food or beverage distribution in the cafeteria.

### **Meal consumption**

- **Masks:** Ensure proper removal and placement of masks before eating. Masks should be removed by handling the ties or back/ear areas of the mask once seated. Do not touch the outside or inside of the part covering the face. While eating, masks should be placed on a napkin, paper towel, or other container on the table, with the inside of the mask facing up. Masks should be put back on before leaving the seat.
- **Distancing:** Individuals must be at least 6 feet apart at all times when masks are removed.
- **Hand hygiene:** Individuals must properly wash or sanitize hands before and after eating.
- **Water fountain usage:** Schools must provide potable water to students during mealtimes. Touchless or motion activated fountains are for reusable water bottles. **Water fountains cannot be used for direct consumption.** Water jugs or coolers must be managed by an adult. Encourage students/staff to bring in their own water bottles.
- **Food allergies:** Stay informed of student needs, including food allergies or any needed feeding assistance to enable safe meal service and clean up. Please refer to Students with Life Threatening Allergies Policy.
- **Food waste removal:** Work with nutrition and facilities staff to determine protocols for waste management. Additional garbage cans may be needed to accommodate food waste, especially if classroom spaces are used for meals.
- **All students will use a barrier while eating for all students while eating at their desk. This could include a placemat, tray, etc.**

**Meals for remote learners:** Schools must continue to offer meals to eligible students who are learning remotely from home. Begin planning how to operate lunch, breakfast, and/or snack programs (as applicable) for students who will not be attending in-person school five days a week. Additional guidance will be provided by DESE's Office for Food and Nutrition Programs.

- **Communication:** Communicate with families on how remote meal processes will be different from this past spring.
- **Delivery Methods:** Begin planning for drive-through, delivery, curbside pick-up, or end of school day take-home meals (as appropriate) for students who are not attending in-person school five days a week. Meal distribution methods utilized this past spring, including parent pick-up, can be continued, including providing meals to cover multiple days.



### **Visitors and volunteers**

- **Reduce outside visitors or volunteers:** No outside visitors and volunteers are recommended, except for contracted service providers for the purpose of special education, required support services, or program monitoring as authorized by the school or district. Assign a staff member to enforce this protocol.
- **Single entry/exit:** Designate a single entry and exit point for all visitors and volunteers to be visually screened and logged in.
- **For visitors who need to enter:** They must first make an appointment with the school. The visitor will be provided appropriate COVID-19 procedures. Ensure that these individuals all are wearing masks covering their nose and mouth at all times and are aware of any other health and safety protocols for the school.
- **Track visitor log:** A log of all visitors must be kept and maintained for 30 days, with the date, contact phone number, arrival/departure times, and areas visited within the building for each visit.
  - Visitors necessary for drop off or pick up must wear masks.
  - Schools should encourage only one guardian to visit a building when possible and continue to utilize virtual communication options with families (e.g., for parent-teacher conferences).

### **Personal Protective Equipment Preparedness/Education**

#### **Education and Training:**

- **Training for staff on the use of PPE and other hygiene measures will occur prior to school opening and will include** post test for staff and demonstration of donning and doffing PPE
- **Training for students/families on mitigation strategies such as mask wearing, hand hygiene, and social distancing will occur prior to school opening.**
  - **PowerPoint presentation and Videos for Educational Training**

#### **Guidance for Healthcare Providers on the Use of Personal Protective Equipment In Schools During Covid-19:**

<https://higherlogicdownload.s3.amazonaws.com/NASN/3870c72d-fff9-4ed7-833f-215de278d256/UploadedImages/PDFs/Guidance-for-Healthcare-Personnel-on-PPE-Use-in-Schools.pdf>

#### **Signage throughout the School:**

<https://www.cdc.gov/coronavirus/2019-ncov/downloads/cloth-face-covering-building-entrance.pdf>  
<https://www.cdc.gov/coronavirus/2019-ncov/downloads/COVID19-symptoms-11x17-en.pdf> Help Protect Yourself and Others from COVID-19

<https://www.cdc.gov/coronavirus/2019-ncov/downloads/community/schools-childcare/COVID19-symptoms-tablegraphic-v1.pdf>

### **Cleaning and storage of face shields:**

How to Clean Your Face Shield for Reuse

<https://www.youtube.com/watch?v=3RvPKkp5EJs>

### **School Safety Protocols**

#### **❑ School Attendance Guidelines**

Families, in consultation with their medical providers, will ultimately make the decision as to whether their children attend in-person instruction, or whether their children will continue with remote learning. Families are not required to provide medical documentation to decline in person learning. All districts will have a remote learning program in place for students who are unable to return to in-person school.

#### **❑ Daily Self Check Requirement**

Families/caregivers of students, and staff will be **required** to pre-screen each day prior to coming to school **using the daily self-check list below**. All people must stay home if they do not feel well. This is very important in preventing the spread of Covid-19.

**Note that some symptoms of COVID-19 are the same as the flu or a bad cold; please do not assume it is another condition. When in doubt, stay home. Please STAY HOME if you have any of the symptoms listed.**

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

MA Department of Elementary and Secondary Education, “Initial Fall School Reopening Guidance” June 25, 2020.

### **Guidance for Teachers In Sending Students to the Nurse's Office**

- ❑ Possible self-care stations
- ❑ Please see google doc titled: Staff guide: **When to send students to the nurse**
- ❑ **Attach Flow Chart Link Health Office Guidelines**

### **Medication Administration, Asthmatics and Treatments**

- ❑ For daily medication administration students will be seen outside of the health office. This will help mitigate healthy students from entering the health office.
- ❑ The School Nurse will follow CDC guidelines regarding aerosol treatments
- ❑ A plan for administering medication including a plan for the treatment of students with asthma and other chronic illness. School health professionals should work with primary care providers (provided they have parental consent to do so) to identify alternatives to nebulizer treatments in the school setting, such as metered dose inhalers (MDIs) with a spacers

### **Coping and Resilience**

- ❑ Mask breaks, and physical activity breaks for all students throughout the school day.
- ❑ Prepare families/students about how school is going to look when they arrive the first day. Videos and letters should be sent home in advance to prepare students and families for what return to school will look like. Use of social stories for children will be helpful. Remind parents that they will not be allowed into the building to walk their child to their classroom. Parents will also not be allowed to volunteer in their child’s classroom, etc.
- ❑ Work with administration and guidance to identify families in need that may be experiencing income and/or food insecurity.
- ❑ Connect families to community, in-school resources, and counseling as needed.
- ❑ Parents and teachers should be educated in the recognition of unhealthy stress responses in their children and students (education could be in the form of handouts, electronic resources, etc.) (<https://www.cdc.gov/coronavirus/2019-ncov/daily-life-coping/for-parents.html>).
- ❑ Parents and teachers should be educated in ways to support their children and students during this unprecedented time (again, handouts, etc.)
- ❑ Teachers should try to incorporate stress reduction strategies whenever possible in the classroom.

## **Protecting Vulnerable Populations**

- Nurses will compile a list of at-risk students in each building.
- Nurses will contact families via phone or email and encourage parents to speak with their child's healthcare provider about the safest option for the child. If the child does return to school, school nurses will work with families and healthcare providers to make a plan for their return to in-person learning (extra safety measures, etc. TBD.)
- Train staff on proper use of PPE specific to the needs of the child and staff (ex. The donning of full PPE for diaper changes, and when handling bodily fluids). Consider the use of plexiglass on student work tables, wheelchair trays, etc.
- Work with families to determine a system for symptom assessment/reporting for non-verbal students.
- School Immunization Requirements for Entry into School have remain unchanged and are expected of all students for in-person and hybrid learning

## **Water and Ventilation Systems**

When reopening a building after it has been closed for a long period of time, it is important to keep in mind that reduced use of water and ventilation systems can pose their own health hazards. There is an increased risk for bacteria that comes from stagnant or standing water.

Schools must take steps to ensure that all water systems and features are safe to use after prolonged facility shutdown by following the CDC's Guidance for Reopening Buildings After Prolonged Shutdown or Reduced Operation to minimize the risk of diseases associated with water

- **Prepare ventilation systems**
  - **Clean ventilation system:** Ensure the school ventilation system is properly cleaned.
  - **Run HVAC systems:** Operate HVAC systems with outside air dampers open for a minimum period of one week prior to reopening schools.
  - **Consider upgrading filters:** In buildings with mechanical ventilation systems, consider upgrading filters to increased efficiency ratings.<sup>8</sup> Schools that are not able to upgrade filters may explore alternative ways to improve ventilation (e.g., through open windows), if appropriate for their system.
- **Increase outdoor air ventilation**

- **Adjust HVAC settings:** Some mechanical ventilation systems can forcibly bring outdoor air inside and then distribute that fresh air to different areas of the building. If possible with the site’s HVAC system, adjust settings to increase the flow of outdoor air. If your system can do this, evaluate the impact of adjusting windows or doors manually, as they may negatively impact the system itself.
  - **Open windows or doors (when appropriate and safe):** For facilities without the above HVAC capability, evaluate the options to open windows and doors when safe to do so, as well as the feasibility of increasing outdoor air intake with fan boxes in windows.
  - **Prevent or minimize air recirculation:** Facilities staff should evaluate how to eliminate or minimize air recirculation in their HVAC systems to the extent possible.
  - **Maintain ventilation for longer hours:** If possible, schools should leave ventilation systems running longer than normal. Ideally, ventilation systems would run continuously, but it is recommended they run at least two hours before and after school, as there may still be individuals in the building (students or staff).
- **Indoor spaces without windows**
- For any spaces without windows that may be used for student activities, special attention must be made to ensure that there are adequate HVAC capabilities for the space.
  - Otherwise, indoor spaces without windows and adequate HVAC should not be used or only used as may be appropriate for storage or similar uses.

**If you have specific questions about ventilation and HVAC, please contact Matt Deninger at [Matthew.J.Deninger@mass.gov](mailto:Matthew.J.Deninger@mass.gov) or 781-338-3117.**

### **Safety Procedures**

- Review and Modify Emergency plans and evacuation plans as needed
- If an Emergency occurs during the school day, the emergency is the priority in the moment. During a “Fire drill” the priority is getting students and staff out of the building safely. Once students are out of the building, line students up 6 feet apart to the best of your ability. During a “Lock Down,” the priority is to get students and staff to the “Safe Spot” in the classroom. During a “Shelter in Place,” students can remain in their seats 6 feet apart with masks on and continue to follow standard procedures.
- All drills for these procedures are on hold at this point in time.

## Communication

- Health Communication with Staff and Families
- In collaboration with individual school administrators, nurses will assist to deliver updates to staff and families via email and school websites.
- Nurses will work with the Superintendent and Assistant Superintendent to deliver school health updates to staff and families as requested.
- Endorsement of American Academy of Pediatrics and the return to in person learning

<http://www.doe.mass.edu/covid19/on-desktop/2020-0624mcaap-letter.pdf>

**\*Additional guidance will be forthcoming from DESE\***

## Resources

Source: CDC “What you should know about Covid-19”

<https://www.cdc.gov/coronavirus/2019-ncov/downloads/2019-ncov-factsheet.pdf>

Source: Morawska L., Cao J. Airborne transmission of SARS-CoV-2: The world should face the reality. Environ. Int. 2020; 105730 doi: 10.1016/j.envint.2020.105730

Source: Strong Schools NC: Public Health Toolkit (K-12) Interim Guidance June 8, 2020

[Add all resources here](#)

## School Protocols

### **When a Student or Staff Member Becomes Ill (DESE protocols)**

- See Protocol/Procedure for Students Who Become Ill at School
- See Protocol/Procedure for Staff Members Who Become Ill at School
- Emergency Contact Information for Parents must be provided and up to date.
- See Protocol for returning to school after being sick
- See Protocol for returning to school after being diagnosed with Covid-19
- Notifying Health Officials and Close Contacts (BOH)

### **Protocol: Daily Self Checklist for Families and Staff**

The single most important thing to do if any of the following symptoms are present is to **STAY HOME**. Our collective health relies, in part, on individual attention and responsibility. Note that some symptoms of COVID-19 are the same as the flu or a bad cold; ***please do not assume it is another condition.***

## **When in doubt, stay home!**

**Please STAY HOME if you have any of the symptoms listed.**

Below is the full list of symptoms for which caregivers should monitor their children, and staff should monitor themselves:

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

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

**Do not plan to see your school nurse if your child has any symptoms. The school nurse will not be able to test your child. You must stay home and contact your primary care provider.**

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

The following link is an interactive map with testing sites currently available in Massachusetts.

[memamaps.maps.arcgis.com/apps/webappviewer/index.html?id=eba3f0395451430b9f631cb095febf13](https://memamaps.maps.arcgis.com/apps/webappviewer/index.html?id=eba3f0395451430b9f631cb095febf13)

**Staff or students who have traveled outside of Massachusetts will need to quarantine as determined by state recommendations and should inform the school of travel history or plans.**

**Protocol: Student or staff tests positive for COVID-19**

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 and disinfecting has occurred.

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 the local board of health or Massachusetts Community Tracing Collaborative. For most people who have relatively mild illness, they will need to stay in self-isolation for at least 10 days **and** until at least 3 days have passed with no fever and have improvements 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.
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.
  - a. 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.
  - b. 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.
  - c. 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:
  - a) Inform families there was a positive test (not the specific individual) in the self-contained classroom.
  - b) 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"



- c) 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.)
  - d) Explain that if close contacts choose not to be tested, the student or staff member should remain home in self-quarantine for 14 days.
  - e) 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).
  - f) 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:
- a) Make sure these students are wearing masks, including in kindergarten and first grade. Extra masks may be needed and will be provided by the school. Enforce strict physical distancing. Require students to wash their hands.
  - b) The school should quickly identify the individuals who may be “close contacts” of the student and notify students and their families.
  - c) 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.
  - d) Close contacts may not come back to school until they have received the results of testing (or elected to instead quarantine for 14 days) and need to communicate their test results to the school.
  - e) If
  - f) 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 two days before the

onset of symptoms (or positive test if asymptomatic) until the 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.<sup>7</sup> 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<sup>8</sup> 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.

**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.

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. 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 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 the 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**

***Please do not assume it is another condition. When in doubt, stay home!***

- 1) Families should monitor students at home each morning for the most common symptoms of COVID-19 (see list above).
  - a) **IF NO SYMPTOMS:**
    - i) Send students to school.
  - b) **IF ANY SYMPTOM: CONTACT YOUR HEALTHCARE PROVIDER**
    - i) Do not send the student to school.
    - ii) Call the school's COVID-19 point of contact and inform them the student is staying home due to symptoms.
    - iii) Current Massachusetts DPH guidance is that all symptomatic individuals in Massachusetts, even those with mild symptoms,

should be tested. An individual who does not wish to be tested should instead isolate for 14 days and until asymptomatic.

- iv) The student should get tested at one of Massachusetts's test sites.
- v) Isolate at home until test results are returned.
- vi) Proceed as follows according to test results:
  - (1) **IF NEGATIVE:** Student stays home until asymptomatic for 24 hours.
  - (2) **IF POSITIVE:** Students 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 the 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 on the bus**

- 1) **Families are the most important first line of defense for monitoring symptoms**, bus drivers and bus monitors also play an important role in flagging possible symptomatic students.
- 2) If symptoms are noticed as the student is getting on the bus and if there is a caregiver present, do not allow the student to board the bus. Caregiver should then **FOLLOW: "Protocol: Student is symptomatic at home."**
- 3) If a student is already on the bus, ensure the student is masked and keeps the mask on. Ensure other students keep their masks on. Ensure the student keeps the 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) The school nurse (or school medical point of contact) should meet the bus as it arrives, wearing a mask. As practical, students with possible symptoms should exit the bus first.

- 6) Bus will be cleaned and disinfected.
- 7) The nurse (or school medical point of contact) should evaluate the student for symptoms (see list above: “Most common symptoms of COVID-19”).
  - a) **IF ANY SYMPTOM: CONTACT YOUR HEALTHCARE PROVIDER**
    - i) 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.
    - ii) Contact caregiver for pick-up.
      - (1) Student waits to be picked up in the medical waiting room.
      - (2) Caregivers will notify the nurse when they have arrived outside.
      - (3) Nurse or assistant will escort the student to the caregiver's vehicle.
      - (4) Caregivers must wear a mask/face covering when picking up their student.
      - (5) Students will not ride the school bus or any public transportation to get home.
      - (6) Caregivers and students should wash their hands upon arriving at home and change their clothes, as a precaution.
    - iii) Current Massachusetts DPH guidance is that all symptomatic individuals in Massachusetts, even those with mild symptoms, should be tested. An individual who does not wish to be tested should instead isolate for 14 days and until asymptomatic.
    - iv) Students should get tested at one of Massachusetts’s test sites.  
[memamaps.maps.arcgis.com/apps/webappviewer/index.html?id=eba3f0395451430b9f631cb095febf13](https://memamaps.maps.arcgis.com/apps/webappviewer/index.html?id=eba3f0395451430b9f631cb095febf13)
    - v) Isolate at home until test results are returned.
    - vi) Proceed as follows according to test results:
      - (1) **IF NEGATIVE:** If the student does not have

COVID-19, the student may return to school based upon guidance from their health care provider and necessary management of another diagnosis. Students stay home until asymptomatic for 24 hours.

- (2) **IF POSITIVE:** Students 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 the 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.”

b) **IF NO SYMPTOMS:**

- i) If the evaluation shows the student does not have symptoms, send the student to class.

**Protocol: Student is symptomatic at school  
(During the school day and  
extracurricular activities)**

- 1) **Families are the most important first line of defense for monitoring symptoms**, School staff will play an important role in referring possible symptomatic students to the school nurse or other medical point of contact.
- 2) School staff ensures the student is wearing a mask that fully covers the nose and mouth at all times.
- 3) School staff 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 or activity.
- 4) Nurse (or school medical point of contact) should evaluate the student for symptoms (see list above: “Daily Self Checklist for Families and Staff”).
  - a) **IF ANY SYMPTOM:**
    - i) 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 medical waiting room

- ii) Contact caregiver for pick-up.
  - (1) Student waits to be picked up in the medical waiting room.
  - (2) Caregivers will notify the nurse or school medical point of contact when they have arrived outside.
  - (3) Nurse, assistant, or school medical point of contact will escort the student to the caregiver's vehicle.
  - (4) Caregivers must wear a mask/face covering when picking up their student.
  - (5) Students will not ride the school bus or any public transportation to get home.
  - (6) Caregivers and students should wash their hands upon arriving at home and change their clothes, as a precaution.
- iii) Current Massachusetts DPH guidance is that all symptomatic individuals in Massachusetts, even those with mild symptoms, should be tested. An individual who does not wish to be tested should instead isolate for 14 days and until asymptomatic.
- iv) Students should get tested at one of Massachusetts's test sites.
- v) Isolate at home until test results are returned.
- vi) Proceed as follows according to test results:
  - (1) **IF NEGATIVE:** If the student does not have COVID-19, the student may return to school based upon guidance from their health care provider and necessary management of another diagnosis. Students stay home until asymptomatic for 24 hours.
  - (2) **IF POSITIVE:** Students 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 the 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 or staff tests positive for COVID-19."

(3) **IF NO SYMPTOMS:**

- (a) If the evaluation shows the student does not have symptoms, send the student back to class or activity.

**Protocol: Staff is symptomatic at home**

**Please do not assume it is another condition. When in doubt, stay 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”).

a) **IF NO SYMPTOMS:**

- i) Come to work.

b) **IF ANY SYMPTOM:**

- i) Do not come to work.  
ii) Contact the COVID-19 point of contact and/or other absence reporting mechanism established by the school.  
iii) Current Massachusetts DPH guidance is that all symptomatic individuals in Massachusetts, even those with mild symptoms, should be tested. An individual who does not wish to be tested should instead isolate for 14 days and until asymptomatic.  
iv) The staff member should get tested at one of Massachusetts’ test sites.

[memamaps.maps.arcgis.com/apps/webappviewer/index.html?id=eba3f0395451430b9f631cb095feb13](https://memamaps.maps.arcgis.com/apps/webappviewer/index.html?id=eba3f0395451430b9f631cb095feb13)

- v) Isolate at home until test results are returned.  
vi) 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 members stay home until asymptomatic for 24 hours.

(2) **IF POSITIVE:** Staff members 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 the 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: 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.
  - a) **IF NO SYMPTOMS:**
    - i) The staff member should follow the school’s standard protocols for being excused due to illness.
  - b) **IF ANY SYMPTOM:**
    - i) Current Massachusetts DPH guidance is that all symptomatic individuals in Massachusetts, even those with mild symptoms, should be tested. An individual who does not wish to be tested should instead isolate for 14 days and until asymptomatic.
    - ii) The staff member should get tested at one of Massachusetts’s test sites.  
[memamaps.maps.arcgis.com/apps/webappviewer/index.html?id=eba3f0395451430b9f631cb095febf13](https://memamaps.maps.arcgis.com/apps/webappviewer/index.html?id=eba3f0395451430b9f631cb095febf13)
    - iii) Isolate at home until test results are returned.
    - iv) Proceed as follows according to test results:
      - (1) **IF NEGATIVE:** Staff member stays home until asymptomatic for 24 hours.
  - c) **IF POSITIVE:** Staff members 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 the 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”.

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

### **Protocol: Presence of multiple cases in the school or district**

- 1) If there is more than one confirmed COVID-19 case (students or staff) in the school at one time, or if there is a series of single cases in a short time span, school leaders and the superintendent should work with the local board of health to determine if it is likely that there is transmission happening in school.
- 2) For each individual case, **FOLLOW STEPS UNDER:** “Protocol: Student or staff tests positive for COVID-19.” Note that when there is one isolated case, the student’s close contacts will need to stay home and be tested, not the whole school.
- 3) When there is suspected in-school transmission *beyond one cohort or a small number of cohorts*, school and district leaders must consult with the local board of health as to proposed next steps. These steps could include, *for example*, making a decision to
  - a) close part of the school or the entire school for a short time (e.g. 1-3 days) for an extensive cleaning or other facility mitigation, or
  - b) close the school partially or fully for the longer duration of a 14-day quarantine period.
- 4) Should there be circumstances where there are multiple cases in multiple schools, school and district leaders must consult with the local board of health as to proposed next steps. These steps could include, *for example*, making a decision to
  - a) shut down the district for a short time (e.g. 1-3 days) for an extensive cleaning or other facility mitigation, or
  - b) shut down the district for the longer duration of a 14-day quarantine period.
- 5) **Before a final decision is made on a school or district closure, the superintendent must consult with DESE for further guidance.**
  - a) **Contacts: Russell Johnston**, Senior Associate Commissioner, [Russell.Johnston@mass.gov](mailto:Russell.Johnston@mass.gov), 781- 605-4958.
  - b) **Erin McMahan**, Senior Advisor to the Commissioner - Fall Reopening Implementation Lead, [Erin.K.Mcmahon@mass.gov](mailto: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:
  - a) Informing them that it is possible COVID-19 is being transmitted in the school and/or district
  - b) Noting that there may be more potential cases that are not yet symptomatic
  - c) Recommending students quarantine and not have contact with others
  - d) Reminding families of the importance of not having contact with higher-



PPE Training Program from Relias Industries-Free-includes hand hygiene, infection control basics, infection control for healthcare professionals, and PPE

<http://www.relias.com/topic/coronavirus>

PPE Training Video

[https://mymedia.bu.edu/media/PPEforCOVID-19/1\\_7asqqmdw](https://mymedia.bu.edu/media/PPEforCOVID-19/1_7asqqmdw)

Donning PPE (Putting on Personal Protective Equipment) CDC

<https://www.youtube.com/watch?v=of73FN086E8>

Doffing PPE (Taking Off Personal Protective Equipment

<https://www.youtube.com/watch?v=PQxOc13DxvQ> CDC

What Not to Do with PPE

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

Use of PPE CDC

<https://www.cdc.gov/coronavirus/2019-ncov/hcp/using-ppe.html>

### **Mental Health for Staff and Families**

Riverside Trauma Center- this organization is also suppose to be holding some town hall type meetings that staff or families could attend

<http://riversidetraumacenter.org/resources/>

<https://www.cdc.gov/coronavirus/2019-ncov/daily-life-coping/for-parents.html>

[https://www.aacap.org/AACAP/Families\\_and\\_Youth/Resource\\_Libraries/covid-19/resources\\_helping\\_kids\\_parents\\_cope.aspx](https://www.aacap.org/AACAP/Families_and_Youth/Resource_Libraries/covid-19/resources_helping_kids_parents_cope.aspx)

<https://childmind.org/coping-during-covid-19-resources-for-parents/>

### **Posters**

#### **Hand Washing and Use of Hand Sanitizer Poster**

Poster that can be printed and posted

<https://www.cdc.gov/handwashing/pdf/hand-sanitizer-factsheet.pdf>

#### **Sequence of Donning and Doffing PPE Poster**

<https://www.cdc.gov/hai/pdfs/ppe/ppe-sequence.pdf>

#### **Face Covering Do's and Don'ts Poster**

<https://www.cdc.gov/coronavirus/2019-ncov/images/face-covering-checklist.jpg>

#### **PPE and Caring for Patients with Confirmed or Suspected Covid-19 Poster**

[https://www.cdc.gov/coronavirus/2019-ncov/downloads/A\\_FS\\_HCP\\_COVID19\\_PPE\\_11x17.pdf](https://www.cdc.gov/coronavirus/2019-ncov/downloads/A_FS_HCP_COVID19_PPE_11x17.pdf)

#### **Stop the Spread of Germs Poster**

English

<https://www.mass.gov/doc/stop-the-spread-of-germs-respiratory-diseases-like-flu-and-covid-19/download>

Portuguese

<https://www.mass.gov/doc/nao-deixe-que-os-germes-se-espalhem/download>



# MVPS PLAN REOPENING AND BEYOND

## Social Emotional Wellness & Mental Health in Schools

### 6 Principles of Planning and Practice



1

### PROMOTE AND ENSURE SEL FOR ALL

Promote social-emotional wellness and mental health, and ensure its attainment for ALL staff, students, and families through providing wellness supports, professional development, updated policies, and embedded instruction. Social-emotional wellness and mental health for ALL should remain at the heart of all strategic planning and decision-making processes.



2

### REBUILD COMMUNITY

Focus on a slow and strategic approach to reopening that builds off of social-emotional learning research to reconnect the school and school system communities. Promote positive relationships: staff-staff, students-students, staff-students, school-families, and school-community.



3

### ASSESS/EVALUATE

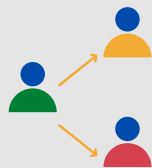
Strategically collect, analyze, monitor and communicate data and consider key areas of staff, student, and family social-emotional and mental wellbeing; starting with the level of knowledge, need, comfort, and commitment at home, school, and work is an essential place to start.



4

### PROMOTE VOICE

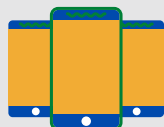
Include staff, parents, students, and community agencies in planning and decision-making. Ongoing solicitation of feedback is needed in order for planning and programming to be responsive to staff, student, and family needs.



5

### TEAMING

Multidisciplinary teams should be developed to respond to social emotional and mental health data; not only at the school and central levels, but also including community partners. Mentor groups should be constructed to allow for staff and student connections, relationships, and trust to build and provide increased access to support, information and resources.



6

### COMMUNICATE

A communication team/schema needs to be developed, which flows throughout the school system and in connection with the community, in order to ensure that updated information on academic, social, and emotional resources is accessible is an absolute necessity.

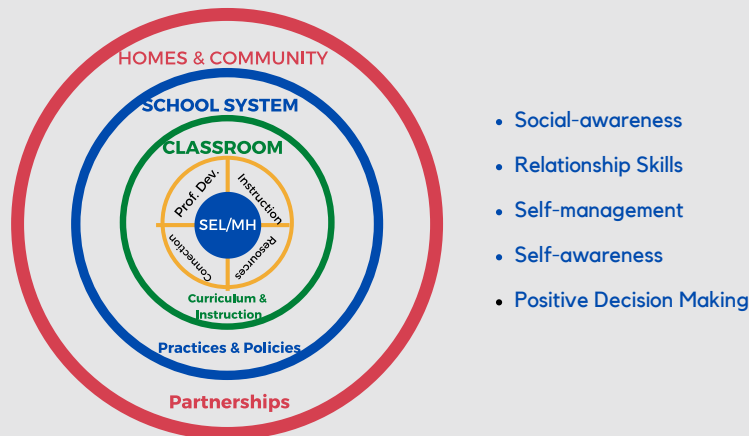
## Subcommittee Process

MVPS and its individual schools may use the following guidance to ensure that reopening practices are designed to specifically respond to pandemic impacts on the school community. The following guidance was developed out of a deep dive into research, best practice, and reflective practice by the Social-emotional Wellness & Mental Health Subcommittee. Here are specific recommendations for schools and MVPS to consider in planning for reopening during a pandemic and beyond.

The Subcommittee fully supports the following statement from the National Association of School Psychologist (NASP):

***"Local education agencies and individual schools planning for students and staff to return following COVID-19 closures must prioritize efforts to address social and emotional learning and mental and behavioral health needs. Equally important is ensuring staff feel their physical and mental health needs are supported. Districts should ensure all policies or recommendations are culturally sensitive and ensure equity and access for all youth."***

As a way to communicate to school-system stakeholders how embedded social-emotional wellness and mental health practices should be, we offer a system-wide model that emerged out of the work from the Collaborative for Academic, Social, and Emotional Wellbeing (CASEL).



While we understand the charge of our committee is to make recommendations that will guide school-specific planning for reopening, we suggest that a system-wide and unified approach to planning take place at each level above. Therefore, the Subcommittee recommends the following approach to prepare for, implement, and monitor school reopening for the 2020-2021 academic year, and well beyond.

A system-wide embedded social-emotional wellness and mental health program requires that it [be connected to all services and programs](#). Therefore, we acknowledge that there are opportunities here to embed these recommendations into other subcommittee plans such as Health & Safety, Curriculum & Instruction, Transportation, Staffing, etc.

The goal of and focus for having a sound reopening plan for social-emotional and mental health supports considers staff, student, and family (a) psychological safety needs; (b) social emotional learning needs; and (c) mental and behavioral health needs in a multi-tiered manner as appropriate for each mode of learning as well as across three time periods (before reopening, immediately after reopening, and long-term).

## Suggested Use

### **In order for MVPS and its schools to reopen safely, the Subcommittee recommends that schools have:**

- (1) defined what is meant by social-emotional wellness and mental health as they are incorporated into the reopening plans.
- (2) communicated definitions of social-emotional wellness and mental health to the school community, including how the impacts of COVID-19 and racial injustice as they affect staff, students, and families will be addressed during reopening and beyond.
- (3) ensured that all school and MVPS programming decisions, instruction and assessment practices, and policies communicate this vision in preparation for and during reopening.
- (4) an ongoing commitment to collaborative progress monitoring and using data-driven practices to ensure ALL staff, student, and family needs are addressed.

### **In order to meet these goals, MVPS and its schools should use this guide to identify what strengths exist across practices, programs, and policies related to social-emotional wellness and mental health in schools, and how they are distributed across the 3 models for reopening.**

### **The best approach for using this guide is to:**

- (1) Establish a leadership team that can review the recommended check points in each of the suggested areas using the guidance provided on the following pages;
- (2) Have leadership team identify the strengths of each school's program according to the descriptions provided for each area (a-e) by checking the boxes provided;
- (3) Review the unchecked boxes in each area to identify gaps or limitations;
- (3) Prioritize a plan to develop programming for the unchecked boxes using the "Suggestions for Implementation" with hyperlinked resources; and then
- (4) Communicate the plan to all school community members, including parents, students, and the larger MV community.

### **NEED SOME SUPPORT?**

### **Should any school or MVPS personnel feel they need access to social-emotional and mental health resources or some guidance in preparation for reopening and beyond, please reach out to the Subcommittee team members:**

Dhakil Warren  
*Administrator of Student Affairs, MVRHS*  
*Social-emotional Wellness & Mental Health Subcommittee Facilitator, MVPS*

Dani Charbonneau  
*English Teacher, MVRHS*

Rebecca Claussen  
*Student Affairs, MVRHS*

Nell Coogan  
*Restorative Coordinator, MVRHS*

Deb Debettencourt  
*K-8 Guidance Counselor, Edgartown School*

Kim Garrison  
*Behavioral Health Coordinator, MVPS*  
*School-based Health Center Research Specialist, MVRHS*

Amy Lilavois  
*School Adjustment Counselor*  
*Wellness Coordinator, MVRHS*

Hope MacLeod  
*Director of Student Support Services, MVPS*

Dianne Norton  
*ELL Teacher, MVRHS*

Jennifer Russell  
*School Psychologist, MVRHS*

Erin Slossberg,  
*World Language Teacher MVRHS*



## Social-emotional Wellness Checkpoints and Suggested Actions (with [hyperlinks to resources](#))

### PROMOTE & ENSURE SOCIAL-EMOTIONAL WELLNESS FOR ALL

[DEFINE](#) and [COMMUNICATE](#) what social-emotional wellness<sup>1</sup> (SEW) means for [MVPS and each of its schools](#); including how impacts of COVID-19 on staff, students, and families will be addressed by focusing on social-emotional wellness. Consider how core values align with a specific social and emotional learning framework (e.g., [CASEL](#) - The Collaborative for Academic, Social and Emotional Learning - or [others](#)).

ENSURE that all school and MVPS programming decisions, instruction and assessment practices, and policies communicate this vision in [preparation for and during reopening](#). Keep an ongoing commitment to collaborative progress monitoring to ensure ALL staff, student, and family needs are addressed (see Appendix A for a sample plan).

MVPS schools can do so by planning how to promote positive social-emotional wellness in schools across three modes of learning in the following ways:

- (a) **Social-Emotional Learning (SEL)<sup>2</sup> and Mental Health Literacy Instruction** (pp. 4-6);
- (b) **Staff Wellbeing** (pp. 6-7);
- (c) **Re/Building Community** (p. 7);
- (d) **Teaming** (pp. 7-8); and
- (e) **Communication Planning** (p. 9)

### (a) SOCIAL-EMOTIONAL LEARNING & MENTAL HEALTH LITERACY INSTRUCTION

*“Embedded within academic instruction and other programming”*

CHECKPOINTS- *Does your school have...*

- Plan to put social-emotional learning programming first (including anti-racism instruction) in the reopening phases (for ALL grade levels) with at-home educational resources available for families that are culturally responsive;
- [Universal staff training for faculty on social-emotional programs like Responsive Classroom, including mental health literacy, and how to facilitate/oversee reopening safety protocols in classrooms.](#)
- Training for staff on [how to identify students who require additional supports, and how to refer students for supports/services across tiers](#);
- A resource center of [strategic social-emotional and mental health](#) practices/documents for

<sup>1</sup> Social-emotional wellness (SEW) as it is used in this report are any and all practices that are implemented and designed to address the social and emotional wellbeing of individuals and groups in the school system, including topics related to school climate.

<sup>2</sup> Social-emotional learning (SEL) is a direct approach to teaching and supporting the development of students' and staff member's social-emotional skills.

staff to use with students;

- ❑ Communicated explicit [expectations for what social-emotional practices/skills faculty are responsible for teaching and embedding into their instruction](#) to promote optimal conditions for learning ([grade level/content appropriate](#), culturally appropriate);
- ❑ Information is collected to determine the staff's levels of [comfort, knowledge, commitment](#), and [application](#) of teaching/supporting social-emotional skills in classes prior to the start of the school year/welcoming of students;
- ❑ Plan to provide ongoing professional development for teachers on [topics of SEL](#) throughout the year and in response to teachers' needs (low comfort, knowledge, and or commitment) by providing access to coaching, workshops, resources, etc. for SEL practices; and or
- ❑ A plan to monitor students' social-emotional skills and wellbeing throughout the year (e.g., [Closegap](#))?

### Suggestions for Implementation (Across 3 Modes of Learning)

#### **IN-PERSON**

- Teachers use *CASEL Three Signature Practices* to structure daily instruction.
- Administrators [set a clear expectation that the no less than the first week of school](#) will be focused on [establishing classroom norms/classroom agreements](#), setting up routines and expectations for use of space, time, etc. that build off of recommendations from other Subcommittees (e.g., Health & Safety and Instruction).
- Administrators set up a plan to train teachers in topics/strategies/curriculum of SEL throughout the year, such as [explicitly modeling strategies at faculty meetings](#), online training modules, online Google Sheet of strategies, and or topic sessions led by school and community experts that focus on self [reflection and application of social-emotional skills](#).
- Faculty implement regularly scheduled [data checks for surveying/assessing](#) students [on key social-emotional competencies](#) as they have been supported in the classroom (e.g. engagement).
- Consider using topics covered in the SEL unit of the *Michigan Model Curriculum* to focus staff support for guiding student social-emotional wellness and mental health literacy skills: discuss topics with staff and reflect on how they might be embedded in their classroom, programs, and curriculum.

#### **REMOTE**

Build off of the in-person principles above with the exception that for remote learning...

- [Online modules are developed for students to complete](#) and practice at-home ensuring that students have equitable access to topics covered in-person (i.e., MM unit topics) and those that relate to learning via a cyber platform (e.g., [EVERFI](#)); including opportunities to identify, observe, and practice SEL skills in the community. Perhaps, partner with community programs like Boys & Girls Club and YMCA, as well as online enrichment opportunities for students to practice SEL (e.g., [Empatico at Home](#))
- Provide [educational resources for SEL and mental health literacy to families](#) that are easy to implement in the home environment and provide an opportunity for rich discussion.
- Communicate to staff, students, and families a school-wide (consistent) online structure for ALL classes that builds from in-person learning but reflects the context of remote learning, which includes a personal landing page (e.g., times for contact, how to contact, a personal

video/audio message, etc.).

- Classroom norms include a focus on cyber safety, responsible and appropriate use of technology, and other cyber-specific SEL skills.
- Faculty spend a longer period of time explicitly developing a classroom community (i.e., practicing online learning strategies that will be used throughout the course but prior to learning new content).
- Communicate a partnership model for families to use in assessing, communicating, and accessing social-emotional/MH supports for their child while learning from home.

**HYBRID\***

### **(b) STAFF WELLBEING [Video]**

*“Staff can access supports and resources to support their own social-emotional wellbeing and mental health”*

CHECKPOINTS- *Does your school have...*

- Information on staff needs and a plan to monitor ongoing levels of wellbeing since school closure and after reopening;
- Plan to use collected information from staff to inform staff supports and programming;
- Plan to guide staff in supporting one another and re/building positive relationships;
- A clear and updated central resource center (or Newsletter) for MVPS employees that includes information on health-related benefits and social supports (e.g., Employee Assistance Programs); and or
- Established times in the school day for guided wellness practice/breaks (i.e., [support self-compassion](#)).

### **Suggestions for Implementation (Across 3 Modes of Learning)**

#### **IN-PERSON**

- Teachers have access to structured and guided wellbeing sessions (e.g., [MedStar WISE Center Teacher Wellbeing Curriculum](#)) and or after school wellness events like yoga, meditation, etc.). Perhaps embed the teacher wellbeing modules from MedStar into faculty meetings.
- Teachers use provided wellbeing checklists (e.g., [Going Home Checklist!](#)) to self-monitor their own wellbeing as well as their colleagues.
- Employee support resources are communicated and accessible, continually updated, as well as promoted at the school level (e.g., signage in faculty lounge/classrooms, hallways, faculty meetings, online, etc.).
- 5-10 minutes at the beginning of each day where staff and faculty can engage in wellness checks/self-reflection or with each other prior to meeting with students.

#### **REMOTE**

Build off of the in-person principles above with the exception that for remote learning...

- Teachers have access to structured and guided wellbeing sessions online (e.g., MedStar WISE Center Teacher Wellbeing online modules), which might also include [free access to wellness apps](#) on school or MVPS sites (e.g., [MyTeacherWellness.org](#)).
- Teachers team up with colleagues to be support partners for daily/weekly check-ins, etc.
- Administrators use wellness apps to support employee wellbeing (e.g., [Weekly10](#))

- Updated employee resources that are specific to telehealth and remote access of supports for their own use.

**HYBRID\***

### (c) REBUILDING COMMUNITY

*"Coming back together and looking out for one another"*

CHECKPOINTS- *Does your school have...*

- Planned opportunities to build social connections/relationships for [staff](#) and for [students](#);
- Policies that consider/respond to student and family needs specific to COVID circumstances (with guided language from Superintendent/Assistant Superintendent/school lawyer/DESE); and
- Established a clear channel for referral to school-based services and wrap-around tiered services, including community-partnered services?

### Suggestions for Implementation (Across 3 Modes of Learning)

*Across all modes of learning...*

- Design restorative/positive discipline plan that reflects [new norms for school that are informed by students, families, and state-policies](#) based on COVID context (e.g., [graphic flowchart and definitions of language](#))--communicate changes to ALL staff.
- Staff orientation week is focused on providing multiple opportunities to develop staff social-emotional practices and mental health literacy (knowledge of, comfort with, and commitment to, voice for, and rebuilding relationships).
- Use teacher support pairs to ensure that all staff have a personal connection at work (e.g., survey all staff to name 1 to 2 people they would go to for emotional support at work).
- Advisory/School family groups to connect students and staff regularly.
- Build time into the professional day/calendar for [team-building activities](#) (not just up to Sunshine Committees.)

### (d) Social-emotional Wellness Team

CHECKPOINTS- *Does your school have...*

- A [clear vision for](#) social-emotional wellness that is built from research and promotes teaming across schools;
- Multidisciplinary teams to look at social-emotional wellness and mental health services/programs across schools, including community agency staff, [that makes recommendations for youth programming school and community-wide based on reopening data monitoring](#).
- A family partnership model that promotes cultural inclusion and two-way communication informed by regular family feedback on basic needs; and or
- A tiered approach to social-emotional wellness in schools (see [tiered promotion and intervention protocol](#)) that includes community-partnered support (see [National Center for School Mental Health Curriculum pp. 140-141](#)).

## Suggestions for Implementation (Across 3 Modes of Learning)

### IN-PERSON

- Multi-disciplinary team uses a data-analysis approach to problem solving like [Plan-Do-Study-Act](#) cycles to respond to needs.
- Develop an Equity Team to [support culturally-responsive training](#) and to review equity of curriculum and instruction/programming. [Equity audit of curriculum](#), instruction, and programming (e.g., participation by subgroups) across schools and across modes of learning (e.g., NYU Steinhardt [Culturally Responsive Score Card](#)).
- Develop a [plan for and implement evidence-based universal screeners](#) ([see also](#)) for COVID-19 risk factors (e.g., [UCLA Screen for Child/Adolescent PTSD](#)) as well as for social-emotional wellness and behavioral health risks that can be used in early identification of ALL students at tier 1--and across tiers 2 and 3.
- MVPS Behavioral Health Coordinator to implement the use SHAPE System and other data tracking systems for MVPS and across schools (e.g., with multi-disciplinary teams) to address [tiers 1, 2, 3](#) needs.
- Develop MVPS or school [weekly check-ins to collect](#) information (e.g., Google Forms) on social-emotional wellness and mental health that is developmentally appropriate and aligned with the school's vision for social-emotional wellness.
- Consider how school practices promote family engagement (e.g., food and childcare for school-sponsored meetings, staff-family phone trees, etc.).
- Embed social-emotional wellness/SEL/mental health [discussions in team meetings](#) (not only in SAT and Child Find meetings) and provide [protocols](#) to help with specific tasks and teamwork on these topics.
- Use National Association for School Psychologist mental health in school staffing ratios to identify areas of need (see "[School Reentry Considerations...](#)" NASP, p. 12)

### REMOTE

Build off of the in-person principles above with the exception that for remote learning...

- Team up with community programs to fill in gaps (e.g., elder tutoring sessions with Healthy Aging MV, Therapeutic Mentors (i.e., CBHI), and Big Brother/Big Sister).
- Develop a remote plan to mirror screening done in schools.
- Help families develop and capitalize on networks that are proximal to one another maybe in partnership with agencies and groups (e.g., Island-wide Youth Collaborative or Duke's County Commission). Maybe recruit community ambassadors for neighborhoods and regions of the Island.
- Clearly outline for staff, students, and families what the virtual social-emotional wellness and mental health [support system](#) looks like across all levels ([guidance](#), school psych, etc.) including a set of online educational resources (e.g., [Well-Being Series](#)).

### HYBRID\*\*

## (e) COMMUNICATION

CHECKPOINTS- *Does MVPS and its school have...*

- ❑ An social-emotional wellness and mental health communication plan that is centrally organized for ongoing updated information (e.g., newsletters in Constant Contact or RemindMe) and is this plan available to all school and community members (e.g., posting to the websites or embedding a Reopening Website in the school or MVPS sites);
- ❑ A MVPS decision making tree to address future school closure; and
- ❑ Standard for culturally appropriate signage and communication practices to promote access and engagement for caregivers and students?

### Suggestions for Implementation (Across 3 Modes of Learning)

#### *Across all modes of learning...*

- Real time updates focused on health, wellness, and community support programs
- Videos (student run, school leadership, instructional, etc.)
- Mapping of websites to ensure user-friendly access to information on SEL/MH supports/services.
- Two way communication channels about social-emotional and mental health programs in schools (e.g., data sharing, [surveys/reporting](#) out results, contact links).
- Develop a feedback process to understand how best families and students access information.
- Work with PTA/PTOs to develop a plan that ensures social media outlets are utilized as reliable channels for supporting families.
- Establish a group of cultural brokers (e.g., school staff and faculty, community members) to advise on communication for non-English speaking and other more vulnerable groups of the community.

\*Once MVPS has developed a hybrid model, schools should take action to plan for a careful blended approach using the in-person and remote learning actions suggested in this document.

## Appendix A

### Sample: Plan for Identifying Staff, Student, and Caregiver Needs for Reopening

The check points and suggested implementation approaches in this guide are embedded in the following process for reopening as recommended by the National Center for School Mental Health. Schools might consider taking this approach.

#### Monitoring for Targeted Supports

