

Central Massachusetts Collaborative

COVID-19 Reopening Plan

2020-2021



August 13, 2020

TABLE OF CONTENTS

A. EXECUTIVE SUMMARY	3
Introduction	3
Feasibility Study	4
Parent Surveys	5
Staff Surveys	5
Summary	5
B. LETTER FROM THE EXECUTIVE DIRECTOR	6
C. FULL IN-PERSON MODEL	7
D. HYBRID LEARNING MODEL	8
E. REMOTE LEARNING MODEL	9
All Models	9
F. OUT-OF-SCHOOL TIME PLAN	9
G. STUDENT SUPPORTS & PROFESSIONAL LEARNING	10
School Calendar	10
Student Guidance	10
Staff Guidance	14
H. OTHER CONSIDERATIONS	16
I. HEALTH AND SAFETY GUIDANCE	17
Health/Nursing Services	17
COVID-19 Response Leader	18
COVID-19 Discontinuation of isolation/return to work/school Guidelines	18
ADDENDUM:	19
Sample Full Remote Schedules	19
Sample Hybrid Model Schedules	23
Sample In-Person Model Schedules	29

A. EXECUTIVE SUMMARY

Introduction

On June 25, 2020, the Department of Elementary and Secondary Education (DESE) released initial guidance for school reopening that prioritizes getting students and staff safely back to school in person, following a comprehensive set of health and safety requirements. Through this guidance, DESE required schools to create a plan that included three models: 1) in-person learning with new safety requirements; 2) a hybrid of in-person and remote learning; and 3) remote learning.

Beginning in June and continuing through the month of July, CMC analyzed each scenario from the frames of teaching and learning, social emotional development, and school operations. The pros and cons of each scenario were also articulated and weighed by a committee consisting of staff from all levels within the organization. This committee reached out to parents and other stakeholders to assure that all voices were considered when determining what was best for our students.

In July 2020, a preliminary plan was developed and submitted to DESE. This initial plan was based on medical science and current research, state guidance, in-district pressure testing, the recommendations of our Reopening Committee. We proposed a phased reopening plan that allowed for full in-person instruction for some programs and a hybrid reopening model for our larger programs. Our goal for this initial plan was the safe return of as many students as possible to in-person school settings, to maximize learning and address our students' holistic needs.

Since July, the leadership team has continued to meet along with members of the Reopening Committee. We have engaged in more intensive planning activities to gather additional information. We gathered more detailed and specific feedback through the use of surveys to both parents/families and to employees. All of this information was analyzed and used to inform the development of our proposed plan to reopen our schools. The content of our plan is focused first and foremost on the health and safety of our students, staff, and educational community.

Based on a careful review of our feasibility study, parent and staff surveys and a review of the plans of our member districts, CMC will reopen with a Hybrid learning model for our programs with more than forty (40) students and a full in-person learning model for our programs with less than forty (40) students. In this plan, our hybrid model students will be divided into three cohorts (group A, group B and group C). Group A and B cohorts will attend school on site one week (Monday through Thursday and remotely on Friday) and attend school remotely one week (Monday through Friday). Group A will attend on site week one and will attend school remotely week two. Group B will attend school remotely on week one and attend on site week two. Group C students will attend school both week one and week two Monday through Thursday. Friday will be a remote learning day for all students each week.

For programs beginning with a hybrid model, CMC will make every effort to maintain in-person instruction weekly Monday through Thursday for our highest need students, particularly those with complex and significant needs and young elementary students.

CMC will prioritize students for full in-person instruction using the following criteria:

1. Students with complex/multiple disabilities such as students who primarily use aided and augmentative communication;
2. Students whose parents/caregivers report that they do not have access to reliable internet;
3. Students experiencing homelessness or housing insecurity and students in congregate care;
4. Students who are significantly behind academically or were disengaged and struggled during previous remote learning periods;
5. English learners with more intensive needs;
6. Early learners (grades PK-5).

Feasibility Study

The Reopening Committee completed a feasibility study which included an examination of the following for each building and for each program:

- Physical distancing in classrooms and common areas;
- Student cohorting;
- Scheduling and transitions, and;
- Health and safety protocols for staff and students.

Additionally, the Reopening Committee:

- Surveyed staff and families;
- Reviewed state and local guidance;
- Consulted with stakeholders and other collaboratives, and;
- Reviewed member and non-member plans, where available.

CMC consists of seven (7) programs housed in four (4) buildings

Program Name	Program Grades	Program Location(s)
Central MA Academy (CMA)	Grades 7 - 12	121 Higgins Street
Central MA Prep (CMP)	Grades 6 - 8	14 New Bond Street
Hartwell Learning Center (HLC)	Grades K - 5	14 New Bond Street
Robert Goddard Academy (RGA)	Grades 9 - 12	14 New Bond Street
THRIVE	Grades K - 12	14 New Bond Street
Recovery High School (RHS)	Grades 9 - 12	121 Higgins Street
Woodward Day School (WDS)	Grades 6 - 12	14 New Bond Street 190 Fremont Street 20 Rockdale Street

Programs at Higgins Street include Rockdale Recovery High School and Central Mass Academy. Both programs have the space for 100% of current student enrollment with students distanced at six (6) feet apart.

Programs at New Bond Street include Robert Goddard Academy (RGA), Central Mass Prep (CMP), THRIVE, Hartwell Learning Center (HLC) and five Woodward Day School Classrooms (WDS). By creatively using space, CMC has the space for 100% of our currently enrolled students at the elementary level and in our THRIVE program with students distanced six (6) feet apart. This plan includes the relocation of two THRIVE classrooms to the Higgins Street location and reducing class size in some rooms. Central Mass Prep (middle school) and Robert Goddard Academy (High School) have the space to hold 60% of our currently enrolled students. Due to limitations in classroom size and in order to allow for six feet of space between students, class size needs to be reduced to 5 to 6 students per class (half the current size of each class). To reach full capacity alternative spaces would need to be converted into classroom space.

The Rockdale Street and Fremont Street buildings include five Woodward Day classrooms each. Both buildings can open with the current low enrollment maintaining six (6) feet of distance between students. As enrollment increases, Fremont Street would be limited in capacity to thirty (30) students. The WDS program is anticipated to have five classrooms at New Bond Street. Each classroom has space for currently enrolled students distanced at six (6) feet.

Parent Surveys

CMC received responses to family surveys from approximately 16% of parents, which were equally divided among the CMC programs. Of the families who responded, 97% had internet access. Of those with internet access, 68% had access to a laptop, chromebook or desktop computer, however, 40% shared a device with a family member. Of the responding families, 10% indicated that their child would only participate in on-site learning, while 48% would participate in a hybrid model. Approximately 20% of families will choose to remain fully remote in the Fall. Overall, 55% of families indicated they would send their child to on-site learning while 23% are currently undecided.

Staff Surveys

CMC received responses to staff surveys from 119 (54%) of our staff members. Respondents included a cross section of staff from all CMC programs. 88% of CMC teachers felt confident in their online skills during remote learning in March. 79% of staff reported they worry about their students' social emotional well being during school closure. 42% of staff worry how they will engage students during remote learning. 30% of staff feel comfortable returning to in person. 72% of staff reported they would be willing to clean their classrooms. Of those willing to clean their own classroom, 30% stated they would like training to ensure it is done properly.

Summary

All of CMC programs support high needs students (approximately 98%) including students with disabilities (approximately 93%), English Language Learner (approximately 36%) and economically disadvantaged students (approximately 86%). Due to the nature of our programs, the Reopening Committee determined that spacing students six (6) feet apart is necessary and feasible in most programs. The committee recommended a phased approach to reopening with students beginning in small groups and slowly building to full attendance as students and staff show competency and comfort with required health and safety protocols.

B. LETTER FROM THE EXECUTIVE DIRECTOR

August 14, 2020

Dear CMC Families,

I hope this message finds you well. I am writing with an update on our planning process for the start of the new school year. The Massachusetts Department of Education has directed districts to submit an initial fall reopening plan that addresses the feasibility of three options for the start of the school year. These options include a full in-person plan, a hybrid plan and a remote learning plan.

The In-Person Plan - This model provides for 100% of students to participate in on site instruction. Students and teachers are grouped into cohorts that remain together throughout the day. This plan keeps all students at the six (6) foot minimum distance and provides itinerant support and services at school remotely.

The Hybrid Plan - This model divides the student population into groups to allow for a combination of in-person and remote learning. Students also use the six (6) foot minimum distance and allows for some students to be onsite while others receive their instruction remotely. School programs selecting a hybrid model will have three (3) cohorts of students. Cohort one (1) will consist of high needs students. These students will attend school in-person Monday through Thursday each week and attend school remotely on Fridays (80% in-person learning). The remaining students will be divided into two (2) additional cohorts. Each cohort will participate 40% of the time in-person, and 60% of the time remotely with a rotating schedule of one week on site, one week remote. For all students, Friday will be a remote learning day. This plan was designed to allow all students to develop and maintain the skills needed to learn remotely in the event that CMC must go fully remote during the coming school year.

The Remote Learning Plan - This model supports all students with instruction through our remote learning platform, google classroom and utilizes additional remote learning tools and materials to individualize instruction for students at home. In this plan, students receive direct instruction and itinerant services provided through remote methods such as Google Meets and video calls.

All three plans will provide a structured school day, student work would be graded, and attendance would be taken.

Over the past month, the CMC Reopening Committee completed a feasibility study which included an examination of the following: Physical distancing in classrooms and common areas, student cohorting, scheduling and transitions, and health and safety protocols for staff and students. The study also included staff and parent surveys, a detailed review of state and local guidance, consultation with local stakeholders and other collaboratives and a review of member and non-member plans where available.

Based on our feasibility study, CMC has determined that Central Mass Academy, Robert Goddard Academy, Central Mass Prep, Hartwell Learning Center and THRIVE will begin with the hybrid learning plan. Rockdale Recovery High School and all three Woodward Day Sites will begin with the modified in-person learning plan.

If your school program will begin in a hybrid model of instruction, CMC will make every effort to maintain in-person instruction for our high needs students, particularly those with complex and significant needs and young elementary students. All students are expected to transition to a full in-person learning plan over the course of the first semester of school.

We, at CMC, understand that there is no one plan that will work best for all students. We also know that this is a fluid situation and changes in health or safety information from DESE and DPH may necessitate changes to a program's initial reopening plan. Please know that our goal is the safe return of as many students as possible to in-person school settings. It is our hope that our families will understand the challenges presented by the pandemic and will work closely with us to meet the individual needs of their students. Parent input and support will be key to our students' success as we reopen schools in the fall.

With Kind Regards,

Susan Farrell
Executive Director
Central Massachusetts Collaborative

C. FULL IN-PERSON MODEL

In this model, students receive full-time in-person learning with new health and safety protocols. In a full in-person model, some families may still decide to keep their children learning remotely full time. (See staff and student considerations below for CMC's health and safety protocols).

Classroom Setup:

- Each class will have a teacher desk, an IA work area and student desks spaced six (6) feet apart when possible, and no less than three (3) feet apart.
- Hand sanitizer will be available in each classroom and given to students upon arrival.
 - Hand washing will occur every ninety (90) minutes along with before and after eating breakfast and lunch.
 - Storage areas for students will be located at the student desk or will be spaced apart to minimize student contact.
- If lockers are used, locker assignments will provide for spacing between students when possible and when not possible, staggered locker schedules will be developed to allow for all students to safely store personal items.
- When developing student schedules, a student cohort model will be utilized.
 - Students will remain in the same classroom with the same teacher all day.
 - Students will remain in the same classroom with teachers rotating to each classroom.
 - For shared space, cleaning will occur before and after each group transitions.
- Students will be given a mask break in the morning and during their lunch break and at other times scheduled throughout the day.
- During lunch time, students will eat in their classrooms with six (6) feet of distance or be relocated to a section of the building where they can be seated six (6) feet apart and remove their masks safely.
- Cleaning schedules will be created by custodial staff.
 - All staff will assist with cleaning their desks and personal items.
 - When appropriate, students will wipe down their desks and personal items before leaving class.
- At dismissal, lockers will be opened by students to retrieve personal items before exiting the building.
- Dismissal times will be staggered to reduce hallway traffic and student contact.
 - Students will be directed to use hand sanitizer before leaving the school building and boarding their transportation.

D. HYBRID LEARNING MODEL

In this model, students alternate between in-person learning with new health and safety protocols and remote learning. Teachers will support in-person groups of students and the remote group of students with real time lessons (web cameras in classrooms and/or google meets) to allow for each group to be exposed to the same learning objectives at the same time. The requirements for both in-person instruction and remote learning instruction would be in place during the implementation of this model. This plan requires that all families have internet access and access to devices. CMC will provide students with the technology and technological support needed to participate in remote learning activities.

School programs selecting a hybrid model will have three (3) cohorts of students. Cohort one (1) will consist of high needs students. These students will attend school in-person Monday through Thursday each week and attend school remotely on Fridays (80% in-person learning). The remaining students will be divided into two (2) cohorts. Each cohort will participate 40% of the time in-person, and 60% of the time remotely. For all students, Friday will be a remote learning day. This plan was designed to allow all students to develop and maintain the skills needed to learn remotely. In a hybrid model, some families may still decide to keep their children learning remotely full-time.

Classroom Setup On Site 50%

- Classrooms will be set-up as noted above

Remote Classroom/Home Learning

- For the hybrid model, students will follow a structured school day with both synchronous and asynchronous learning periods.
- Students will participate with their in school peers attending the in-person classroom when possible.
- Additional asynchronous learning times will follow remote learning guidelines as noted below.

E. REMOTE LEARNING MODEL

In this model, all teachers will provide a structured school day, student work would be graded, and attendance will be taken. During remote learning, teachers will be on-site and students will be at home following the regular school hours and their regular school schedule. Students will use Google Classroom to obtain content, instructional tasks, assessment and feedback. At times students may be asked to log-in during their class; when asked students are expected to do this. However, at other times teachers may request a task to be done independently during that time and this will not require face-to-face time. This plan requires that all families have internet access and access to devices. CMC will provide students with the technology and technological support needed to participate in remote learning activities.

Remote Classroom/Home Learning:

- Students will be provided with a structured daily schedule and will follow their regular daily routine to the greatest extent possible during the remote learning period.
- Remote learning plans will be developed for all students on an IEP by their Special Education teacher in collaboration with the family that clearly outline how all IEP services will be delivered.
- Students will have access to meaningful, high quality, educational lessons that align with state standards and to IEP goals and objectives.
- Students will be issued grades for all assigned remote work consistent with program/classroom policies regarding grading.
- Remote learning from home will include virtual classroom instruction, project based learning opportunities and non-digital resources, such as teacher-provided printed learning packets.
- Attendance will be taken daily in each class
 - Students will be marked present if they engage in the lesson, ZOOM presentation, and/or complete the daily assignment.
- Staff will be available to students and families via phone, text, email, ZOOM, Google hangouts and Remind app and will communicate regularly with students' parents and guardians, including providing interpretation and translation services to limited English proficient parents and guardians, consistent with 603 CMR 27.08.

All Models

In all models, time on learning will be met for all students. Teachers will report to school Monday through Thursday and will work remotely on Fridays unless otherwise directed. When on site without students, teachers will have individual work spaces, time for office hours with students and families as well as time for collaboration, planning, drop-in support sessions, and curriculum and technology training.

F. OUT-OF-SCHOOL TIME PLAN

The Central Massachusetts Collaborative does not provide before or after school programming.

G. STUDENT SUPPORTS & PROFESSIONAL LEARNING

School Calendar

August 27: First Day for Staff

Staff will begin with an opening all staff meeting and will complete Health and Safety Trainings.

August 28 - September 4: Staff PD Days

Staff will participate in a variety of Professional Development activities designed to increase understanding of the new Health and Safety Standards and improve instructional practices in the in-person, hybrid and remote learning environments.

September 7: Labor Day Holiday

September 8 - 10: Parent and Student Orientation Days

Staff will use these days to connect with students and families. Parents and students will have the opportunity to visit classrooms and learn in-person and remotely about the new Student Health and Safety Protocols.

September 11: Staff PD Day

Staff will have the opportunity to complete final preparations for the reopening of schools.

September 14: First Day of School for Students

Student Guidance

Student Information:

- Student packets need to be sent to families prior to opening of the year.
- All student's information must be up-to-date contact.
- Families will be aware of new sick guidelines prior to the start of school.
- Students found to be ill at school must be picked up immediately by the family/guardian.
- No student who is feeling ill will be allowed to ride the bus home due to possible transmission of COVID-19.

Student Arrival/Dismissal:

In order to reduce traffic and exposure to one another through the main door/lobby, students will be divided by their schools and enter/exit through different doors in the building. Doors will be propped open during arrival and dismissal to reduce contact with door handles and push bars.

For New Bond Street Students:

- THRIVE students will enter/exit through the main lobby doors and go directly through the main entrance to their area.
- HLC students will enter/exit through the first side door and proceed directly into the HLC main hall.
- CMP Students will enter/exit through the playground entrance side door and proceed directly into the CMP main hall.
- RGA Students will enter/exit through the gymnasium side door and proceed directly to the RGA main hall.
- WWD students will enter/exit through the second side door and proceed directly to the WDS hall.

For Higgins Street Students:

- CMA high school students will enter the first right side door and proceed directly to the high school wing.
- CMA middle school students will enter the building through the second right side door and proceed directly to the middle school wing.
- Recovery High School (RHS) students will enter through the left side door and proceed directly to the RHS wing.

For Woodward Day (WWD) Fremont and Rockdale Students:

- WWD students at Rockdale will enter/exit through the front door.
- WWD students at Fremont will enter/exit through the front door.

Face Coverings and Masks:

- All students in Grade 2 and above will be required to come to school wearing cloth face coverings/masks provided by their family.
 - Younger students will be encouraged to wear cloth face coverings/masks.
- All students are required to wear a face covering or mask when on the bus.
- Extra disposable face masks will be made available by the school for students who need them.
- Mask breaks will be provided throughout the day when students can be six (6) feet apart and will ideally occur outside or in areas where windows can be opened.

- Face shields are not meant to replace masks but may be an option for those students with medical, behavioral, or other challenges who are unable to wear masks/face coverings.
- Exceptions to mask/face covering requirements will be made for those whom it is not possible due to medical conditions, disability impact, or other health or safety factors.
- Staff will not put a mask on any student who cannot remove it on their own. Staff and family should consult with nursing if they have any questions/concerns over who can and cannot wear masks.

Physical Distancing:

- Six (6) foot physical distancing should be in place between all students and staff with a minimum of three (3) feet of distance allowed.
- Staff should remind students of the need to physically distance especially as we are aware that many of our students may not be able to tolerate wearing cloth face coverings due to medical, emotional, and behavioral challenges.
- Staff should take extra precautions including the use of PPE during times when physical distancing is not possible such as when physical restraints are needed.

Desks and Spacing:

- Student desks must be six (6) feet apart in the classrooms and all desks must face in the same direction.
- Group tables will no longer be able to be utilized and all students will need single desks.

Classroom Sizes:

- Spacing of desks should be six (6) feet apart and no less than three (3) feet apart in all work areas.
- Successfully implementing six (6) feet of physical distancing will require smaller class sizes.
- Room size will determine how many students and adults are assigned to each classroom.

Class Cohorts:

- Programs will utilize a cohort model with groups of students supported by consistent teaching staff.
- Groups should not mix with other students or staff.
- We understand this is particularly difficult for our students in our high school programs who typically rotate through different rooms and teachers throughout the entire day. To reduce the amount of exposure for students and staff, students should remain in one class and teachers should rotate using increased precautions to prevent cross contamination.
 - When students transitions do occur, transitioning schedules should be staggered to reduce student to student interaction as much as possible.
 - Shared spaces must be cleaned before and after each group of students enters and/or exits.

Bathrooms:

- Designated bathroom use will be in effect.
- Bathroom use for students will continue with a one (1) student at a time requirement.
- Staff need to monitor students for hand washing after bathroom use.
- Bathrooms will be cleaned regularly and there will be a checklist maintained of when each bathroom was last cleaned.

Food:

- Breakfast and lunch will be held within the classroom.
- Except for meal and snack times in classrooms, food cannot be left in classrooms out in the open.
- Students should only be allowed to eat during designated meal and snack times.
- There should be no sharing of food or drinks between students and also between staff and students.
- Student water bottles should be clearly labeled with the student's name and classroom.

Hand Washing:

- Please have students wash their hands prior to and after eating and after bathroom use.
- Hand sanitizer can be used in the classroom if no soap and water is available.

Student Illness:

- Families must strictly follow the new sick guidelines put in place for students, see below in the Health/Nursing Section of Guidance.
- If staff believe a student may be ill during the school day immediately reach out to Nursing for further guidance. If the student is found to be ill then they will need to be removed from the classroom and isolated for further assessment and possible parent/guardian pick-up.

Additional Considerations:

- There will be no field trips, community outings, assemblies or presenters/observers allowed.
- There will be no use of the outdoor or indoor play structures or sensory rooms for student recess or free play.
- Common areas will be used on a set schedule following all health and safety guidelines and with a maximum group size of twenty-five (25).
- IEP meetings should be done virtually if possible. If this is not possible then meetings will need to be held in large conference rooms and limited to the number that the room can hold following the six (6) feet of physical distancing guidelines. All attendees must wear a mask throughout the meeting. All attendees must wash hands upon entering the building and then again before they leave. High contact surfaces should be cleaned before and after each meeting. *Remember that virtual meetings should be encouraged overall.*

Building Considerations:

- Floors in the classrooms and hallways should be clearly marked to show six (6) feet distance separation.
- Patterns of one way traffic flow should be established within the building where possible.
- Signage should be posted in bathrooms, cafeteria, classrooms, outside building entrance, etc.
- Hand sanitizer dispensers should be available in all classrooms, cafeteria, gymnasium, entrance
- All water fountains will be closed.
- Ventilation system filtration will be upgraded to MERV 13 filters with fresh air flow instead of recirculated air.

Lobby Considerations:

- Masks must be worn by all visitors coming into the main lobby, even if it is just for arrival/dismissal of students.

- If a visitor is not wearing a mask, they should be provided with one upon entry. If a visitor prefers not to wear a mask, they need to be asked to step outside where staff can assist them outside following physical distancing practices.
- Masks must be actual masks or cloth face coverings. Holding up your shirt to cover your mouth and nose does not meet the requirements for a face covering.
- All secretaries in the Lobby should remain behind a glass or plexiglass barrier to separate them from students and visitors coming into the lobby.
- Vendor deliveries can proceed as usual as long as the vendors are wearing a mask when delivering inside the building, wash hands, follow the guidelines for hallway direction, do what they need to do, and proceed out of the building. Food and beverage deliveries to the cafeteria should be left outside cafeteria doors. All boxes would then be wiped down before going into the cafeteria area.

Cleaning/Disinfecting:

- Regular cleaning, sanitizing, disinfecting, and disposal protocols:
 - Schools will need to undertake new protocols and routines to ensure that facilities and surfaces are regularly cleaned, sanitized, and disinfected in accordance with health and safety guidelines and that hazardous materials are disposed of properly.
 - High touched surfaces such as door knobs and bathrooms must be cleaned regularly throughout the day. There should be a checklist in each bathroom to sign off when it was last cleaned.
 - Areas of food preparation and distribution must be carefully and frequently monitored for sufficient cleaning protocols. A consideration would be for a divider to be put in place between cafeteria workers distributing food and staff picking up food for classrooms to reduce cross contamination.
- PPE Considerations:
 - Masks for students/staff who do not have them
 - Hand sanitizer dispensers in all classrooms, cafeteria, gymnasium, entrance
 - Specific PPE for Nurses, Special Educators, Custodians
 - Ziplock bags for individual manipulatives/student materials
 - Plexiglass barriers for receptionists and some specialized instruction/testing situations

Transportation:

Transportation guidelines will be sent out by the transportation companies.

Staff Guidance

PPE:

- PPE includes the use of masks at all times and gloves, and gowns, if needed.
- Staff should arrive at school wearing a face mask or covering. (See Face Coverings and Masks)
- Additional PPE will be provided to all staff as needed throughout the school day.
- Staff will complete all training sent out prior to the beginning of the year on proper PPE techniques of putting on and taking off PPE.
- Staff will submit a written copy that they have successfully completed PPE training.

Face Coverings and Masks:

- Staff must wear a cloth face covering/mask at all times when in the building, unless on PREP and in their work space alone and during mask breaks.
- Please bring an extra mask with you for the day in case it is needed.
- Mask breaks will be provided at regular intervals throughout the day.
- Remember that masks are to protect yourself as well as others around you.
- Exceptions to mask/face covering requirements must be made for those whom it is not possible due to medical conditions, disability impact, or other health or safety factors.

Staff Arrival:

- Staff will enter the building through the main doors.
- Staff will go into the bathroom immediately in the lobby and wash hands
- Staff will then sign in at the secretary desk where they will certify that by coming to work and signing in, they are agreeing that they have not been sick, had any symptoms of COVID including fever, cough, difficulty breathing, nausea, vomiting, or diarrhea, been tested positive for COVID within the past fourteen (14) days, or been around anyone that has tested positive for COVID or had symptoms of COVID within the past fourteen (14) days.
- Staff will then wash hands again or use hand-sanitizer and proceed down the main hallway directly to their assigned classroom/office.
- Staff may exit through the main entrance or through the door closest to their classroom.

Frequent Hand Washing and Sanitizing:

- Staff must engage in frequent handwashing, including upon arrival, before and after meals, after bathroom use, after coughing or sneezing, and before dismissal.
- Staff should wash their hands after all close interactions with students.
- Effective hand washing includes the use of soap and water to wash all surfaces of hands for at least twenty (20) seconds, wait for visible lather, rinse thoroughly, and dry with an individual disposable towel. If handwashing is not available, hand sanitizer with at least 60% alcohol content can be used.

Regular cleaning, sanitizing, and disinfecting:

- High touch surfaces of the classrooms will need to be regularly cleaned throughout the day.
- These surfaces will include: door knobs, faucets, and countertops.
- Students should be at individual desks and it is recommended to not share any supplies between students.

Sick Guidelines:

- Staff must strictly follow the new sick guidelines put in place, see below in the Health/Nursing Section of Guidance.
- As part of the social compact of re-opening, staff must stay home if they are feeling sick or have any symptom associated with COVID-19.
- Staff must report illness and/or exposure to illness to their Director and Nursing. Nursing will be the COVID-19 point of reference. Please contact us for any concerns or questions regarding COVID-19. We have to report all cases of COVID-19 to the Department of Public Health for contact tracing.

Professional Development

- Staff will be provided with training prior to the beginning of the school year. Training will include building access protocols, signs and symptoms of COVID-19, proper use of PPE and other health related topics developed by the nursing staff.
- Staff will be provided with training prior to beginning direct work with students, on implementing all models of instruction, technology use, software programs to support remote learning and in-person close contact protocols.
- Additional training will be provided on an ongoing basis to support staff's work with students and families.

H. OTHER CONSIDERATIONS

CMC MTSS for SEL/Behavior

Tier 1: Universal

Resources for Student, Staff and Families
Wellness Survey, which may lead to tracking sheet
PBIS
K-8 -Second Step and Anti Bullying Curriculum
Collaborative & Proactive Solutions (CPS)
Clinical Check and Connect

Tier 11: Targeted

Resources for Student, Staff and Families - targeted
School Based Mental Health referrals
WINN Groups
Student Support Process - utilizing the ALSUP and Problem Solving Plan
Skill Building Lessons - small group or individual

TIER III: Intensive

Resources for Student, Staff and Families - Intensive
Reevaluation through Special Education
Comprehensive Care Coordination Plan
Behavior Intervention Plan - completed by the BCBA
SafetyPlan

Delivery of IEP Services

- CMC itinerants will make every effort to maintain instruction for students with disabilities at the frequency and in the manner indicated on the students' IEPs.
- Itinerant schedules will be coordinated to assure that students are not scheduled for more than one service at the same time.
- Grouping students for in-person instruction can only occur if students are in the same classroom or cohort and all health and safety guidelines can be met.
- Synchronous remote lessons can be provided via video conferencing or telephone, as appropriate, for students not in the same classroom or not attending school in-person.
- Student schedules will remain consistent throughout the school week and will occur remotely when the student is not on site.
- Teachers and related service providers will consult and/or meet on a regular basis for common planning and consultation as indicated by the student's learning needs and IEP requirements.
- Assessments will be completed following DESE timelines.
 - Assessment spaces will be set up to allow for appropriate physical distancing
 - Students and staff will wear masks during assessments
 - Remote assessments, if needed, will follow best practices guidelines and the professional practice guidelines required for the area being assessed.

SLP, OT, PT, ELL, LD:

- Students and staff will maintain physical distancing guidelines and wear masks during sessions.
- Students and staff should perform hand hygiene at the start and end of each period, and/or if hands are visibly dirty, and after the use of each equipment. Students and staff must wash hands, or sanitize prior to leaving the classroom.
- Desks and materials must be cleaned before and after each student. If materials are unable to be cleaned in between use (e.g. stuffed animal, articulation cards, etc.), they will be assigned specifically to one student.
- Students will use only their assigned device (e.g. iPad, chrome book) during the session and devices will be cleaned before and after each use.
- Some services might be through a "zoom" type meeting even if both staff and students are at the same site. This would allow direct instruction without direct contact. It would also allow for grouping of students from different cohorts without cross contamination and inclusion of students who may be full remote or hybrid.
- For in-person students who need direct physical support to participate and are considering whether or not the classroom IA could provide support during the live speech session as that staff is already working with the student.

PE, Music and Art

- Physical distancing requirements expected, masks worn.
- Students and staff should perform hand hygiene at the start and end of each period, and/or if hands are visibly dirty, and after the use of each equipment.
- The use of shared equipment is not recommended. If equipment is shared, it must be washed before and after each use.
- In lieu of shared equipment, educators may also develop individual bins with activities/materials needed for instruction.

I. HEALTH AND SAFETY GUIDANCE

Health/Nursing Services

- Student medical packets need to be sent to families prior to opening of the year. We must have up-to-date contact information for all students and families need to be aware of new sick guidelines prior to the start of school. If a student is found to be ill at school they must be picked up immediately by the family/guardian. It will no longer be acceptable to send a sick student home on the bus due to possible transmission of COVID-19.
- Nursing will limit classroom student services except in the case of an emergency, presumed emergency, seizure activity, severe asthma attack, or serious injury. For emergencies, overhead page the nurse to the area of concern.
- For non-emergencies, call, walk or email the nurse prior to bringing students to the office. Nursing will gauge and reduce traffic through the nursing office to reduce exposure to students and staff.
- For students who are ill, call, walk or email the nursing office. Nursing staff will determine if the student should be brought to the nurse's office, seen in the classroom or seen in another location.
- For students requiring medication during the school day, nursing will develop a schedule and delivery protocol for each student and will contact teachers regarding their students. Student medications schedules should be strictly adhered to reduce traffic through the nursing office to reduce exposure to students and staff.
- Nursing will determine if a student presents with symptoms related to COVID-19. Students with symptoms will be isolated until they can be safely sent home. Students with signs or symptoms of possible COVID-19 cannot be sent home on the bus and parent/guardian pick up must occur during the day. It is imperative that we make it clear to parents/guardians that sending students home on the bus is no longer an option due to COVID transmission and therefore if a student is sick prior to school they must be kept home or parent/guardian has to find a way to dismiss that student.
- According to the guidance provided by DESE the school must have an isolation room separate from the nursing office for students with symptoms that could be COVID. Please keep in mind that although most things will not be COVID, we must proceed like they are for any symptoms related to COVID. This isolation room must have a staff member with the student/students that is at least 18 years old and is certified in CPR.

COVID-19 Response Leader

- The Nursing Department will be the main point of contact for COVID-19 concerns. If we have a positive case of COVID-19 within CMC, Nursing will contact the health department for further instruction and notification for tracing by the health department. The Health Department will contact the positive individual/family/caretaker to gather more information on exposure and contacts and give further instructions for that individual/family.
- Nursing will work closely with the Health Department to determine when it is safe for return to school for students and staff.
- If we have a positive case of COVID-19 at CMC, due to cohorting and in conjunction with contact tracing of close contacts to the positive case, only the cohort with close contact would need to be sent home. The area that the positive case occupied within the building would need to be clear for 24-hours and then deep cleaned or the area would need to be closed for seven (7) days and then routine cleaning would be sufficient for staff and student return. Further guidance would be given

to those staff and students that were in close contact with the positive case as to the next steps for quarantine and testing.

COVID-19 Discontinuation of isolation/return to work/school Guidelines

- PCP must be contacted to get guidance on testing for COVID.
- If the test comes back negative, they must have proof of a negative test to return to work/school and follow the regular 24-hour rule regarding fever, diarrhea, vomiting protocols.
- If a person has symptoms and the test is positive then they must be out of work/school until it has been ten (10) days since onset of symptoms and at least 72-hours (3 days) since recovery (fever free without any fever-reducing medication and improvement of respiratory symptoms).
- If a person has no symptoms but has tested positive then they can return to school/work after it has been ten (10) days since their positive test, assuming symptoms did not appear. If symptoms appeared then need to follow symptom discontinuation of isolation.
- If a person has symptoms of COVID and refuses to be tested/cannot be tested/is not tested then they must proceed as if they have COVID and must follow positive for COVID guidelines for return to work/school.

***Please be advised that health regulations apply to ALL Students AND Staff.**

Certification of health and safety requirements: CMC will meet the final health and safety requirements issued by DESE. We know that this is a fluid situation and changes in health or safety information from DESE and DPH may necessitate changes to CMC's initial reopening plan.

ADDENDUM:

Sample Full Remote Schedules

Full Remote Schedule - HLC & THRIVE Elementary			
Time	Activity	Student Responsibility	Teacher/Staff Responsibility
9:45-10:15	Morning Meeting	Participate in group lesson, complete activity via Google classroom	Support as needed for instruction
10:15-10:45	Group Instruction/Individual Work	Participate in group lesson, complete activity via Google classroom	Arrange computer for student engagement Support as needed for instruction
10:45-11:00	Break	Student can take break at home	Set timer for when student should return
11:00-11:30	Group Instruction/Individual Work	Student participates in lesson via zoom, completes tasks/lessons on Google classroom	Support instruction as needed
11:30-12:00	Lunch	Student can eat lunch along peers	Arrange computer for student engagement or set timer for when student is to return
12:00-12:15	Indoor Recess/Break	Engage with peers	Set timer for when student is to return
12:15-12:45	Group Instruction/Individual Work	Student participates in lesson via zoom, completes tasks/lessons on Google classroom	Support instruction as needed
12:45-1:00	Break		Set timer for when student is to return
1:00-1:30	Group Lesson/Individual Work/Special	Student participates in lesson via zoom, completes tasks/lessons on Google classroom	Support instruction as needed
1:30-2:00	Leisure Tasks	Complete assignment on Google classroom	Support instruction as needed
2:00-2:15	Break		Set timer for when student is to return
2:15-2:45	Group Instruction/Individual Work	Student participates in lesson via zoom, completes tasks/lessons on Google classroom	Support instruction as needed
2:45-3:10	Afternoon Meeting/Wrap-Up	Participates in activity via zoom	Support instruction as needed

Full Remote Schedule - Central MA Academy Middle School

Time	Activity	Student Responsibility	Teacher/Staff Responsibility
9:10-9:30	Morning Meeting	Log on to Zoom Meeting and confirm attendance	Attendance check for Homeroom
9:30-10:20	Class Math 7-8 Social Studies 8 English 7 Science Bio 1 9	Establish a daily routine that follows your school schedule. Identify a space in home where you can learn and study comfortably. Ask questions via chat which will be answered by the teacher aloud. Complete assignments with integrity and academic honesty. When feeling overwhelmed contact your teacher or clinician.	Provide students with log in to Google classroom and provide lessons using interactive Google slides. Create self-directed online learning. Strive to build a sense of community and connectedness among students. Opportunities that are accessible for students that will help them continue to learn. Provide students with feedback and support as needed.
10:20-11:10	Class Math 9 Social Studies 7-8 English 8 Science 7	Establish a daily routine that follows your school schedule. Identify a space in home where you can learn and study comfortably. Ask questions via chat which will be answered by the teacher aloud. Complete assignments with integrity and academic honesty. When feeling overwhelmed contact your teacher or clinician.	Provide students with log in to Google classroom and provide lessons using interactive Google slides. Create self-directed online learning. Strive to build a sense of community and connectedness among students. Opportunities that are accessible for students that will help them continue to learn. Provide students with feedback and support as needed .
11:10-12:00	Class Math 7 Social Studies 9 English 7-8 Science 8	Establish a daily routine that follows your school schedule. Identify a space in home where you can learn and study comfortably. Ask questions via chat which will be answered by the teacher aloud. Complete assignments with integrity and academic honesty. When feeling overwhelmed contact your teacher or clinician.	Provide students with log in to Google classroom and provide lessons using interactive Google slides. Create self-directed online learning. Strive to build a sense of community and connectedness among students. Opportunities that are accessible for students that will help them continue to learn. Provide students with feedback and support as needed.
12:00-12:50	Lunch		
12:50-1:40	Math 8 Social Studies 7 English 9 Science 7-8	Establish a daily routine that follows your school schedule. Identify a space in home where you can learn and study comfortably. Ask questions via chat which will be answered by the teacher aloud.	Provide students with log in to Google classroom and provide lessons using interactive Google slides. Create self-directed online learning. Strive to build a sense of community and connectedness among students. Opportunities that are accessible for

		Complete assignments with integrity and academic honesty. When feeling overwhelmed contact your teacher or clinician.	students that will help them continue to learn. Provide students with feedback and support as needed.
1:40-2:30	Class Multi Media All	Establish a daily routine that follows your school schedule. Identify a space in home where you can learn and study comfortably. Ask questions via chat which will be answered by the teacher aloud. Complete assignments with integrity and academic honesty. When feeling overwhelmed contact your teacher or clinician.	Provide students with log in to Google classroom and provide lessons using interactive Google slides. Create self-directed online learning. Strive to build a sense of community and connectedness among students. Opportunities that are accessible for students that will help them continue to learn. Provide students with feedback and support as needed.
2:30-3:10	Class MCAS Prep All	Establish a daily routine that follows your school schedule. Identify a space in home where you can learn and study comfortably. Ask questions via chat which will be answered by the teacher aloud. Complete assignments with integrity and academic honesty. When feeling overwhelmed contact your teacher or clinician.	Provide students with log in to Google classroom and provide lessons using interactive Google slides. Create self-directed online learning. Strive to build a sense of community and connectedness among students. Opportunities that are accessible for students that will help them continue to learn. Provide students with feedback and support as needed.

Full Remote Schedule - Rockdale Recovery High School

Time	Activity	Student Responsibility	Teacher/Staff Responsibility
8:10-8:50	Life in Recovery	Actively participate in classroom instruction via online platform and complete assignments.	Classroom instruction and student support.
8:50-9:50	ELA 12 Math 11 Science 10 History 9	Actively participate in classroom instruction via online platform and complete assignments.	Classroom instruction and student support.
9:50-10:40	Fitness Psychology	Actively participate in classroom instruction via online platform and complete assignments.	Classroom instruction and student support.
10:40 -11:30	ELA 12 Math 11 Science 10 History 9	Actively participate in classroom instruction via online platform and complete assignments.	Classroom instruction and student support.
11:30-12:00	Lunch	Eat lunch	Eat lunch

12:00-12:50	ELA 10 Math 12 Science 9 History 11	Actively participate in classroom instruction via online platform and complete assignments.	Classroom instruction and student support.
12:50-1:40	ELA 10 Math 9 Science 10 History 11	Actively participate in classroom instruction via online platform and complete assignments.	Classroom instruction and student support.
1:40-2:30	History 11 Spanish	Actively participate in classroom instruction via online platform and complete assignments.	Classroom instruction and student support.

Full Remote Schedule: Woodward Day School I, II, & III

Time	Activity	Student Responsibility	Teacher/Staff Responsibility
8:00	Students Log On to Google Classroom	Students log onto Google Classroom.	
8:05-9:00	ELA 7 History 8 Math 9 Science 10 College and Career 11 Health/P.E./Art/Group 12	Participate in Google meets, Zoom meeting and actively engage in lesson and material being presented.	Begin Google meet, Zoom meeting and begin lesson. Give students activities that incorporate both online and offline assignments and project based learning.
9:05-10:00	ELA 12 History 7 Math 8 Science 9 College and Career 10 Health/P.E./Art/Group 11	Participate in Google meets, Zoom meeting and actively engage in lesson and material being presented.	Begin Google meet, Zoom meeting and begin lesson. Give students activities that incorporate both online and offline assignments and project based learning.
10:00-10:30	Stretch Break	Off line break	Pause online session.
10:30-11:25	ELA 11 History 12 Math 7 Science 8 College and Career 9 Health/P.E./Art/Group 10	Participate in Google meets, Zoom meeting and actively engage in lesson and material being presented.	Begin Google meet, Zoom meeting and begin lesson. Give students activities that incorporate both online and offline assignments and project based learning.
11:30 - 12:25	ELA 10 History 11 Math 12 Science 7 College and Career 8 Health/P.E./Art/Group 9	Participate in Google meets, Zoom meeting and actively engage in lesson and material being presented.	Begin Google meet, Zoom meeting and begin lesson. Give students activities that incorporate both online and offline assignments and project based learning.
12:25-12:55	Lunch	Eat healthy lunch, get outside if possible, move around.	Eat healthy lunch, get outside if possible, move around.

12:55-1:50	ELA 9 History 10 Math 11 Science 12 College and Career 7 Health/P.E./Art/Group 8	Participate in Google meets, Zoom meeting and actively engage in lesson and material being presented.	Begin Google meet, Zoom meeting and begin lesson. Give students activities that incorporate both online and offline assignments and project based learning.
1:55 -2:50	ELA 8 History 9 Math 10 Science 11 College and Career 12 Health/P.E./Art/Group 7	Participate in Google meets, Zoom meeting and actively engage in lesson and material being presented.	Begin Google meet, Zoom meeting and begin lesson. Give students activities that incorporate both online and offline assignments and project based learning.
2:50- 3:15	Final Check In/Wrap Up	Students can sign into any teachers Zoom or Google meets and ask any questions, review material, finish assignments, etc.	Teachers will sign onto Zoom or Google meets and provide direct feedback to students, review material for clarification, provide support to students and wrap up any material before the weekend.

Sample Hybrid Model Schedules

Hybrid Schedule - HLC & THRIVE Elementary			
Time	Activity	Student Responsibility	Teacher/Staff Responsibility
9:45-10:15	Meal Time	Talk with peers in classroom/online.	Arrange computer for student engagement.
10:15-10:45	Morning Meeting	Participate in group lesson, complete activity via Google classroom.	Arrange computer for student engagement. Support as needed for instruction.
10:45-11:00	Break	Student can take break at home.	Set timer for when student should return.
11:00-11:30	Group Instruction/Individual Work	Student participates in lesson via Zoom, completes tasks/lessons on Google classroom.	Arrange computer for student engagement. Support instruction as needed.
11:30-12:00	Lunch	Student can eat lunch along peers.	Arrange computer for student engagement or set timer for when student is to return.
12:00-12:15	Indoor Recess/Break	Engage with peers.	Arrange computer for student engagement or set timer for when student is to return.
12:15-12:45	Group Instruction/Individual	Student participates in lesson via Zoom, completes tasks/lessons	Arrange computer for student engagement.

	Work	on Google classroom.	Support instruction as needed.
12:45-1:00	Break		Set timer for when student is to return
1:00-1:30	Group Lesson/Individual Work/Special	Student participates in lesson via Zoom, completes tasks/lessons on Google classroom.	Arrange computer for student engagement. Support instruction as needed.
1:30-2:00	Leisure Tasks	Complete assignment on Google classroom.	Arrange computer for student engagement. Support instruction as needed.
2:00-2:15	Mask Break		Set timer for when student is to return.
2:15-2:45	Group Instruction/Individual Work	Student participates in lesson via Zoom, completes tasks/lessons on Google classroom.	Arrange computer for student engagement. Support instruction as needed.
2:45-3:10	Afternoon Meeting/Wrap Up	Participates in activity via Zoom.	Arrange computer for student engagement. Support instruction as needed.

Hybrid Schedule - Central MA Academy Middle School

Time	Activity	Student Responsibility	Teacher/Staff Responsibility
9:10-9:30	Student Arrival	Enter the building and wash hands. Put all belongings in the locker. Report to assigned classroom and seat.	Attendance check for Homeroom.
9:30-10:15	Class Math 7-8 Social Studies 8 Language Arts7 Science 9	Actively participate in classroom instruction via online platform and complete assigned work.	Provide students with log in to Google classroom and provide lessons using interactive Google slides. Provide classroom instruction and support. Provide students with feedback and support as needed. Strive to build a sense of community and connectedness among students.
10:15-11:00	Math off Social Studies 7-8 Health 9	Actively participate in classroom instruction via online platform and complete assigned work.	Provide students with log in to Google classroom and provide

	MultiMedia 8 MultiMedia 7		<p>lessons using interactive Google slides.</p> <p>Provide classroom instruction and support.</p> <p>Provide students with feedback and support as needed.</p> <p>Strive to build a sense of community and connectedness among students.</p>
11:00-11:45	Math 9 Social Studies off Language Arts 7-8 Science 8 Health 7	Actively participate in classroom instruction via online platform and complete assigned work.	<p>Provide students with log in to Google classroom and provide lessons using interactive Google slides.</p> <p>Provide classroom instruction and support.</p> <p>Provide students with feedback and support as needed. Strive to build a sense of community and connectedness among students.</p>
11:45-12:30	Math 7 Social Studies 9 Language Arts off Science 7-8 Health8	Actively participate in classroom instruction via online platform and complete assigned work.	<p>Provide students with log in to Google classroom and provide lessons using interactive Google slides.</p> <p>Provide classroom instruction and support.</p> <p>Provide students with feedback and support as needed.</p> <p>Strive to build a sense of community and connectedness among students.</p>
12:30-12:50	Lunch	<p>Stay seated in the classroom.</p> <p>Wash hands before handling food.</p> <p>Wash hands after eating and place the mask back on.</p> <p>Wipe off desk with authorized cleaner.</p> <p>Place trash in the designated bin.</p>	Remain in the classroom and monitor students to ensure they are complying with social distancing and safety protocol.

12:50-1:35	<p>Math 8 Social Studies 7 Language Arts 9 Science off Health 7-8</p>	Actively participate in classroom instruction via online platform and complete assigned work.	<p>Provide students with log in to Google classroom and provide lessons using interactive Google slides.</p> <p>Provide classroom instruction and support.</p> <p>Provide students with feedback and support as needed.</p> <p>Strive to build a sense of community and connectedness among students.</p>
1:35-2:20	<p>Class MCAS 7-8 MCAS 8 MCAS 7 MCAS 9</p>	Actively participate in classroom instruction via online platform and complete assigned work.	<p>Provide students with log in to Google classroom and provide lessons using interactive Google slides. Provide classroom instruction and support.</p> <p>Provide students with feedback and support as needed.</p> <p>Strive to build a sense of community and connectedness among students.</p>
2:20-3:10	<p>ELA 9 Social Studies Language Arts 8 Science 7 MultiMedia 9 MultiMedia 7-8</p>	Actively participate in classroom instruction via online platform and complete assigned work.	<p>Provide students with log in to Google classroom and provide lessons using interactive Google slides.</p> <p>Provide classroom instruction and support.</p> <p>Provide students with feedback and support as needed.</p> <p>Strive to build a sense of community and connectedness among students.</p>

Hybrid Schedule - Rockdale Recovery High School

Time	Activity	Student Responsibility	Teacher/Staff Responsibility
7:50-8:10	Student Arrival/Breakfast	Wear a mask, wash your hands, put away belongings, sit at your designated desk.	When on site - Escort students into building, directly to bathroom for hand washing, monitor students physical distancing, deliver breakfast. When remote , classroom instruction and student support.
8:10-8:50	Life in Recovery	Actively participate in classroom instruction via online platform and complete assignments.	Classroom instruction and student support.
8:50-9:50	ELA 12 Math 11 Science 10 History 9	Actively participate in classroom instruction via online platform and complete assignments.	Classroom instruction and student support.
9:50-10:40	Fitness Psychology	Actively participate in classroom instruction via online platform and complete assignments.	Classroom instruction and student support.
10:40 -11:30	ELA 12 Math 11 Science 10 History 9	Actively participate in classroom instruction via online platform and complete assignments.	Classroom instruction and student support.
11:30-12:00	Lunch/Mask Break	Eat lunch.	On-site , monitor students to ensure hand washing before and after lunch, desk cleanup and masks.
12:00-12:50	ELA 10 Math 12 Science 9 History 11	Actively participate in classroom instruction via online platform and complete assignments.	Classroom instruction and student support.
12:50-1:40	ELA 10 Math 9 Science 10 History 11	Actively participate in classroom instruction via online platform and complete assignments.	Classroom instruction and student support.
1:40-2:30	History 11 Spanish	Actively participate in classroom instruction via online platform and complete assignments.	Classroom instruction and student support.

- 50% of students will attend on-site classes Week A and participate in remote learning Week B.
- Students will be provided additional mask breaks as needed when on-site.

Hybrid Schedule - Woodward Day School I, II, & III

Time	Hybrid	Student Responsibility	Staff Responsibility
7:30- 7:40	ELA 7 History 8 Math 9 Science 10 College and Career 11 Health/P.E./Art/Group 12	Students arrive through front or side door, apply hand sanitizer, put all personal items in lockers and report directly to their homeroom.	Stand at the door and direct students to apply hand sanitizer as they enter the vestibule. Monitor students at locker and during transitions for physical distance and direct students to their homeroom.
7:40.- 8:35	ELA 12 History 7 Math 8 Science 9 College and Career 10 Health/P.E./Art/Group 11	Remote students log in and participate in Google meets, Zoom meetings and are actively engaged in lessons and material being presented for both remote students and in person. In person students must keep PPE on, and maintain physical distance.	Begin Google meet, Zoom meeting and begin lesson. Give students activities that incorporate both online and offline assignments and project based learning. Provide opportunities for students online to engage in lesson.
8:35- 9:25	History/ELA 11 History 12 Math 7 Science 8 College and Career 9 Health/P.E./Art/Group 10	Remote students log in and participate in Google meets, Zoom meetings and are actively engaged in lessons and material being presented for both remote students and in person. In person students must keep PPE on, and maintain physical distance.	Begin Google meet, Zoom meeting and begin lesson. Give students activities that incorporate both online and offline assignments and project based learning. Provide opportunities for students online to engage in lesson.
9:25-9:40	Breakfast/Mask Break	Students will wash hands prior to eating, remain six (6) ft. apart, eat their own food and clean up personal items and wipe down table/desk when complete. Students will wash hands after cleaning tables. Remote students can take an offline break	Direct students to wash hands before and after eating. Open windows/door to allow for fresh air in the area. Monitor students physical distancing, only eating personal items, and provide disinfecting wipe for students to clean the area when done.
9:40-10:35	ELA 10 History 11 Math 12 Science 7 College and Career 8 Health/P.E./Art/Group 9	Remote students log in and participate in Google meets, Zoom meetings and are actively engaged in lessons and material being presented for both remote students and in person. In person students must keep PPE on, and maintain physical distance.	Begin Google meet, Zoom meeting and begin lesson. Give students activities that incorporate both online and offline assignments and project based learning. Provide opportunities for students online to engage in lesson.

11:30 -12:00	Lunch	Students will wash hands prior to eating, remain six (6) ft. apart, eat their own food and clean up personal items and wipe down table/desk when complete. Students will wash hands after cleaning tables. Remote students can take an offline break.	Direct students to wash hands before and after eating. Open windows/door to allow for fresh air in the area. Monitor students physical distancing, only eating personal items, and provide disinfecting wipe for students to clean the area when done.
12:00- 12:55	ELA 9 History 10 Math 11 Science 12 College and Career 7 Health/P.E./Art/Group 8	Remote students log in and participate in Google meets, Zoom meetings and are actively engaged in lessons and material being presented for both remote students and in person. In person students must keep PPE on, and maintain physical distance.	Begin Google meet, Zoom meeting and begin lesson. Give students activities that incorporate both online and offline assignments and project based learning. Provide opportunities for students online to engage in lesson.
12:55 -1:45	ELA 8 History 9 Math 10 Science 11 College and Career 12 Health/P.E./Art/Group 7	Remote students log in and participate in Google meets, Zoom meetings and are actively engaged in lessons and material being presented for both remote students and in person. In person students must keep PPE on, and maintain physical distance.	Begin Google meet, Zoom meeting and begin lesson. Give students activities that incorporate both online and offline assignments and project based learning. Provide opportunities for students online to engage in lesson.
1:45	Dismissal	Students organize and clean personal supplies and materials. When called for dismissal students go directly to the locker and collect personal items, use hand sanitizer before boarding the bus to go home.	Staff will remind students to clean supplies and go directly to lockers to collect personal items. Staff will provide hand sanitizer to students as they exit the door and board the bus home.

Sample In-Person Model Schedules

In-Person Schedule - HLC Elementary			
Time	Activity	Student Responsibilities	Teacher Responsibilities
9:10-9:40	Arrival to school	Unpack belongings. Wash hands. Sit at designated desk until meal time with personal break item. Mask on.	Walk students in building. Prompt to wash hands. Monitor students to remain in designated areas. Engage in small activity at desks. Mask on.
9:45-10:15	Meal time	Students eat breakfast at desks/area six (6) ft. apart. Mask off.	Hand out breakfast to students. Monitor students to remain in designated areas. Mask on.

10:15-10:45	Morning meeting/group activity	Students at individual learning areas. Mask on.	Circulate the room, check for understanding & participation. Monitor students to remain in designated areas. Mask on.
10:45-11:00	Mask break	Students transition to designated mask break area.	Monitor students to remain six (6) ft. apart. Mask on.
11:00-11:30	Individual work	Students work at desks/designated areas with assignment/lesson.	Circulate room, check for understanding Mask on
11:30-12:00	Lunch	Students sit at designated areas six (6) ft. apart. Mask off.	Monitor students to remain six (6) ft. apart. Staff take 15 min break for lunch & mask break. Mask on.
12:00-12:15	Indoor recess/break	Students remain in designated area and break with leisure item (coloring, book).	Staff take 15 min break for lunch & mask break.
12:15-12:45	Group lesson/individual work	Students work at desks/designated areas with assignment/lesson.	Circulate room, check for understanding. Mask on.
12:45-1:00	Mask break	Students transition to designated mask break area.	Monitor students to remain six (6) ft. apart. Mask on.
1:00-1:30	Group lesson/individual work/special	Students work at desks/designated areas with assignment/lesson.	Circulate room, check for understanding. Mask on.
1:30-2:00	Leisure tasks	Students remain in designated area and break with leisure item (coloring, book).	Staff take 15 min break for mask break.
2:00-2:15	Mask break	Students transition to designated mask break area.	Monitor students to remain six (6) ft. apart. Staff take 15 min break for mask break. Mask on.
2:15-2:45	Group lesson/individual work	Students work at desks/designated areas with assignment/lesson.	Circulate room, check for understanding. Mask on.
2:45-3:00	Afternoon meeting/wrap up	Students work at desks/designated areas.	Circulate room.
3:00-3:45	Dismissal	Clean up area, wipe down tables, wash hands, pack up backpack, use personal leisure item.	Clean up classroom, wipe down tables, monitor students.

In-Person Schedule - Rockdale Recovery High School

Time	Activity	Student Responsibility	Teacher/Staff Responsibility
7:50-8:10	Student Arrival/Breakfast	Wear a mask, wash your hands, put away belongings, sit at your designated desk.	Escort students into building and directly to restroom for hand washing, monitor students, deliver breakfast.
8:10-8:50	Life in Recovery	Actively participate in classroom instruction via online platform and complete assignments.	Classroom instruction and student support.
8:50-9:50	ELA 12 Math 11 Science 10 History 9	Actively participate in classroom instruction via online platform and complete assignments.	Classroom instruction and student support.
9:50-10:40	Fitness Psychology	Actively participate in classroom instruction via online platform and complete assignments	Classroom instruction and student support.
10:40 -11:30	ELA 12 Math 11 Science 10 History 9	Actively participate in classroom instruction via online platform and complete assignments.	Classroom instruction and student support.
11:30-12:00	Lunch/Mask Break	Wash hands, eat lunch, remain at your desk to eat lunch. Clean your desk, wash your hands and properly put your mask back on.	Eat lunch, monitor students to ensure hand washing before and after lunch and desk cleanup.
12:00-12:50	ELA 10 Math 12 Science 9 History 11	Actively participate in classroom instruction via online platform and complete assignments.	Classroom instruction and student support.
12:50-1:40	ELA 10 Math 9 Science 10 History 11	Actively participate in classroom instruction via online platform and complete assignments.	Classroom instruction and student support.
1:40-2:30	History 11 Spanish	Actively participate in classroom instruction via online platform and complete assignments.	Classroom instruction and student support.

In Person Schedule - Woodward Day School I, II, & III

Time	Activity	Student Responsibility	Staff Responsibility
7:30- 7:40	Student Arrival	Students arrive through front or side door, apply hand sanitizer, put all personal items in lockers and report directly to homeroom.	Stand at the door and direct students to apply hand sanitizer as they enter the vestibule. Monitor students at locker and transitions for physical distance and direct students to homeroom.
7:40- 8:35	ELA 7 History 8 Math 9 Science 10 College and Career 11 Health/P.E./Art/Group 12	Participate in class instruction, keep PPE on, maintain physical distance.	Direct instruction of material, students feedback and questions, monitor students proper use of PPE and maintaining physical distance.
8:35- 9:40	ELA 12 History 7 Math 8 Science 9 College and Career 10 Health/P.E./Art/Group 11	Participate in class instruction, keep PPE on, maintain physical distance.	Direct instruction of material, students feedback and questions, monitor students proper use of PPE and maintaining physical distance.
9:25-9:40	Breakfast/Mask Break	Students will wash hands prior to eating, remain six (6) ft. apart, eat their own food and clean up personal items and wipe down table/desk when complete. Students will wash hands after cleaning tables.	Direct students to wash hands before and after eating. Open windows/door to allow for fresh air in the area. Monitor students physical distancing, only eating personal items, and provide disinfecting wipe for students to clean the area when done.
9:40 -10:35	ELA 11 History 12 Math 7 Science 8 College and Career 9 Health/P.E./Art/Group 10	Participate in class instruction, keep PPE on, maintain physical distance	Direct instruction of material, students feedback and questions, monitor students proper use of PPE and maintaining physical distance.
10:35 - 11:30	ELA 10 History 11 Math 12 Science 7 College and Career 8 Health/P.E./Art/Group 9	Participate in class instruction, keep PPE on, maintain physical distance	Direct instruction of material, students feedback and questions, monitor students proper use of PPE and maintaining physical distance.

11:30 -12:00	Lunch	Students will remain six (6) ft. apart, eat their own food and clean up personal items and wipe down table/desk when complete.	Direct students to wash hands before and after eating. Open windows/door to allow for fresh air in the area. Monitor students physical distancing, only eating personal items, and provide disinfecting wipe for students to clean the area when done.
12:00- 12:55	ELA 9 History 10 Math 11 Science 12 College and Career 7 Health/P.E./Art/Group 8	Participate in class instruction, keep PPE on, maintain physical distance.	Direct instruction of material, students feedback and questions, monitor students proper use of PPE and maintaining physical distance.
12:55 -1:45	ELA 8 History 9 Math 10 Science 11 College and Career 12 Health/P.E./Art/Group 7	Participate in class instruction, keep PPE on, maintain physical distance	Direct instruction of material, students feedback and questions, monitor students proper use of PPE and maintaining physical distance.
1:45	Dismissal	Students organize and clean personal supplies and materials. When called for dismissal students go directly to the locker and collect personal items, use hand sanitizer before boarding the bus to go home.	Staff will remind students to clean supplies and go directly to lockers to collect personal items. Staff will provide hand sanitizer to students as they exit the door and board the bus home.

Thank you to all the members of the Reopening Committee for their commitment and dedication to creating a safe reopening plan for the Central Massachusetts Collaborative.

Committee Leaders:

Michelle Caron - Nurse

Carol DeAngelis - Program Assistant Director

Barbara Leon - Nurse

Members:

Sara Cole - Intake Coordinator

Liz Driscoll - Program Assistant Director

Randy Holmberg - Clinician

Mike Kelly - Program Director

Michelle Klotz - Program Assistant Director

Evelyn Marrone - Program Director

Amy Martinez - Teacher

MaryEllen McGorry - Principal

Melissa McKeon - Occupational Therapist

Michele Monteiro - Teacher

Ann Ortiz - Program Director

Lisa Phillips - Speech Therapist

Megan Rogozenski - Teacher

Maureen Rose - Program Assistant Director

Candace Salvi - Teacher

Vivian Santiago - Clinician

Kristine Shanahan - Clinician

Dan Smachetti - Program Director

Alysha Stafford - Teacher

Consulting Members:

Susan Farrell - Executive Director

Beverly Tefft - Director of Finance & Operations

Conrad Lizano - Facilities Manager

Lynn NeJaime - Senior Executive Assistant

Al Palmer - Technology Coordinator