

QUABBIN REGIONAL SCHOOL
DISTRICT PRESENTS:

Fall 2020
REOPENING
Plans

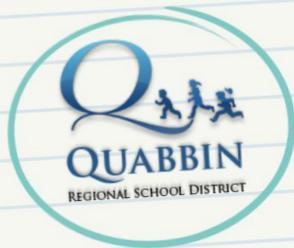


Table of Contents

Table of Contents

Introduction

Timeline

Plan Organization

Preparation and Program Planning for In-Person Services Page 8

COVID-19 Response Leaders

Academic Calendar

Phased Approach to Return to School

Parent/Caregiver Communication

Health and Safety Page 10

Collaboration with Health Authorities

Medication Administration

Health and Safety/PPE Supplies

Cleaning and Disinfecting

Masks and Face Coverings

Physical Distancing

Classroom Configuration

Hand Hygiene

Vaccines

Response Protocols: COVID-19 Suspicion Exposure and Infection Page 14

Screening for Symptoms

COVID-19 Medical Waiting Room

Suspicion/Symptoms of COVID-19

Possible Exposure to COVID-19

COVID-19 Contact Tracing

Protocols for School Closure or District Closure

Classroom Programming and Movement Within the Building Page 20

Arrival and Dismissal

Visitors

Courses Requiring Additional Safety Considerations

Fall 2020 Reopening Plans for The Quabbin Regional School District

Facility and Operations	Page 22
Cleaning and Disinfection	
Ventilation	
Entry and Exit Procedure	
Ventilation	
Water Systems	
Student Storage	
Sinks, Hand-Sanitizing Stations	
Drinking Fountains	
Transportation	Page 23
Food Services	Page 24
Food	
Breakfast and Lunch Distribution	
Ordering Meals	
Staffing	Page 27
Procedures for When Staff are Absent	
Required Staff Training	
Engaging with Families	Page 28
Supporting Students and Families	
Before/After School Care	
Proposed Remote Learning Center	
Special Populations	
Preschool	
Social Emotional Learning	
Teaching and Learning	Page 33
Consistency of Teaching and Learning	
Technology	
Consistent Learning Management System- Google Classroom	
Consistent QRSD Week At A Glance Planner	
Consistent Training for Remote, Hybrid, and In-Person Learning	
Field Trips	
Models of Instruction	Page 35
In-Person Learning Model	

Fall 2020 Reopening Plans for The Quabbin Regional School District

Hybrid Learning Model
Remote Learning Model
Intermittent Remote Learning Model

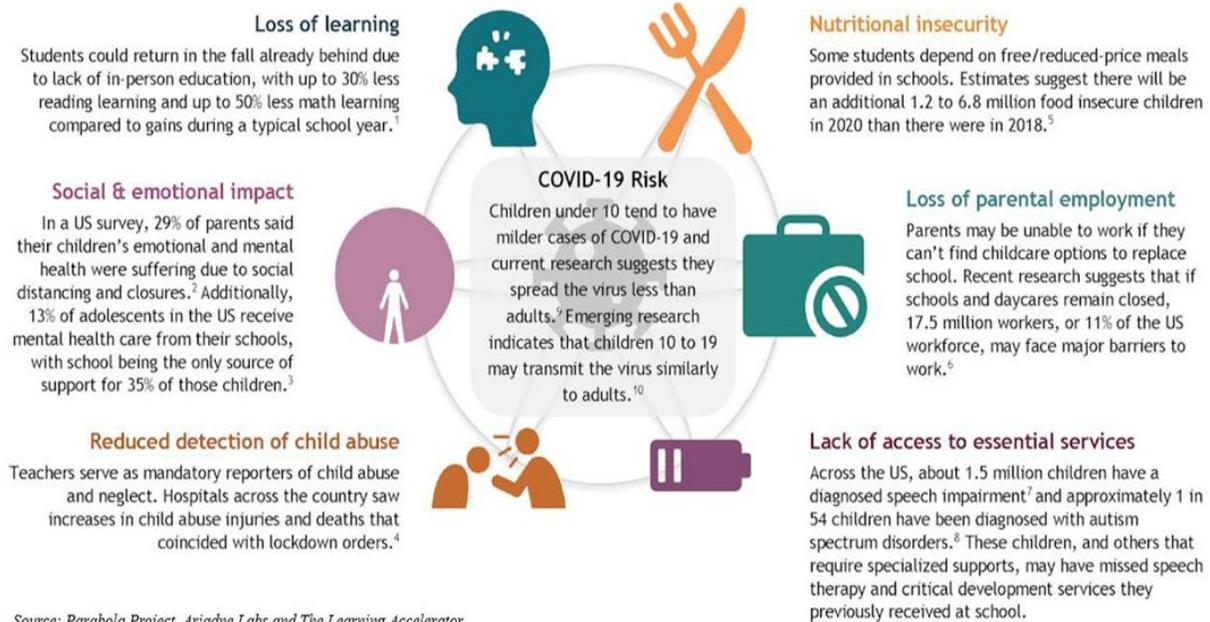
Supporting Educators and Staff	Page 45
Employees Unable to Return to In-Person Learning	
Specialized Safety Supplies/Protective Equipment and Training	
Conclusion	Page 46

Introduction

The Quabbin Regional School District COVID-19 response and planning team has developed fall reopening plans aligned with guidance from the Department of Elementary and Secondary Education ([DESE](#)). DESE developed its reopening approach after a “thorough review of current medical literature” and “discussion with many stakeholders including infectious disease physicians, pediatricians, and other public health experts” from the Massachusetts General Brigham Health System, the Massachusetts COVID-19 Command Center’s Medical Advisory Board, and the Massachusetts Chapter of the American Academy of Pediatrics. When considering how to reopen schools, DESE and the [American Academy of Pediatrics](#) strongly advocate that “all policy considerations for the coming school year should start with a goal of having students physically present at school.” Dr. Fisher, President of the Massachusetts Chapter of the American Academy of Pediatrics and Dr. Nelson, Infectious Disease Specialist at Massachusetts General Hospital, have shared their views on school reopening in a short [video](#). The CDC has also issued a statement on the [importance of reopening schools](#), specifically stating, *“Aside from a child’s home, no other setting has more influence on a child’s health and well-being than their school.”*

A Balanced View of Risk

The decisions around the return to school must reflect a global view of risk. We must balance the risks of COVID-19 infection with in-school learning, with other significant risks to the overall health and well-being of our kids when they are out of school.



Massachusetts Department of Public Health (DPH), the Executive Office, DESE, and our local school district and boards of health in our member communities, carefully and consistently review COVID-19 trends and public health metrics. It is easy to become inundated and overwhelmed with the amount of information we receive through print media, television news outlets, and social media. There is a great deal to be concerned about nationally; however, it is important to note that the Massachusetts DPH COVID-19 [Dashboard](#) indicates a number of metrics related to COVID-19 are trending in the right direction. Faculty, staff, and families can view public health trends in Massachusetts by county and town. John Hopkins University (JHU) publishes [COVID-19 testing trends in each state](#). Data indicate that the [rate of positive tests](#) in Massachusetts has remained below 5% for the past month. The JHU dashboard also indicates that the three day average for [daily confirmed tests](#) in Massachusetts is trending in the right direction. We learn more each day. As we learn more and continue to analyze data, we will change course if necessary. Nationally, reopening plans are tracked and reported on an ongoing basis, such as this national map from [EdWeek](#) which tracks each state's mandates or recommendations on K-12 school

Fall 2020 Reopening Plans for The Quabbin Regional School District

closures and openings, as well as this county-based [risk estimate resource](#) from researchers at the University of Texas at Austin (provided through the New York Times). Fortunately, the Commonwealth has shown that it is able and willing to move very quickly to implement measures that keep citizens safe.

Like public safety, healthcare, and grocery stores, schools provide an essential service. DESE's guidance essentially tells us that *in-person learning is an essential service*. Therefore, we will implement a coordinated set of practices (hand hygiene, respiratory etiquette, cleaning and disinfecting, masks/face coverings, physical distancing, and group distancing) in order to provide the essential service of in-person learning when feasible while protecting the health and safety of students, faculty, staff, and families.

The safety and well-being of students, families, educators, and staff has been and will continue to be our top priority. Because public health is its priority, DESE has asked each district to plan for three possible scenarios in the upcoming school year.

- The first scenario, [in-person learning](#), will be offered for all students in grades Pk-5 and all high needs students. Schools will be organized so that all students and staff will maintain 6 feet of physical distancing.
- The second scenario, [hybrid learning](#) will be offered for all students in grades 6-12. Students will be divided into two heterogeneous cohorts. Students will learn remotely three days per week and in person two days per week.
- The third scenario, [remote learning](#), will be offered for all students who cannot return to school for in-person or hybrid learning, for students who must be out of school due to covid symptoms or when COVID-19 requires widespread school closures and all instruction must be offered remotely.

We are planning for three scenarios because we will implement the plan that aligns with the most current public health data for our region/community. We are prepared to be flexible and act in accordance with the data.

This document delineates the steps we have taken to create a healthy and safe learning environment in each scenario. A team of educators and administrators developed this document with input from parents, QRSD School Committee, the Boards of Health in Barre, Hardwick, Hubbardston, New Braintree and Oakham, and key stakeholder groups within

Fall 2020 Reopening Plans for The Quabbin Regional School District

our organization. Our plan integrates [COVID-19 planning considerations from the American Academy of Pediatrics](#). We take the health and safety of our students, families, faculty, staff, and community seriously. We have also carefully reviewed the [Schools for Health: Risk Reduction Strategies for Reopening Schools](#) when developing our plan.

Timeline

The timeline for developing our district learning plans and approval of plans is as follows:

Date	Activity
May 6, 2020	Survey to parents and students about experiences with remote learning Spring 2020
June 11, 2020	Survey to parents regarding preliminary plans for fall reopening of school
June 24, 2020	Feedback received from educators regarding experiences in remote learning
July 7,8,9,10, 2020	Administrative Summit - preliminary re-opening plans drafted
July 15, 2020	Survey to parents about technology and internet access
July 30, 2020	Survey parents re: fall plans
July 30, 2020	Present draft plans to School Committee for Discussion and Input
July 31, 2020	Submit draft plans to DESE
August 3, 2020	Parent meeting regarding draft reopening plans
August 5, 2020	Parent meeting regarding draft reopening plans
August 6, 2020	School Committee approves final plan
August 14, 2020	Final plan due to DESE

Preparation and Program Planning for In-Person Services

COVID-19 Response Leaders

We have designated COVID-19 Response Leaders at the building and district level. COVID-19 Response Leaders are responsible for coordinating with key district, school, and program personnel on plan development and implementation.

Building	COVID-19 Response Leader	Contact Information
District	Dr. Sheila Muir	smuir@qrsd.org
Quabbin Middle/High School	Mr. Gregory Devine	gdevine@qrsd.org
Hardwick Elementary School	Ms. Shelly St. George	sstgeorge@qrsd.org
Hubbardston Center School	Ms. Jill Peterson	jpeterson@qrsd.org
Oakham Center School	Ms. Patricia Worthington	tworthington@qrsd.org
Ruggles Lane School	Ms. Susanne Musnicki Mr. Christopher Carlson	smusnicki@qrsd.org ccarlson@qrsd.org

Academic Calendar

The QRSD 2020-2021 [calendar](#) is available on the district website. Faculty and staff will return to school Monday August 24th. In our initial school calendar (adopted December, 2019) students were slated to return to school Wednesday, August 26th. Based on the [announcement from DESE](#) to change the 180-day requirement for student learning time to 170-days, and in order to provide as much time as possible for faculty to prepare for the return of students to in-person learning, the School Committee voted to change the school calendar on July 30th and August 6th.

The changes to the school calendar are as follows:

Fall 2020 Reopening Plans for The Quabbin Regional School District

- **Students will now start school on Tuesday September 8th 2020**
- **November 3rd, 23rd and 24th, March 11th and June 1st are no school days for students**
- **Early release days for staff professional learning are moved from Wednesdays to Mondays**

If further changes to the district calendar are necessary, we will update the district calendar and notify staff and parents promptly. Changes to the calendar are subject to School Committee approval. The Superintendent of Schools will email parents and families any information regarding changes to the academic calendar.

Phased Approach to Return to School

Students will transition back to school during the week of September 8th by attending in-person instruction and hybrid instruction in small cohorts. This will allow educators to work with smaller numbers of students in the first few days of school while teaching, practicing and reinforcing routines for all new protocols. The schedule for the week of September 8 through September 11th can be found [here](#).

Parent and Caregiver Communication

The Quabbin Regional School District is committed to proactive, two-way communication with parents and families. Building principals will provide frequent email updates regarding program information. The Superintendent of Schools will provide regular updates to parents/caregivers (via email) during the school year. All communication will be provided in the parent/caregiver's primary language.

Health and Safety

Collaboration with Health Authorities

The District COVID-19 Response Leader, Plant and Facilities Manager and Nurse Leader are in regular contact with the Barre, Hardwick, Hubbardston, New Braintree and Oakham Boards of Health to discuss statewide and local guidance, health and safety updates, COVID-19 testing and availability, and responding to suspected and confirmed cases. These

Fall 2020 Reopening Plans for The Quabbin Regional School District

Boards of Health review all district reopening plans and provide recommendations as needed.

Medication Administration

The school nurses will review all student medications with families prior to the start of in-person services. In accordance with district policy, medication must be kept in the nurse's office.

Health and Safety/PPE Supplies

The district has ordered standard healthcare supplies in accordance with DESE [guidance](#). Additional safety precautions are required for school nurses and any staff supporting high-intensity students in close proximity, when distance is not possible. These precautions include eye protection and a mask/face covering. Precautions may also include gloves and disposable gowns or a washable outer layer of clothing depending on the duration of contact and especially if the individual may come into close contact with bodily fluids.

Cleaning and Disinfecting

Cleaning and disinfecting protocols are based on [CDC recommendations](#). Hard and non-porous materials and surfaces that are indoors, used regularly, and frequently touched will be disinfected daily using EPA approved disinfectants. Student desks and common areas will be disinfected daily with BETCO PH7Q DUAL: EPA Registration Number : 10324-141. Visibly dirty surfaces will be cleaned with soap and water prior to disinfecting. Students will not have access to soft and porous seating and learning surfaces unless items are designated for a specific student and not shared. Disinfectants will not be used on items that children may put in their mouths. These items will be cleaned as prescribed by the CDC [Guidance for Child Care Programs that Remain Open](#). [CDC recommendations](#) for outdoor areas state outdoor areas generally require normal routine cleaning and do not require disinfecting. The district will apply the targeted use of disinfectants on hard surfaces frequently touched by many people outdoors.

DESE recommends students 6 and older who are able to do so should clean their desks independently. In the Quabbin Regional School District students in grades 6 through 12 will

Fall 2020 Reopening Plans for The Quabbin Regional School District

be expected to wipe down the surface of the desk or seat they used in a classroom before the end of each class, and will also be expected to wipe down the surface of the desk and seat that they will use as they enter the classroom.

A detailed list of daily cleaning protocols used in all QRSD schools is available [here](#).

Masks and Face Coverings

Due to the COVID-19 global pandemic and the need to protect the health and safety of students and communities in the Commonwealth, the Massachusetts Department of Elementary and Secondary Education (DESE) has mandated the wearing of masks/face coverings that cover both the nose and mouth for all students.

Masks and face coverings are among the **most critical** components of risk reduction for transmitting COVID-19. Masks/face coverings protect the general public against COVID-19 infection, with a recent retrospective study estimating near 80% effectiveness in reducing COVID-19 transmission, especially when worn prior to symptom onset. A growing body of evidence suggests masks protect those who wear them and may drastically reduce severity of infection. **In keeping with the requirements of state and local authorities and in the interest of the health and safety of all students and staff, all Quabbin Public Schools' students are required to wear a mask that covers the nose and mouth while participating in school, at school-related activities, and on school property. Masks are also required for all students on the bus during school bus transportation. Any student found not to be wearing a facemask as required under this policy will be subject to Emergency Removal from School and possible suspension. M.G.L. c. 71, §37H3/4. If a family or a student refuses to supply a mask/face covering, encourages a student to remove their mask/face covering outside of school scheduled mask breaks, or otherwise refuses to cooperate or discourage their student from cooperating with this policy, Quabbin may, in addition to taking disciplinary action against the student, contact appropriate authorities, including but not limited to, the Department of Children and Families and/or the Department of Public Health.**

Families are expected to provide masks/face coverings for students. Face coverings can be disposable or reusable and will need to: fully cover the nose and mouth and secure under the chin, be made with at least 2 layers of breathable material, fit snugly but comfortably

Fall 2020 Reopening Plans for The Quabbin Regional School District

against the side of the face, and be secured with ties or earloops. **Based on guidance from health authorities neck gaiters, open-chin triangle bandanas and face covering containing valves, mesh material or holes of any kind will not be considered appropriate face coverings.** Extra disposable masks will be available in the event a student forgets their mask. Families should wash reusable masks daily. If a family is unable to afford masks, they should contact their building principal. If a staff member or student does not have a face covering they will be provided with a face covering by the school district.

For students who are unable to wear a mask/face due to documented and verified medical conditions, disability impact, or other health and safety factors, \exemptions to this policy will be considered. These individuals will be expected to wear a face shield if possible. Medical documentation from a physician is necessary for a student or staff member to be exempt from wearing a mask and/or a face shield .

Mask breaks are scheduled at least three times a day in grades Pk-5, at least two times per day in grades 6-12 and more frequently if needed. During mask breaks students will be six feet apart. Mask breaks will ideally occur during physical movement breaks outside (weather permitting), under the supervision of an adult. If it is not possible for students to be outside during a mask break, students will be in a room with windows and/or doors open for ventilation.

Masks/face coverings must be worn by everyone on a school bus at all times.

Please review our [Student Mask Expectations document](#).

Physical Distancing

Physical distancing is an important practice that helps mitigate transmission of the virus. The CDC recommends maintaining a physical distance of six feet between individuals. QRSD is using that recommendation for our in-person planning.

Our Full In-Person Plan (grades Pk-5 and Identified high needs students) and our Hybrid Plan (grades 6-12) allow for 6 feet of physical distance in all classes. We will consistently implement other mitigating measures in addition to physical distancing (hand hygiene, respiratory etiquette, cleaning and disinfecting, masks/face coverings). It is important to

Fall 2020 Reopening Plans for The Quabbin Regional School District

remember that no single mitigation strategy is effective; rather it is the layering and concurrent implementation of multiple mitigation strategies that will slow transmission.

The recommendations for physical distancing for in-person learning in the fall are predicated on the Commonwealth continuing to progress through phases of reopening with low COVID-19 prevalence into the fall and winter.

Classroom Configuration

Students will have assigned seats in every class and on the bus. This is essential in order to provide accurate notification in the event of an exposure. Students will be six feet apart while seated at desks. All desks will face in the same direction. Spaces such as the gymnasium, cafeteria, and library may be repurposed in order to maximize physical distance between desks. Refer to school-specific plans for images of various classroom configurations at each school and a short video tour of various classroom and learning spaces at each school (coming soon).

School	Classroom Image	Video Tour Link
Quabbin Middle/High School	MS Link HS Link	Coming soon
Hardwick Elementary School	Link Link	Coming soon
Hubbardston Center School	Link , Link	Coming soon
Oakham Center School	Link	Coming soon
Ruggles Lane School	Link	Coming soon

Hand Hygiene

[Handwashing](#) removes pathogens from the surface of the hands. While handwashing with soap and water is the best option, alcohol-based hand sanitizer may be utilized when handwashing is not available. Students and staff are required to exercise hand hygiene at the following times:

1. when boarding the school bus

Fall 2020 Reopening Plans for The Quabbin Regional School District

2. when exiting the school bus or entering the school building or entering the classroom
3. before and after eating
4. following bathroom use
5. after removing a soiled mask and prior to donning a new mask
6. before and after recess
7. when exiting the building for dismissal

When hand washing, individuals should use soap and water to wash all surfaces of their hands for at least 20 seconds, wait for visible lather, rinse thoroughly, and dry with an individual disposable towel. Please view this [CDC hand washing and sanitizing video](#) for proper handwashing technique.

[Hand sanitizing](#) is required if handwashing is not feasible. Hand sanitizer should contain at least 60 percent ethanol or at least 70 percent isopropanol content. Please view this [CDC hand washing and sanitizing video](#) proper hand sanitizing technique.

Hand sanitizing stations will be available in the following areas:

- school buses
- entrances/exits to school buildings
- school offices
- cafeteria
- gymnasium
- all classrooms

Vaccines

Parents must ensure that [vaccines](#) are current before children return to school in-person. Health providers strongly recommend all students and staff get their regular [flu vaccine](#). Ensuring all students, teachers, and staff receive the seasonal flu vaccine is an extremely [high priority](#).

Response Protocols COVID-19 Symptoms (Suspicion of Infection), Exposure and Infection

Screening for Symptoms

It is critical that families and caregivers check their child every morning for [symptoms of COVID-19](#). Checking children every morning at home will serve as the primary screening mechanism for COVID-19 symptoms. Families should use this [checklist](#) every day before sending their child to school. DESE does not require schools to institute screening procedures at the point of entry and does not recommend temperature checks. Faculty and staff working with students will report to the nurse if they suspect any student of exhibiting COVID-19 symptoms or other illnesses. The district strongly encourages families to discuss testing with their health care provider if they have reason to believe their child has COVID-19.

Families play a critical role in supporting the new culture of health and safety that each school must establish. Most importantly, families can help mitigate the transmission of COVID-19 in their school communities by checking their children daily for any COVID-19 symptoms and keeping them home from school if they are sick or have had close contact with a person diagnosed with COVID-19.

COVID-19 Medical Waiting Room

Each school has a designated COVID-19 Medical Waiting Room separate from the nurse's office. A student who shows COVID-19 symptoms during the school day will be moved to the COVID-19 Medical Waiting Room for isolation until they can be picked up by a family member. Prompt pick-up of students will be necessary. Information on the COVID-19 Medical Waiting Room can be found at this [link](#).

Suspicion/Symptoms of COVID-19

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:

- Fever or chills

- Cough
- Shortness of breath or difficulty breathing
- Fatigue
- Muscle or body aches
- Headache
- New loss of taste or smell
- Sore throat
- Congestion or runny nose
- Nausea or vomiting
- Diarrhea

If staff or students have any of these symptoms and do not have a known medical history of similar symptoms associated with an existing medical condition, they must either be tested for COVID-19 and receive a negative test result, or self-isolate for 14 days and be asymptomatic prior to returning to school.

Possible Exposure to COVID-19

If a student or staff is exposed to someone with a confirmed case of COVID-19 the following procedure must be followed. On July 17, 2020, DESE issued [protocols](#) for responding to COVID-19 scenarios in schools, on the bus, or in community settings. According to local health authorities, the recommendation for self-isolation for COVID-19 positive cases is a minimum of 14 days. Most people who test positive and have a relatively mild illness will need to stay in self-isolation for at least 14 days. People who test positive can resume public activities after 14 days and once they have:

- a. gone for 3 days without a fever (and without taking fever-reducing medications like Tylenol); **and**
- b. experienced improvement in other symptoms (for example, their cough has gotten much better); **and**
- c. received clearance from public health authority contact tracers (the local board of health or Community Tracing Collaborative).

Fall 2020 Reopening Plans for The Quabbin Regional School District

Repeat testing prior to return is not recommended. Return to school should be based on time and symptom resolution.

COVID-19 Contact Tracing

All students will be required to sit in assigned seats every day in every classroom. This procedure will aid us in the notification of contacts if there is a confirmed case of COVID-19 in one of our schools.

Close contacts of a positive COVID-19 case should be tested. DESE/DPH defines close contact as:

- Being within less than 6 feet of COVID-19 case for at least 15 minutes. Close contact can occur while caring for, living with, visiting, or sharing a healthcare waiting area or room with a COVID-19 case while the case was symptomatic or within the 48 hours before symptom onset, OR
- Having direct contact with infectious secretions of a COVID-19 case (e.g., being coughed on) while not wearing recommended personal protective equipment.

In school settings, close contacts include other students and staff who were within 6 feet of the student or staff for at least 15 minutes in a classroom, in other school spaces, on the bus, or at an extracurricular activity. In elementary and other school situations where the students are in self-contained classrooms for an extended period, all students/staff within this “cohort” are considered close contacts as they may have been within 6 feet of the person with a positive test result. It is suggested that possible close contacts wait four days to be tested for COVID-19. If the test is negative, the student/staff can return to school if asymptomatic and wearing a mask. If a close contact elects not to be tested they must self-isolate for a minimum of 14 days and until at least three days have passed with no fever and improvement in other symptoms as noted. If the test is negative, the student/staff can return to school if asymptomatic and wearing a mask.

The Executive Office provides a [list of testing sites](#) and an [interactive testing map](#). These resources are [updated regularly](#). People with symptoms should also contact their primary care physician for further instructions. DESE will provide more information related to the availability of testing later this summer

Fall 2020 Reopening Plans for The Quabbin Regional School District

Please refer to the following [DESE guidance](#) for information on protocols for possible COVID-19 scenarios.

The quick reference sheet below outlines key actions schools should take when responding to a COVID-19 event.

Event	Location of Event	Testing Result and Quarantine
<p>Individual is symptomatic</p>	<p>If an individual is symptomatic <u>at home</u>, they should stay home and get tested.</p> <p>If an individual student is symptomatic <u>on the bus or at school</u>, they should remain masked and adhere to strict physical distancing. Students will then be met by the nurse and stay in the medical waiting room until they can go home. They should not be sent home on the bus.</p> <p>If an individual staff member is symptomatic at school, they should find coverage for their duties and then go home and get tested.</p>	<p>Negative- Return to school once asymptomatic for 24 hours</p> <p>Positive - Remain home (except to get medical care), monitor 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 MA Community Tracing Collaborative. Most people who have relatively mild illness will need to stay in self- isolation for at least 14 days <u>and</u> until at least 3 days have passed with no fever and improvement in other symptoms.</p> <p>Not tested - Remain home in self-quarantine for 14 days from symptom onset. And until at least 3 days have passed with no fever and improvement in other symptoms.</p>
<p>Individual is exposed to a COVID-19 positive individual</p>	<p>If an individual is at home when they learn they were in close contact with an individual who tested positive for COVID-19, they should stay at home and be tested 4 or 5 days after their last</p>	<p>Negative- Return to school if asymptomatic or once asymptomatic for 24 hours</p> <p>Positive - Remain home (except to get medical care), monitor symptoms, notify the school, notify personal close contacts, assist the school in contact tracing efforts, and answer the call from local</p>

Fall 2020 Reopening Plans for The Quabbin Regional School District

	<p>exposure.</p> <p>If an individual is at school when they learn they were in close contact with an individual who tested positive for COVID-19, they should be masked for the remainder of the day (including K-1 students) and adhere to strict physical distancing. At the end of the day, they should go home and should not take the bus home.</p> <p>They should stay at home and be tested 4 or 5 days after their last exposure.</p>	<p>board of health or MA Community Tracing Collaborative. Most people who have relatively mild illness will need to stay in self-isolation for at least 14 days <u>and</u> until at least 3 days have passed with no fever and improvement in other symptoms.</p> <p>Not tested - Remain home in self-quarantine for 14 days from symptom onset. And until at least 3 days have passed with no fever and improvement in other symptoms.</p>
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Protocols for School Closure or District Closure

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, the superintendent will work with the local board of health to determine if it is likely that there is transmission happening in school. For each individual case, the school will follow [Protocol: Student or staff tests positive for COVID-19](#). Note that when there is one isolated case, close contacts will need to stay home and be tested, not the whole school.

When there is suspected in-school transmission the superintendent will consult with the local board of health as to proposed next steps. These steps may include, making a decision to a) close part of the school or the entire school for a short time (e.g. 1-3 days) for

Fall 2020 Reopening Plans for The Quabbin Regional School District

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.

Should there be circumstances where there are multiple cases in the district, the superintendent will consult with all of the local boards of health as to proposed next steps. These steps may include 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.

In the event of a municipal or regional outbreak, as determined by the local board of health or DPH, the superintendent will consult with the local board of health to determine if the district should close.

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

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.

Prior to reopening the district will check inventory levels of needed supplies and re-order replacement inventory. Upon reopening all staff and students will review correct hygiene procedures.

Classroom Programming and School Protocols

Arrival and Dismissal

Refer to school-specific plans below for arrival, dismissal, and movement within the building.

School	Arrival/Dismissal Plan	Building Movement Plan
Quabbin Regional Middle/High School	Arrival Dismissal	MHS
Hardwick Elementary School	Arrival Dismissal	HES

Fall 2020 Reopening Plans for The Quabbin Regional School District

Hubbardston Center School	Arrival Dismissal	HCS
Oakham Center School	Arrival Dismissal	OCS
Ruggles Lane School	Arrival Dismissal	RLS

Visitors

Visitors should make an appointment with the main office for any drop off of materials or required meeting with faculty, staff or administration. Upon arriving for their appointment, visitors will be asked a series of screening questions. If the visitor is permitted to enter the building, he/she will be expected to wash or sanitize hands using provided materials at a table outside the office, and then sign in at the designated area. All visitors must wear a mask and enter through the main entrance. A waiting area outside of the office will be provided for visitors to maintain 6 foot physical distancing. The main office will maintain a visitor log including the first and last name of the visitor, the date of the visit, the visitor's phone number, arrival and departure times, and all areas the visitor entered in the building.

Courses Requiring

Additional Safety Considerations

Our in-person learning plans for grades Pk-6 and High Needs Students and our hybrid learning plans for grades 6-12 adhere to DESE's [specific guidance](#) for physical education, music, and chorus classes. DESE recommends that these courses be held virtually or partially online or outdoors when possible. When these courses meet in person, teachers will implement specific safety guidelines including:

- Holding classes outside when possible
- Singing will only occur when students are outside and 10' apart.

Fall 2020 Reopening Plans for The Quabbin Regional School District

- If 10' apart students may remove masks; if less than 10' apart students must wear masks for these activities whether students are indoors or outdoors
- Students must wash their hands before and after using shared equipment
- Shared equipment must be disinfected between use
- The district will make every reasonable effort to limit equipment sharing by assigning equipment and workstations to students
- Equipment that touches the eyes or mouth may only be shared if the equipment has a disposable protective cover
- Instruments that do not come into contact with the mouth may be shared but must be disinfected before and after each use with an EPA approved disinfectant.
- Equipment or objects with that are difficult to clean (e.g., have irregular surfaces or made of fabric) may not be shared

Facility and Operations

Cleaning and Disinfection

Daily cleaning and disinfection protocols for all QRSD schools can be found [here](#)

Ventilation

The district has taken several steps to increase ventilation and improve air quality in our buildings and classrooms. Our practices reflect recommendations from [Schools for Health: Risk Reduction Strategies for Reopening Schools](#). We change all filters 4 times per year. and are offering students opportunities to learn and be outdoors when possible. The district will complete a comprehensive inspection, cleaning, disinfecting, and repair of all systems prior to students returning to school. Teachers will increase outdoor air circulation by opening windows and doors and using fans when possible. Interior doors will remain propped open during the day when possible to reduce the number of people touching the door and to increase ventilation.

Water Systems

During the shutdown, building custodians ran faucets to flush the system. All water bottle fillers and faucets that could be used for accessing drinking water are flushed daily before

Fall 2020 Reopening Plans for The Quabbin Regional School District

school opens. The water quality in school buildings is regularly tested. Water quality reports are available in the Superintendent's Office.

Student Storage

Students will not have access to hallway lockers or lockers in locker rooms until further notice.

Sinks and Hand-Sanitizing Stations

All schools have multiple sinks for handwashing and hand-sanitizing stations. Every classroom will be equipped with a hand sanitizing station.

Drinking Fountains

Students will be asked to bring their own full water bottle to school each day. Students will only be allowed to remove masks to drink water during mask breaks. If a student needs to drink water at other times his or her water bottle must have an attached straw that can be placed under the mask and into his or her mouth. Drinking fountains that require contact for use will be closed. Students may use motion activated drinking fountains when filling water bottles if a refill is needed during the school day. Bringing a full water bottle from home will decrease the number of trips from the classroom, and reduce hallway congestion. Students and staff should not share beverages or food to reduce the chance of accidental exposure. Cups will be available at all water dispensers for student use during lunch.

Transportation

We have developed transportation procedures in accordance with [DESE Guidance for School Transportation](#). The district will implement the following core practices on school buses:

- Masks - All staff and students on the bus, regardless of age, are required to wear masks at all times;
- Distance - Students will sit one person per bench, alternating sides per row; children from the same household may sit together on one bench;

Fall 2020 Reopening Plans for The Quabbin Regional School District

- Ventilation - Bus windows must remain open at all times unless not possible due to extreme weather conditions;
- Seat assignments - Every student will have an assigned seat on their bus; students must remain in their assigned seats at all times facing forward; students may not eat, sing, shout, or share items while on the bus;
- Hand sanitizer will be available on all buses.

Bus drivers will receive training on COVID-19 symptoms. If a child presents with obvious signs of illness, the bus driver will contact the school and the child will be assessed by the school nurse upon arrival at school. If a student becomes ill with COVID-19 during the school day, the student will not be permitted to ride the school bus home.

All school buses will be cleaned and disinfected between runs and at the end of each day.

Food Services

Food

Food may be consumed during supervised meal times where students are 6 feet apart. In the case where students require sustenance for medical purposes, and cannot be 6 feet apart they should consume their food in the hallway; if needed the nurse may be called for supervision. When possible, these students should find a space 6 feet apart in the classroom. We advise students to have a healthy breakfast to sustain them for the day, or that they purchase the breakfast that is offered at school.

Breakfast and Lunch Distribution

Breakfast and lunch is available for all QRSD students. Students learning in out of district placements and those enrolled in a home school program are not actively enrolled at QRSD and not eligible for breakfast and lunch. For student and staff safety, the following changes will be in effect for the 2020-2021 school year.

Students will be charged for meals based on the following status:

Status	Breakfast	Lunch
Free	Free	Free
Reduced	\$0.30	\$0.40
Paid	\$1.75	\$3.00 – K-5 \$3.25 – 6-12

Fall 2020 Reopening Plans for The Quabbin Regional School District

Milk only	\$0.50	\$0.50
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Ordering Meals

In order to reduce the risk of contamination, QRSD will strongly encourage the use of pre-payment through [our online system](#). We are not able to provide change back from breakfast and lunch orders, so exact amounts are necessary if payment must be made in cash.

If paying with cash or check, payment must be sent to the school office in a sealed envelope. In order to ensure that this information is properly applied to the correct account, we will need the student's full name, homeroom number, and student ID number.

Payments will only be entered once a day prior to lunch. We will not enter payments received at the register/serving area until the end of the school day or the following day to avoid having to clean between each transaction.

If a family orders meals but does not pick them up, the student's lunch account will be charged for the meals.

ID Cards

All QRSD students will be issued an ID card.

K-5 Students:

Students will store their ID cards in a pocket chart (located near the café). Students will present their ID cards to the school nutrition staff. Our school nutrition staff will verify each student ID. Each card will be cleaned between use and placed back into a pocket chart by our nutrition staff.

6-12 Students:

Students will scan their ID with the new touchless system. Students will be responsible for their IDs, and will need to keep them on their person. Nutrition staff will verify student ID's.

All students will wash their hands before and after meals.

Students (K-12) - Masks will be worn when in line for lunch and breakfast. Parents must wear masks and maintain 6 feet physical distancing when picking-up meals.

K-5 - Breakfast

Each day, students will bring their breakfast for the following day home with them.

Parents will pre-order breakfast for the following day and lunch for the current day by 7:30am daily using the online ordering system.

Fall 2020 Reopening Plans for The Quabbin Regional School District

If a parent has not placed a pre-order, the classroom teachers will enter the child's selection by 9:30am (daily).

On a student's first day of school, they will receive breakfast in school, and take breakfast for the next day home with them at the end of the day.

K-5 - Lunch

Students will eat lunch in either the café, gym, or classroom and lunch times will be staggered to ensure optimal physical distancing. Students will pick up a pre-ordered meal from a table near the kitchen doors as cafeteria serving lines will not be used.

Students will be dismissed to the cafe by classroom and in alphabetic order for all cafeteria purchases (lunch, breakfast, or milk only).

School Nutrition staff will place the main entrée and vegetable on a disposable tray or in a bag. Students will be asked if they want additional fruit, vegetable, milk choice and condiments.

Staff will clean & sanitize chairs, tables or desks between lunches.

Lunches will be staggered to ensure proper drying of sanitizer.

On half days, students will be given their lunch and also breakfast for the following day when they are dismissed from school.

6-12 - Breakfast

Breakfast will be served to students who are in school for in-person learning. Breakfast will be delivered to the student's classroom during flex-block each day (8:20-8:50). As described below, breakfast for days when students are learning remotely will be sent home with students at the end of their in-person learning day.

6-12 - Lunch

Lunch will be sent home with students on the days that they are learning in-person.

Blue Cohort

- On Tuesday students will receive: Tuesday's Lunch, Wednesday's Breakfast, and Wednesday's Lunch.
- On Thursday students will receive: Thursday's Lunch, Friday's Breakfast, Friday's Lunch, Monday's Breakfast and Monday's Lunch.

Gold Cohort

- On Wednesday students will receive: Wednesday's Lunch, Thursday's Breakfast, and Thursday's Lunch.
- On Friday students will receive: Friday's Lunch, Monday's Breakfast, and Monday's Lunch

Fall 2020 Reopening Plans for The Quabbin Regional School District

Ordering Meals:

Parents/students should pre-order meals for the week every Monday by 9am. If the order has not been completed by 9am on Monday, then it will be completed by a teacher or other staff member in consultation with the student.

If a parent or student orders a meal and does not pick it up, the student's account will be charged.

Meals will be labeled with students' names for ease of distribution.

Students using district transportation will have meals placed on assigned seats prior to school dismissal each day. All other students will have meals placed on tables near assigned locations such as community entrance and faculty entrance for student pick-up as they exit the building.

100% Remote Learners

Breakfast & lunch will be provided at Quabbin Middle/High School on Mondays at a time to be determined. One week's worth of breakfast and lunch will be distributed (5 Lunches & 5 breakfast –unless holiday/ non-instructional day).

Parents must pre-order meals one week in advance using the new online ordering system. If a family orders meals but does not pick them up, then the student's account will be charged for the meals.

Parents will be allowed to pick up meals for a child, even if the child is not present. Proof of enrollment is required.

Staffing

Procedures for When Staff are Absent

Staff members are prohibited from coming to work if they are ill or exhibiting [symptoms](#) of COVID-19. If a staff member has been [exposed](#) (close contact for more than 10-15 minutes) to a person with COVID-19, the staff member must wait 4 days and get a COVID-19 test. If the test results are negative, and the staff member is asymptomatic, they may return to work. If the staff member elects not to get a test, they must self-isolate for 14 days after known exposure, monitor for symptoms, and follow CDC guidance if symptoms develop. Staff must immediately notify their supervisor and the local board of health if they develop symptoms for COVID-19. If a staff member is absent, the district will secure a qualified substitute.

Required Staff Training

Fall 2020 Reopening Plans for The Quabbin Regional School District

All staff will receive training on the District Fall Reopening Plan prior to the start of in-person services. Training will include training modules on how, when and where to wear PPE.. Staff will also receive training from the school nurse on mitigation procedures, personal hygiene, signs and symptoms of illness, the referral process for students requiring medical care and/or mental health support, and the use and disposal of health and safety supplies. Staff that work closely with students will have time to carefully review individual student needs prior to the start of in-person learning.

Training that is specific to work groups will be conducted thoroughly. For example, kitchen and food services will receive additional training on new guidelines to ensure safe preparation and delivery of meals. Custodial staff will receive additional training on safety protocols for disinfecting and sanitizing, building use and limitations.

Engaging with Families

On June 11, 2020, we sent an initial survey to families in order to understand the challenges they are facing and their plans for the fall. We surveyed families on July 15, 2020 to gain information about families who have poor quality or non-existent internet. We surveyed families again on July 31, 2020 to better understand which students will return to in-person learning in the fall; which students will return to hybrid learning; which students will participate in remote learning; which children will need bus transportation; and which families will need food assistance. Families who did not respond to this survey or responded that they were unsure about their return to school plan have been contacted by telephone by a district employee to discuss their return to school plan.

Superintendent Muir conducted two parent meetings on Monday August 3rd and two parent meetings on Wednesday August 5th via Zoom to share the draft QRSD Reopening Plan and to answer questions from parents. In addition families are encouraged to email and/or call their building principals and/or the Superintendent at any time to discuss questions or concerns related to reopening. The school district has established an email address specifically for questions about the reopening plan. The email address is 2020reopen@qrsd.org

Fall 2020 Reopening Plans for The Quabbin Regional School District

The School Committee discussed the [draft plan](#) at a public meeting of the School Committee on July 30th. The purpose of this meeting was to allow the School Committee to publicly deliberate on the plan and provide suggestions and feedback. The Quabbin Regional School Committee voted to accept the [final reopening plan with revisions](#) on August 6th.

Supporting Students and Families

Before/After-School Care

QRSD has an existing successful Before and Afterschool Program- Fun Frontier at each of our elementary schools. The programs run from 7 am to the start of school and from school dismissal time to 6 pm. Student participation will be limited this year due to the new guidelines and need for social distancing. However, these serve as a wonderful resource for our students and families.

This summer our Fun Frontier program ran very successfully for 5 weeks. All Fun Frontier staff members have been trained on the health and safety protocols. Each building maintains support staffing and site coordinators. Additionally, there is a program coordinator for the district. Due to the onset of COVID 19, the Fun Frontier staff reworked many components of their program during the spring shut down time. They have revised activities and games so they are safe and engaging. They have designed schedules that allow for mask breaks and have developed protocols and activities to help the students learn, understand, and apply the rules of social distancing, mask wearing, and frequent hand washing.

It was so inspiring to see many of our youngest students be happy and successful this summer as they took part in the program even with all of the new guidelines and protocols in place. Information about Fun Frontier staff training can be accessed [here](#). Fun Frontier protocols can be accessed [here](#). The Fun Frontier Handbook can be accessed [here](#).

Proposed Remote Learning Center

Fall 2020 Reopening Plans for The Quabbin Regional School District

In order to address concerns with access and equity, we are working on providing a remote learning center that offers a safe supervised space for students while they learn remotely. This center will address the lack of internet access for some families as well as any concerns with child care. The center will be available from 6 am to 6pm daily for our families. It would be staffed by Fun Frontier Staff (district before and after school program) and a LPN. There will be a participation fee to cover the costs of operation. The remote learning center will be housed in our New Braintree Grade School. New Braintree Grade School will also house some of our QRSD remote learning teachers.

Special Populations

Quabbin Regional School District is committed to providing a free and appropriate public education (FAPE) consistent with the need to protect the health and safety of students with disabilities and those individuals providing education, specialized instruction, and related services to these students. In accordance with [DESE Guidance on Fall 2020 Special Education Services](#), students with disabilities, particularly preschool-age students and those with significant and complex needs, will be prioritized for receiving in-person instruction during the 2020-2021 school year. These students will receive as much in-person instruction as is feasible within the health and safety parameters in effect at each particular time. All decisions regarding service delivery for students with disabilities will be determined in collaboration with parents/guardians.

For students learning in the full time in-person model, educators and administrators will ensure service delivery as determined by the special education team and written in the IEP. For students learning in the hybrid model, whenever possible services will be delivered as outlined in the student's IEP. However there may be situations in which service provider, service locations and/or frequency and/or duration of services may be modified.

Every effort to continue to provide services that are comparable to those that would have been delivered if the students were attending school full time for in-person instruction. For students learning the remote model, they will receive special education instruction and related services necessary to provide FAPE through an instruction and services model of delivery (e.g., structured lessons, teletherapy, video-based lessons, etc.).

Preschool

The QRSD Preschool Program, QRSD Elementary Principals, and Director of Student Services have carefully reviewed the [requirements](#) set forth by the [Department of Early Education and Care \(MA EEC\)](#). The district will follow DESE guidance and review EEC guidance.

Early Childhood Special Education and Preschool Children

Preschool children with and without disabilities are particularly in need of in-person services so that they can develop the socialization, motor, communication skills, and the early learning skills that are vitally important at this age. Quabbin Regional Schools will prioritize in-person instruction for this age group, but will also be prepared to adjust to remote services if necessary.

QRSD will work with families to ensure engagement strategies are in place, especially for families and children who are new to our preschool program. A virtual orientation for families and students will assist with familiarizing them with the learning environment and expectations.

For in person learning students will attend on assigned days. All preschool sessions are currently half days. Special education services will be provided within the preschool setting as much as feasible. Our in-person learning model and activities have been revised to meet all of the health and safety guidelines. This is outlined in the sample schedule below.

[Sample Preschool Schedule](#)

Social Emotional Learning

Developing Positive Behavior Supports and Safe Learning Environments

QRSD will continue to create safe and supportive learning environments and provide proactive support to prevent unwanted behaviors in each of the three learning models

Fall 2020 Reopening Plans for The Quabbin Regional School District

planned for the 2020-2021 school year. Proactive direct instruction for school and class-wide routines, social skills instruction, individualized social stories, and other preventative measures will be necessary, particularly following the disruption to normal school routines.

QRSD will engage in conversations with parents about how their child is doing emotionally and behaviorally, and partner with parents in planning for the transition to in-person learning. QRSD may also need to provide additional support for promoting positive behavior and reducing challenging behavior as schools reopen. Students will reacclimate to learning and school life at different rates. Additional considerations regarding how anxiety and/or trauma may impact the reintegration into normal school life should be considered, including providing Tier 1, Tier 2, and Tier 3 supports available to students under a [multi-tiered system of support](#). The district will utilize adjustment counselors, guidance counselors, clinicians and the social worker to provide the needed support for students at risk for social/emotional challenges with reentry in remote, hybrid and in person settings.

In order to be successful at school, students need to learn the expected behaviors. Throughout the first few weeks, staff will teach students lessons about what it looks like to be safe, respectful, and responsible in our schools and on our buses. Students will be praised for exhibiting these positive behaviors. . Please see the classroom lesson plan for elementary students attached [here](#).

With our students Pk-6, we will utilize additional social stories and provide support from our school based counselors. Counselors will provide inclusion lessons for all students, additionally school based intervention teams will identify students who may be in need of additional social emotional support upon the return to school. Communication and support plans will be developed for these students and their families, these will be implemented at the return to school and will continually be revised and adjusted accordingly.

In grades 7-12 we plan to incorporate social emotional support in the Flex-Block period. We will assess student social emotional needs and design learning activities that address needs identified in the assessment results.

Teaching and Learning

Consistency of Teaching and Learning

QRSD recognizes that there may be a need to move to a different model of instruction based upon trends in the data and spread of the virus. In order to ease the transition for staff, students, and families between learning models, all QRSD educators will have consistency in teaching and learning.

Technology

QRSD has considerably expanded its technological footprint throughout the district. This includes being 1:1 in the Middle/High Schools and plans to be 1:1 in K-5 by November. In addition, we have expanded licenses for outline platforms and software such as edgenuity, edpuzzle, and peardeck to meet the complex needs brought on by the pandemic. Awaiting DESE approval we will purchase wireless hotspots to assist families in acquiring access to the internet.

Consistent Learning Management System: Google Classroom

For continuity of learning, we will utilize Google Classroom to its fullest extent. Google classroom is the system that will house the QRSD Week at a Glance Planner for each grade band (Grades K-6) or course (Grades 7-12). It will provide a spot to find synchronous meeting links, and provides a way for students to hand in assignments and receive feedback on those assignments. This platform allows the district to be nimble in our response to whatever shifts might occur as a result of the pandemic.

Teachers are expected to create, maintain, and use a Google Classroom for each of their classes. This will minimize redundancy for students by offering a single location to find what they need, and turn in assignments. This consistency will be an aid to student success.

Consistent QRSD Week At A Glance Planner

All teachers will utilize the QRSD Week At A Glance Planner so that each student has access to high quality learning experiences (regardless if they are in-person or remote during any portion or all of the week). This planner will be located in the Google Classroom and will

Fall 2020 Reopening Plans for The Quabbin Regional School District

provide students with a sequence of activities that is easy to navigate in order to provide context for their learning. It also provides a preview of the week to assist pacing and work completion. The planner allows teachers to provide synchronous and asynchronous content delivery by leveraging technology and providing student choice as they engage in various educational activities.

See sample planner below:

[Sample QRSD Instructional Week at a Glance Model for All Content Delivery.](#)

Consistent Training for Remote, Hybrid and In-Person Learning

Consistency in teaching and learning occurs with a planned coordinated effort. To that end, QRSD is providing two weeks at the beginning of the academic year for professional development. Our professional development falls largely into two categories: safety and instructional delivery in these new models of learning. This professional development for educators ensures consistency for our students across the district. In addition, professional development times are scheduled throughout the year and are designed to address opportunities for growth in these emerging models.

Field Trips

Due to COVID-19, all field trips will be conducted virtually for the foreseeable future.

Models of Instruction

QRSD will be offering three models of instruction. Students in PK-5 and high needs students will be engaged in full time on-person learning. Students in grades 6-12 will be learning in a hybrid model with three remote days and two in-person days each week. Students who cannot participate in the in-person and hybrid models that are offered, will have the option to engage in a fully remote learning option. **It is important to note that students will be expected to remain learning in their chosen model for an entire trimester. Student movement between models will only be allowed at the conclusion of each trimester, unless extenuating circumstances exist.**

In Person Learning Model (Pk- Grade 5 and High Needs Students)

QRSD is prioritizing in-person learning for our youngest learners based upon greater student learning outcomes through daily interactions and face to face instruction. When out of school, students lack access to all the academic, mental and physical supports that help ensure their social and emotional well being particularly in navigating the effects of trauma during these tremendously challenging times. While our educators and families worked incredibly hard to implement remote learning last Spring, we know that approach presented enormous challenges, did not reach all students (particularly those with the greatest needs) and is not an adequate substitute for in-person interaction with teachers.

Students will be assigned to classrooms in small cohorts to allow for 6 feet of social distancing. All students and staff will be required to wear masks unless they have medical documentation exempting them from the requirement to wear a mask (please see [mask requirements](#)). All health and safety protocols will be followed including frequent hand washing, sanitization, and proper ventilation.

Students will be assigned to a classroom teacher, however, each “class” may be split into two adjoining or adjacent rooms. Support staff such as tutors, paraprofessionals, instructional coaches, and/or intervention tutors will partner with classroom teachers to provide interventions and specialized instruction. The instructional staff will travel back and forth between these two rooms, while students remain in the same classroom. Special education services will be provided within the classroom setting when feasible to minimize student movement.

Specials- Art, PE, Music, STEM

All specials will be held outside in designated areas, however, when there is inclement weather or it is simply not possible, the specials teachers will come to the classrooms of the students. All of the health and safety guidelines will be adhered to for special classes as outlined in this [specific guidance](#). Specialists will work to revise curriculum so that it aligns with the frameworks but lesson plans incorporate best practices to keep our students and staff safe.

Leveraging Technology During In-Person Model

Due to the possibility of needing to move to a remote learning model, teachers will use tech tools and Google Classroom with all in person learners consistently. They will “teach” these tools while students are present and allow them to practice them so that if we need to move to a remote model students will have necessary skills. Additionally we will be providing training sessions for parents so they can support their children at home. Teachers will also begin to “flip” their model of instruction more than they have done previously. Teachers will be provided with professional development on how to prioritize instruction for in-person vs. remote learning. QRSD recognizes the need for students to be in person while they are applying learning and grappling with new understandings. Videos, slideshows, and audio will be used for providing overviews, etc. Professional development will be provided on these concepts and teachers will be given opportunities to apply these concepts during these training sessions.

QRSD Curriculum

We will continue to utilize our existing curriculum that includes- Lucy Calkins Reader’s and Writer’s Workshop, Foundations, Eureka Math, Discovery Education, and QRSD developed curriculum. Teachers have been working with these curriculums and are provided on-going job embedded coaching to ensure their success and growth. This year there will be some additional tech based learning opportunities including the use of IXL. This will be another source of data to monitor progress and plan for Tier 2 and Tier 3 academic supports. We will also implement our QRSD assessment plan, however, changes to dates and identified assessments may be necessary.

Daily Schedules

Due to the need for additional common planning time, students will be released early each day and they will engage in remote learning activities. These activities will be designed so that students can work independently and will be aligned with our expectations and curriculum. Please see the attached schedule.

In order to ensure that our remote and in-person experiences are in sync, there is a need for additional common planning time for teachers. This will allow teachers to plan and

Fall 2020 Reopening Plans for The Quabbin Regional School District

collaborate daily which will help to ensure pacing of instruction and curriculum should students need to move to a remote model or return to in-person at any point.

[Sample In person learning schedule](#)

Considerations for Special Populations - In- Person Learning

Services for special education students, students in foster care, homeless students, English learner students, and other at risk populations will be reviewed to determine how best to provide services during the reopening. In some instances, students may come out of their classroom to receive instruction from a special education teacher or service provider. Services can also be provided within the student's general education classroom setting virtually to minimize movement and staff going into the classroom. Other services and support can be provided by special education staff who are assigned to the student's specific classroom. Communication and collaboration with teachers, staff and families will allow QRSD to meet the needs of all special education students.

Training for educators will be provided to those who will provide direct physical support to students with disabilities on the use of the additional protective supplies they will need, including appropriately donning and doffing personal protective equipment.

Quabbin Regional School District will partner with parents to support a smooth transition to re-opening of school, given the introduction of the new physical distancing protocols and schedules. It is particularly important that educators work closely with parents of children who experience difficulty with changes in routine (for example, students with autism) or children who experience anxiety with such changes. QRSD will create supports and visuals aids to help support these new routines.

Hybrid Learning Model (Grades 6-12)

The district will implement a hybrid model for students in grades 6 through 12 due to limited capacity of classrooms in the middle and high school buildings when students are organized to adhere to 6 foot physical distancing guidelines. In this model students will alternate between in-person and remote learning. Two distinct cohorts of students will be identified (Cohort Blue and Cohort Gold). Each cohort will attend school for in-person

Fall 2020 Reopening Plans for The Quabbin Regional School District

instruction on different days; however, each cohort will be in the building 2 days per week (see schedule below) and learning remotely three days per week. Students from the same household will be prioritized to attend school with the same cohort.

Students will attend class seated with 6 feet of physical distancing from their classmates. All students and staff will be required to wear masks unless they have medical documentation exempting them from the requirement to wear a mask (please see [mask requirements](#)). All health and safety protocols will be followed including frequent hand washing, sanitization, and proper ventilation. Frequent mask breaks will be adhered to throughout the school day.

Student Schedule for Hybrid Learning

Monday (All Students Grades 7-12)

	Monday
7:05-7:35	A Block Synchronous Learning
7:35-7:45	Movement Break
7:45-8:15	B Block Synchronous Learning
8:15-8:45	Movement Break
8:45-9:15	C Block Synchronous Learning
9:15-9:25	Movement Break
9:25-9:55	D Block Synchronous Learning
9:55-10:05	Movement Break
10:05-10:35	E Block Synchronous Learning
10:35-2:05 or time scheduled at the	Students engage remotely in assigned learning activities for a

Fall 2020 Reopening Plans for The Quabbin Regional School District

convenience of student	duration of 3 hours.
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Tuesday through Friday Student Schedule for Blue Cohort (Grades 7-12)

	Tuesday In-Person Learning	Wednesday Remote Learning	Thursday In-Person Learning	Friday Remote Learning
7:30-8:15	A Block	A Block	A Block	A Block
8:18-8:48	Flex Block	Flex Block	Flex Block	Flex Block.
8:51-9:36	B Block	B Block	B Block	B Block
9:39-10:24	C Block	C Block	C Block	C Block
10:27-11:12	D Block	D Block	D Block	D Block
11:15-12:00	E Block	E Block	E Block	E Block
12:00-12:20	Grab N Go Lunch/Dismissal	Grab N Go Lunch/Dismissal	Grab N Go Lunch/Dismissal	Grab N Go Lunch/Dismissal
12:50-2:30	Students engage remotely in assigned learning activities for a duration of 1 hour 40 minutes (can be completed at this time, or at another time during the day at the discretion of the student)	Students continue to engage remotely in assigned learning activities and or/confer with teachers in small groups (teacher conferring/small group time ends at 2:05)	Students engage remotely in assigned learning activities for a duration of 1 hour 40 minutes (can be completed at this time, or at another time during the day at the discretion of the student).	Students continue to engage remotely in assigned learning activities and or/confer with teachers in small groups (teacher conferring/small group time ends at 2:05)

Tuesday through Friday Student Schedule for Gold Cohort (Grades 7-12)

	Tuesday Remote Learning	Wednesday In-Person Learning	Thursday Remote Learning	Friday In-Person Learning
7:30-8:15	A Block	A Block	A Block	A Block
8:18-8:48	Flex Block	Flex Block	Flex Block	Flex Block.
8:51-9:36	B Block	B Block	B Block	B Block
9:39-10:24	C Block	C Block	C Block	C Block
10:27-11:12	D Block	D Block	D Block	D Block
11:15-12:00	E Block	E Block	E Block	E Block

Fall 2020 Reopening Plans for The Quabbin Regional School District

12:00-12:20	Grab N Go Lunch/Dismissal	Grab N Go Lunch/Dismissal	Grab N Go Lunch/Dismissal	Grab N Go Lunch/Dismissal
12:50-2:30	Students continue to engage remotely in assigned learning activities and or/confer with teachers in small groups (teacher conferring/small group time ends at 2:05)	Students engage remotely in assigned learning activities for a duration of 1 hour 40 minutes (can be completed at this time, or at another time during the day at the discretion of the student)	Students continue to engage remotely in assigned learning activities and or/confer with teachers in small groups (teacher conferring/small group time ends at 2:05)	Students engage remotely in assigned learning activities for a duration of 1 hour 40 minutes (can be completed at this time, or at another time during the day at the discretion of the student)

QRSD Engagement, Attendance and Expectations During Hybrid and Remote Learning Models

Considerations for Special Populations - Hybrid Learning

Services for special education students, students in foster care, homeless students, English learner students, and other at risk populations will be reviewed to determine how best to provide services during the reopening. When planning for hybrid learning models, consideration for continuing to maximize in-person learning for students with disabilities should be prioritized. Students with significant and complex needs will be considered for continuous in-person learning to the greatest extent possible. For example, even if most students are not in school each day, QRSD will make every effort to schedule small groups of students with significant and complex disabilities for daily in-person instruction. Where appropriate, peers without disabilities (English Learners, homeless students, or students in foster care) may also be included to ensure inclusionary services.

Learning and services provided remotely via a hybrid learning model will follow the guidance provided in the section on Remote Learning. Similarly, learning and services provided in-person will follow guidance provided in the section on full time in-person learning while meeting the current health and safety requirements.

Remote Learning Model

Fall 2020 Reopening Plans for The Quabbin Regional School District

The QRSD remote learning program is available for individual students who require or choose a remote learning option, symptomatic students who need a short-term remote learning option during isolation, asymptomatic students who come into contact with a COVID-19 carrier and need a short-term remote learning option during isolation, and for all students in the event of future classroom or school closures due to COVID-19. We have aligned our Remote Learning plan with [DESE Remote Learning Guidance for Fall](#).

Throughout the school year, we will update our plan to reflect additional guidance from DESE as it becomes available.

Remote Learning by choice:

Some QRSD families are choosing remote learning for their students for a variety of reasons. This version of remote learning is designed to be different from what your child experienced in the Spring of 2020. Following the [Department of Elementary and Secondary Education's guidelines](#), our remote learning model is built to be rigorous, engaging, and aligned to the MA curriculum frameworks. Attendance is mandatory and QRSD grading practices will be applied to each course. Utilization of QRSD educators and curriculum ensures that when students transition back to in-person learning they will be able to return to school successfully.

Grading, Feedback, and Assessment

Remote learners will be provided feedback within Google Classroom and also through individual conferencing. Remote learners will have 2 progress reports during each trimester. If student work does not consistently meet grade level expectations, parents may be contacted to participate in a conference with the teacher in order to develop a plan for student support. Formative and summative assessments will be administered through the use of Google Forms and at times they may be given during a synchronous learning time to allow teachers to assess students in the moment. Standards based grading practices will be implemented. Use of exemplars, models, checklists, and rubrics will assist students with self assessment and allow them to identify next steps to improve the quality and content of their work. See the link below for more information about our secondary remote and hybrid models as it relates to engagement, attendance, and expectations.

Remote Learning for Grades Pk-6

Students choosing this model will be assigned to a QRSD Remote Learning classroom by grade level. These classrooms will be facilitated by a Quabbin Educator. Students in the classroom will have a combination of synchronous learning and asynchronous learning activities. QRSD curriculum will be consistent whether students are learning remotely or in-person. Grade level teachers will have collaborative grade level planning time Monday-Friday to ensure consistency and pacing. This will allow for ease of transition between learning models if needed.

Our remote learning teachers are highly qualified and have shown the necessary skills to be successful with students in this learning model. Google Classroom and QRSD Week At A Glance planner will be implemented. This will allow for remote learners flexibility and choice in their learning. It will provide them with a look ahead so that they can understand the goals and objectives of the week.

Should patterns of lack of attendance occur, the district will work with students and families to develop an action plan to address any needs and provide additional support to help the student increase their attendance. This could include support from a counselor or daily contact, it may even include a recommendation that the student move out of the remote learning model and into the in-person instruction model.

[Sample Student Schedule](#)

Remote Learning for Grades 7-12.

Students in these models will have the opportunity to learn alongside their classmates remotely by leveraging district approved technology. Students will have the option to log into synchronous lectures to watch their teachers explain concepts using Google Meets or access the required content asynchronously by clicking on the links curated by their teachers. In addition students will be able to interact with their peers through both synchronous and asynchronous mechanisms that also will be delivered through the QRSD

Fall 2020 Reopening Plans for The Quabbin Regional School District

Week at a Glance Planner. Teachers will check in with students in order to remediate any gaps in learning that are occurring. This is possible, because by and large, each of the cohorts will be working on the same material regardless if they are on a remote day, in person day, or are a student that is fully remote

[Sample QRSD Instructional Week at a Glance Model for All Content Delivery.](#)

QRSD Engagement, Attendance and Expectations During Hybrid and Remote Learning Models

Considerations for Special Populations - Remote Learning

Services for special education students, students in foster care, homeless students, English learner students, and other at risk populations will be reviewed to determine how best to provide services during the reopening plan. This is the most challenging mode of instruction for special populations. Individual remote learning plans will be developed to outline and communicate the comparison between the services on the IEP and those that are able to be delivered in the remote setting. The remote learning plans will indicate the goal focus, quantity and duration of services, and schedule for delivery. It is possible that this schedule of services will be a reduced quantity in the remote learning plan than the quantity in the IEP. Instruction and services will include the following components:

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

The consistent schedule of classes, interventions, services and therapies must include time spent interacting directly with teachers and related service providers on a regular basis, as well as some independent work time, as appropriate, and opportunities for interacting with classmates. Synchronous remote lessons or tele-therapy sessions may be provided via telephone or video conferencing. Students may also benefit from asynchronous pre-recorded videos of lessons to follow at home.

For students receiving the majority of their daily instruction through special education, teachers and therapists should assign supplemental work (beyond lessons taught synchronously or asynchronously) during the school day that can be accomplished independently with guidance from and accountability to the teacher or service provider.

Intermittent Remote Learning Model

QRSD's Intermittently Remote model is designed for students that may need to temporarily work remotely, because they must quarantine. This model is similar to the above, but is meant to be a temporary measure to provide students access to an education when they can't physically be in the school building. QRSD will provide time for continued collaboration between the in-person educators and remote educators to allow for consistent pacing of curriculum, instruction, and assessment. This will allow for an easier transition for students should they need to move from in-person or hybrid to full remote for a period of time. Consistent and continued use of the QRSD Week At A Glance and Google Classroom will allow for students to transition with ease.

Intermittently Remote Students

In the event that an elementary student needs to learn remotely temporarily, they will attend the "live" synchronous sessions with an assigned remote learning teacher for their grade level. During this time students in grades Pk-6 will be supported by the district remote learning teacher. Secondary students (grades 7-12) will continue with their own teachers.

Supporting Educators and Staff

Employees Unable to Return to In-Person Learning

If an employee is unable to return to in-person learning, they may request a leave of absence that applies to their individual circumstances. Employees requesting a leave of absence should provide their request in writing to the Superintendent of Schools. The request should include: type of leave being requested (i.e. paid or unpaid leave); reason for

Fall 2020 Reopening Plans for The Quabbin Regional School District

leave and applicable policy/statute (e.g., the QRSD policy, collective bargaining agreement language, and/or statute/regulation/law that applies to the leave request) and the duration of the requested leave. The Office of the Superintendent will review all leave requests. In some cases additional documentation may be required before approval for a leave of absence may be granted. See the following [link](#).

Specialized Safety Supplies/Protective Equipment and Training

Due to the need to be closer than the minimum physical distancing requirements when instructing some students with disabilities, the Department recommends that school and district special education service providers follow the guidelines that the Center for Disease Control describes for “[direct service providers](#)”. Direct service providers include personal care attendants, direct support professionals, paraprofessionals, therapists, related services personnel, assistants, school nurses, health office staff, and any other staff who must come into close contact with students with disabilities. Direct service providers are essential for the health and well-being of the students they serve. Direct service providers should be aware of and trained on how COVID-19 spreads, risk factors, how and when to appropriately wear and change PPE, and prevention actions. Additional preventive measures may need to be taken depending on the activity and the risk level of that activity. Please note that DESE provided guidance on the provisioning of key safety supplies and QRSD has purchased the recommended specialized PPE. Training will be provided to these specific staff members prior to their direct work with students.

Conclusion

We recognize that planning for reopening in the “new normal” is not easy; we also know that planning is not nearly as important or difficult as execution. To have a successful school year, we will all have to be problem solvers, flexible and responsive to data, and willing to course-correct as necessary. It is also important to acknowledge that there will likely be COVID-19 positive cases in schools. DESE and DPH will issue additional guidance and update protocols to help schools respond to positive cases and keep the community safe.

Although we would prefer to have no risk associated with returning to in-person learning, this is not possible. There is clear consensus from both education and medical groups: we

Fall 2020 Reopening Plans for The Quabbin Regional School District

must keep in mind not only the risks associated with COVID-19 for in person school programs, but also the known challenges and consequences of keeping students out of school. While our faculty and staff, students, and families did an excellent job of teaching and learning during the school closure, there is no substitute for in-person instruction when it comes to the quality of students' academic learning. In-person school plays an equally important role in our ability to support students' social-emotional needs, including their mental and physical health, and in mitigating the impacts of trauma. We also recognize how disruptive school closures have been to families trying to maintain regular work schedules and manage household needs, including childcare, while also facilitating remote learning.

We will encounter challenges as we plan and as we implement our plan. From time to time, we will feel overwhelmed, exhausted, anxious, tired, and cranky. These feelings are to be expected. When we experience these feelings we can turn to each other. We can and will support each other, encourage each other, and make each other laugh and smile. Together we can do this and we can do it well.

Special thanks to Hadley Public Schools for allowing us to adapt, augment, and change portions of their reopening plan to fit our district .

