

MT GREYLOCK REGIONAL SCHOOL DISTRICT 2020 REOPENING PLAN



Hybrid Model of Returning to School
A Practical Commonsense Approach to Reopen Safely, Responsibly, Equitably and Intentionally
in order to meet the Needs of Students, Families, Faculty, and Staff.

Presented By Robert R. Putnam Ed.D., Superintendent of Schools
to the School Committee of the Mount Greylock Regional School District

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Letter From the Interim Superintendent

Dear Mount Greylock Community,

Commissioner Riley, following the directive of Governor Baker to reopen schools, charged all school districts with developing plans for a safe return of as many students as possible to in-person school settings, to maximize learning and address our students' holistic needs. He charged school districts to adhere to the health and safety recommendations grounded in the most up-to-date scientific literature as they developed the three plans that would enable us to respond to all possibilities that might arise. The fully in-person model is designed to be used in the event that COVID Transmission levels remain low or drop lower. The hybrid model is designed to ensure even greater social distancing and fewer opportunities for transmission. The fully remote model is designed to minimize opportunities for transmission.

There are competing priorities that attend our plans for reopening. When one considers the balanced view of risk described in the Parabola Project guidance on school reopening, it is generally accepted that in order to maximize all students' education it is imperative that students spend as much time as possible in classrooms with teachers so as to support mental health and prevent academic regression. When one considers instructional priorities, the constrictions involved with operating in-person models in our current school buildings will fundamentally change the face of the school experience throughout the district, and it will have a particularly limiting effect on 10-12 education.

Designing in-person models of learning has presented the greatest challenge. The Mt Greylock Regional School District is committed to designing a safe return to in-person learning. That being said, there is no way to eliminate all risk. Our planning has been based on a global view of risk which requires us to consider both the risks of COVID-19 associated with in-school learning, and the significant risks to the overall health and well-being of students when they are out of school. There is risk if we bring students into school. There is risk if we don't bring children into school. Our task, in regard to in-person learning, has been to develop protocols and procedures that reduce possible exposure to COVID-19 to a level that encourages the confidence of families, students, and staff.

Remote Learning also presents challenges. First, high-quality remote instruction is not a skill set found across the district and it will require a great deal of energy to ensure that teachers acquire the skills. Second, teachers are not the only group that require training to ensure a successful remote plan; students and families must be given explicit training if they are to be successful in a remote learning environment.

There may be some aspects of both the in-person and remote models that are subjects of collective bargaining. We are committed to working collaboratively to address any issues.

Seasonal patterns of infectious diseases may complicate the planning and implementation of our reopening plan. While the COVID-19 rates are currently low in Berkshire County and favor the implementation of an in-person model, the advent of the flu season in November or December will present challenges to an orderly decision making process as we try to determine what is flu and what is COVID. The plans presented herein are designed to address worsening conditions and improving conditions.

Given the issues raised above, I believe we have good reason to implement a hybrid in-person model as soon as possible. It would start the year off on the right foot in that we could address the global risks faced by students, train them how to effectively participate in remote learning, and train them to practice social distancing. We have a limited time frame before flu season in which we can get them into school. The plan presented in the following pages is my administration's best thinking on a way forward.

Sincerely,

Robert R. Putnam
Interim Superintendent

ACKNOWLEDGEMENTS

This plan is the product of the hard work of many educators, community members, students, and administrators on our eight planning teams over the past several months:

	Wellness	Instruction	Technology
Lanesborough	Nolan Pratt, Principal Kathy Larson, School Nurse Christy Viall, School Psychologist	Kathy Barnes, SPED Paraprofessional Sean McDonald, Grade 5 Teacher	Juliann Haskins, Technology Teacher
Mt. Greylock	Keith Jones, School Social Worker Nichole Russell, School Nurse Gerri O'Brien, School Psychologist Guidance Counselors at MG: Beverly Maselli Jessica Casalnova PJ Pannesco	Jake Schutz, MGRS Principal; Mary Angelo-Roberts, paraprofessional; Brandon Price, Computer, Business, Math; Chris Mastendino, Special Education; Colin Shebar, Assistant Principal; Anne Sulzmann, English; Andres Sanchez, Grade 10 Altan McIntosh, Grade 10 Sol Sutter, Grade 12	Pat Blackman, Social Studies; Cody Scolforo, Tech/Audio/Visual Assistant; Eric Forsberg, paraprofessional; Oscar Low, Grade 12; Elizabeth Smith, Grade 10
Williamstown	Elea Kaatz, Asst. Principal Beth Persing, School Social Worker Wendy Powell, School Psychologist Carol Stein-Payne, School Nurse Kim Shand, Paraprofessional	Kristen Thompson, WES Principal, Dawn Stewart, Grade 3 Teacher Cindy Sheehy, Reading Teacher Colleen Martin, Special Education Teacher	Rebecca Leonard, Technology Teacher
Community and District	Dr. Childsy Art Dr. Kathy Wiseman	Joelle Brookner, Curriculum Director Patrick Priester, Director of Pupil Services Mary MacDonald	Mary McDonald Rob Mathews (parent); Jude Higdon-Topaz (parent) Rob Wnuk, Director of Operations

	Co/Extra Curricular, Athletics-	Parent/Community	Facilities
Lanesborough		Amy Mercier, parent/PAC; Megan Renzi, parent; Sarah Powell, parent	Glen Storie, Custodian
Mt. Greylock	Lindsey von Holtz, Athletic Director	Molly Polk, parent; Rob Mathews, parent/School Council; Amie Hane, parent/PAC; Nichole Prothier, parent/DEI	Ryan Skrocki, Custodian; Brandon Crouse, Custodian; George Munemo, Grade 9
Williamstown		Jude Higdon-Topaz, parent/DEI; Jose Constantine, parent/DEI;	Jim O'Brien, Custodian
Community and District	Jason Costa, Lanesborough; Mike Williams, Williamstown		Tim X. Sears, Director of Building and Grounds; Rob Wnuk, Director of Operations

Operations: Rob Wnuk, Director of Operations; Joe Bergeron, Business Administrator, Elissa Wong, Grade 10; Nate Overbaugh, Grade 10; Cailean Fippinger, Grade 10

Governance: Christina Conry, School Committee Chair; Patrick Priester, Acting Director of Pupil Services, Rafa Mellow-Bartels, Grade 8

Additionally, we would like to recognize the contributions of our building and grounds staff, not only for keeping our schools clean and safe throughout the spring and summer, but also helping us determine what risk reduction measures would look like in school and classroom settings.

Thank you to all the participants in the planning process: team members; educators and parents participating in the forums; educators, parents and students completing the surveys; and all of you who have shared ideas and concerns. We greatly appreciate your contributions as together we work to develop a plan for next year that maximizes safety, care, and learning for all students.

EXECUTIVE SUMMARY

RETURN OPTIONS

Our goal is to deliver high-quality instruction seamlessly to all students across face-to-face and digital learning environments while maintaining everyone's health and safety. While most students were engaged in digital learning over the course of the spring, we recognize that students have been away from what they once knew as "school" for an extended amount of time. So, we are preparing to thoughtfully address the social-emotional and academic needs of our students as we move forward into the 2020-21 academic year. We are providing two options for teaching and learning for the fall reopening 2020-2021 school year plan:

(A) Hybrid Learning Model; or (B) Remote Learning Model. Once you select either the Phased-in Return-to-School Full Time Learning Model or the Remote Learning Model, you should plan to remain in that model for at least three weeks. After three weeks, if state mandates have not changed, you can choose to return to school in the hybrid model or begin full-time remote learning. We will then make the option of switching models open for choice, every four weeks.

Please note the Mt Greylock Regional School District is planning for full-time in-person learning for high needs and high priority students with disabilities whose IEPs required specialized instruction and related services, certain students requiring accommodations pursuant to § 504, students with limited English proficiency who require specialized instruction, and students whose learning has been demonstrably and egregiously affected by the 3-month suspension of in-school, in-person instruction.

PLAN SUMMARY

The Mount Greylock Regional School District has developed plans to start the school year on September 16, 2020 with hybrid models specifically tailored to address the needs of three grade level configurations: PreK-6, 7-9, and 10-12. The Mt Greylock Hybrid Models are best described as a Blended Synchronous Learning Model which just means that in-person and remote instruction takes place at the same time. This model addresses the needs of families that have opted for in-person learning for their children as well as the needs of families that opted for remote instruction. All students, in-person and remote, will be assigned to classes. The PreK-6 class will be scheduled for full day in-person instruction four days a week. The 7-12 classes will be divided into Group A or Group B which will enable us to schedule in-person learning in such a way as to reduce the number of students in a classroom thereby facilitating social distancing and contact tracing.

All classes will follow a typical five day schedule that starts with the morning bell and continues to dismissal and both remote and in-person students will participate all day every day. Students in grades 7-12 will receive 5.5 hours of synchronous instruction a day delivered according to the school schedule. Students in grades PreK-6 will receive 5 hours of synchronous instruction a day based on the school schedule. Lessons will be recorded for those students who require asynchronous opportunities. Period/lesson attendance will be taken for all students and reported in Powerschool. Students will be assessed and receive grades/progress indicators based on their work.

Teachers will deliver lessons developed on their learning platforms (Canvas, Google classroom, or Seesaw) from their computers from the front of the classroom to the students who will have their ChromeBooks on their desks. Teaching aids and digital materials will be broadcast to both the in-person and remote students using Zoom. Group A and Group B students in grades 3-12 will be paired with each other or with a student who has opted for fully remote instruction. The pairs will be used to build break-out groups for online group work. These pairs will also give voice to the remote students because their "buddy" will read their comments or questions to the teacher.

Teachers will develop lesson plans on their learning platform (Canvas, Google classroom, or SeeSaw) based on a template specific to the following grade levels: PreK-1, 2-6, 7-9, 10-12. The template will ensure that students have a developmentally appropriate blend of direct instruction, individual work time, group work time, movement and stretching, assessment, and break time. The lesson design will take into consideration both the remote and in-person experience so that students get regular breaks from sitting at desks or watching a screen.

PreK-6 Schedule for In-Person and Remote Learning at Lanesborough Elementary and Williamstown Elementary

- All PreK-6 students will start school on September 16, 2020.
- All students whose families have opted for an in-person model will attend school during regular school hours on Mondays, Tuesdays, Thursdays, and Fridays.
- Wednesdays will be devoted to deep cleaning of the facility and instruction will be delivered to all students remotely.
- Class sizes will be limited to 16 students to ensure 6' social distancing between all desks. The cafeteria, auditorium, music room, and art room will be used for additional classes.
- Each class will be designated as a cohort and stay together throughout the day to limit commingling of cohorts.
- Lunch will be in classrooms with the assigned cohort.
- As part of the District's commitment to food security, grab and go lunches, and breakfasts at Lanesborough Elementary will be provided.

7-9 Schedule for In-Person and Remote Learning at Mt Greylock Middle and High School

- All 7-9 students will start school on September 16, 2020.
- All students whose families have opted for an in-person schooling will start school in a hybrid model on September 16 with the goal of transitioning to four full days of in-person schooling on October 1, 2020.
- In the hybrid model each grade is divided into two groups; an A Group and a B Group which will reduce class size to 8-15 students. Cohorts would be designed to support math and world language assignments.
- An ABRAB plan would be implemented. Group A will attend full days on Mondays and Thursdays and work remotely Tuesdays, Wednesdays, and Fridays. Group B will attend full days on Tuesdays and Fridays and work remotely Mondays, Wednesdays, and Thursdays. Full, in-school days are understood to be 7:40 a.m. - 2:27 p.m.
- In-person days devoted to hands-on experiences and instructional guidance for core classes and academic support.
- 7th and 8th grades are located on the third floor.
- 9th grade housed on the second floor.
- Students grouped in cohorts of 8-15 stay together throughout the day, moving through a specific set of classrooms (to the degree possible) to limit commingling of cohorts. Students will follow a non-rotating schedule, inclusive of five core periods including academic support.
- Lunch will be in classrooms with the assigned cohort; this will not change.
- Three days of remote learning would be synchronous for the five core classes with opportunities for computer-based learning, remote office hours and support periods staffed by school personnel to check in and assist students with completing assignments.
- Three days of remote learning will incorporate synchronous and asynchronous instruction for Wellness and students' elective courses.
- While in school, students will participate in Social Emotional Wellness programming at least once a week.
- Canvas learning management system will be used to organize curriculum and instruction. The Google Suite will be employed as well as other learning tools (Flipgrid, Kahoot, Padlet, Quizlet, Membeam, et. al.) to facilitate learning.
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10-12 Schedule for In-Person and Remote Learning at Mt Greylock Middle and High School

- All 10-12 students will start school on September 16, 2020.
- All students whose families have opted for an in-person schooling will start school in a hybrid model on September 16 with the goal of transitioning to four full days of in-person schooling on October 1, 2020.
- In the hybrid model each grade is divided in two alphabetically by last name creating two sections, Group A and Group B, which attend school in person on their assigned days as determined by their Group. This general halving will produce in-person classes of 6-13.
- An ABRAB plan would be implemented. Group A will attend full days on Mondays and Thursdays and work remotely Tuesdays, Wednesdays, and Fridays. Group B will attend full days on Tuesdays and Fridays and work remotely Mondays, Wednesdays, and Thursdays. Full, in-school days are understood to be 7:40 a.m. - 2:27 p.m.
- Students in grades 10-12 will occupy the first floor Academic Wing, as well as Arts, Technology, and Wellness spaces. They will use science labs on both the first and second floors.
- While in school, groups in grades 10-12 will follow a seven-period day moving between classes practicing all health and safety precautions. Hallway supervision will be in place during this transition time.
- While in school, students will participate in Social Emotional Wellness programming once a week.
- Canvas learning management system will be used to organize curriculum and instruction. The Google Suite will be employed as well as other learning tools (Flipgrid, Kahoot, Padlet, Quizlet, Membeam, et. al.) to facilitate learning.

DAILY EXPECTATION GRADES PREK-6

PK-6 In-Person Learning Time	PK-6 Remote Learning Time
<p>During their in-person time:</p> <ul style="list-style-type: none"> • Students will attend in-person instruction four full days each week and one full day of remote instruction on Wednesdays. • All students will be assigned to a school-based cohort and remain in that cohort throughout each day. • Attendance will be taken daily. • Students will be learning using MGRSD curricula. • Learning materials and supplies will not be shared - they will be assigned to individual students. • Classrooms will be set up with student desks in rows, with 6 ft. distance between seats, and facing in the same direction. • Mask breaks will be built into the schedule. • Students will follow safety protocols for using bathrooms using a classroom log to document their transitions. • Students will follow safety protocols for using the bus; masks will be worn at all times while in transport. Students will not be allowed to change bus assignments to minimize contact unless extreme circumstances warrant it. • Hallway transitions will be explicitly taught 	<p>During their remote week:</p> <ul style="list-style-type: none"> • Students will attend all synchronous instructional meetings five days a week. • Attendance will be taken daily at multiple times throughout the day. • Students and teachers in PK-1 will use Seesaw to assign/submit work and provide/receive feedback. • Students in grades 2-6 will use Google Classroom. Students will be required to log into to get into their personalized page. • Students will be learning using MGRSD curricula. • While remote, students will independently complete work from in-person sessions as well as additional digital work assigned by their teacher. Zoom and Google Meet will be used for synchronous meetings/teaching. • Student work will be graded and feedback will be offered as if they were in school. • Classroom teachers will provide support during remote learning via, digital mediums, phone, email and/or video. • Faculty will make contact with students and small groups will be established for differentiated supports.

<p>and adhered to.</p> <ul style="list-style-type: none"> • Students will observe social distancing guidelines. 	
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DAILY EXPECTATION GRADES 7-9

7-9 In-Person Learning Time	7-9 Remote Learning Time
<p>During their in-person time:</p> <ul style="list-style-type: none"> • Students will attend in-person instruction two full days each week and participate in remote instruction three days each week. • All students will be assigned to a school-based cohort and remain in that cohort throughout each day. • Attendance will be taken daily and during each learning period. • Students will be learning using MGRSD curricula. Teachers will include in-person curricula on their class Canvas pages. • Learning materials and supplies will not be shared - they will be assigned to individual students. Students will be assigned chromebooks that they will need to use both on and off campus. Some students may want to use other computers, but the school wants all students to use a chromebook. • Classrooms will be set up with student desks in rows, with 6 ft. distance between seats, and facing in the same direction where possible. • Masks breaks will be built into the schedule. • Students will have lunch in the classroom. • Students will follow safety protocols for using bathrooms using a classroom log to document their transitions. • Students will follow safety protocols for using the bus; masks will be worn at all times while in transport. Students will not be allowed to change bus assignments to minimize contact unless extreme circumstances warrant it. • Teachers will travel to assigned classes, students remain in class. • Hallway transitions will be explicitly taught and adhered to. • Students will observe social distancing guidelines. 	<p>During their remote week:</p> <ul style="list-style-type: none"> • Students will attend synchronous instructional meetings on Wednesdays and at other times, as scheduled. • Attendance will be taken daily and for each period. • Students will be learning using MGRSD curricula. • Zoom will be used for synchronous meetings/teaching. During Zoom sessions, students are required to have video activated so that faculty and paraprofessionals can see that they are present. • While remote, students will independently complete work from in-person sessions as well as additional digital work assigned by their teacher. • Student work will be graded using MGRS's traditional frameworks, and feedback will be offered as if they were in school. Teachers will communicate the ways in which they will provide feedback. • Classroom teachers will provide support during remote learning via email, phone, facetime or Zoom. • Faculty will make contact with students and small groups will be established for differentiated supports.

DAILY EXPECTATION GRADES 10-12

10-12 In-Person Learning Time	10-12 Remote Learning Time
<p>During their in-person time:</p> <ul style="list-style-type: none"> ● Students will attend in-person instruction two full days each week and participate in remote instruction three days each week. ● All students will be assigned to a school-based cohort and remain in that cohort throughout each day. ● Attendance will be taken daily and during each learning period. ● Students will be learning using MGRSD curricula. With the exception of science lab work, instruction will largely follow a remote synchronous plan. ● Learning materials and supplies will not be shared - they will be assigned to individual students. Students will be assigned chromebooks that they will need to use both on and off campus. ● Classrooms will be set up with student desks in rows, with 6 ft. distance between seats, and facing in the same direction where possible. ● Mask breaks will be built into the schedule. ● Students will have lunch in the classroom. ● Students will follow safety protocols for using bathrooms using a classroom log to document their transitions. ● Students will follow safety protocols for using the bus; masks will be worn at all times while in transport. Students will not be allowed to change bus assignments to minimize contact unless extreme circumstances warrant it. ● Hallway transitions will be explicitly taught and adhered to. ● Students will observe social distancing guidelines. 	<p>During their remote week:</p> <ul style="list-style-type: none"> ● Students will attend synchronous instructional meetings on Wednesdays and at other times, as scheduled; science classes will provide scheduled asynchronous learning to accommodate hands-on lab work during Monday/Tuesday and Thursday/Friday in-person sessions. ● Attendance will be taken daily AND FOR EACH PERIOD. ● Students will be learning using MGRSD curricula. ● Zoom will be used for synchronous meetings/teaching. During Zoom sessions, students are required to have video activated so that faculty and paraprofessionals can see that they are present. ● While remote, students will independently complete work from in-person sessions as well as additional digital work assigned by their teacher. ● Student work will be graded using MGRS's traditional frameworks, and feedback will be offered as if they were in school. ● Classroom teachers will provide support during remote learning via email, phone, facetime or Zoom. ● Faculty will make contact with students and small groups will be established for differentiated supports.

OPTION 2- REMOTE SYNCHRONOUS LEARNING MODEL

The children of families that opt for the remote model will be enrolled in classes that follow a typical five day schedule that starts with the morning bell and continues to dismissal. They will be doing everything the in-person students will be doing. Remote students will be assigned to classes that integrate in-person students with remote students. This will enable them to maintain the relationships with classmates and make new friends.

All students in grades 7-12, remote and in-person, will receive 5.5 hours of synchronous instruction a day delivered according to the school schedule. All students in grades PreK-6, remote and in-person, will receive 5

hours of synchronous instruction a day based on the school schedule. The schedule of classes will be based on the school schedule. Lessons will be recorded for those students who require asynchronous opportunities. Period/lesson attendance will be taken for all students and reported in Powerschool. Students will be assessed and receive grades/progress indicators based on their work.

Teachers will deliver lessons developed on their learning platforms (Canvas, Google classroom, or Class Dojo) from their computers from the front of the classroom to the students who will have their ChromeBooks on their desks and to the students participating remotely. Teaching aids and digital materials will be broadcast to both the in-person and remote students using Zoom. Group A and Group B students in grades 3-12 will be paired with each other or with a student who has opted for fully remote instruction. The pairs will be used to build break-out groups for online group work. These pairs will also give voice to the remote students because their “buddy” will read their comments or questions to the teacher.

Teachers will develop lesson plans on their learning platform (Canvas, Google classroom, or Class Dojo) based on a template specific to the following grade levels: PreK-1, 2-6, 7-9, 10-12. The template will ensure that students have a developmentally appropriate blend of direct instruction, individual work time, group work time, movement and stretching, assessment, and break time.

WHAT FAMILIES CAN EXPECT

All families can expect the following as we transition to a hybrid model in the fall:

- Families will be contacted in regards to student cohort placement.
- Families of students prioritized to attend in person every day will have the option of daily in-person instruction.
- Students will alternate between in person learning and remote learning. Remote sessions will offer students both synchronous and asynchronous lessons.
- Attendance will be taken daily in all cohorts, whether students are attending in person or working remotely.
- All student work will be graded using traditional MGRSD grading policy and metrics.
- All students will learn remotely on Wednesdays. On these days, teachers will check in with students and deliver small group personalized-instruction remotely. Students will also participate in enrichment/elective programming, and/or engage in self-directed remote learning. Wednesdays will be designated as transition days, allowing schools to be thoroughly cleaned with deep sanitization cleaning for a total of two deep cleans per week.
- During weeks of in-person learning, all students will be expected to adhere to safety guidelines such as:
 - Wearing masks (except during designated mask breaks)
 - Maintaining appropriate social distance - 6 feet apart.
 - Frequent hand sanitizing.
 - Staying within cohorts.

FACILITY PREPARATION FOR IN-PERSON LEARNING IN THE MGRSD

The work of the Facilities Reopening Group is presented below. Their work has provided the foundation for the plans developed by the Instructional Workgroup and informs the planning of administrators as they develop schedules for the coming year:

1. Facilitate stable, limited size groups of people wherever possible,
 - For entry and exit,
 - We have collaborated with our fire and police departments to enable the use of doors, hallways and staircases so that individual classes, grades or wings have dedicated entry and exit paths.

- We have ensured that hallways will be either one-way or used with separated lanes for more distanced traffic flow.
 - We are developing spacing and assigned seating plans for bussing, along with upgraded cleaning and sanitizing protocols.
 - For all of the spaces we use, and
 - We have developed 6ft+ spacing of desks in classrooms.
 - We have eliminated non-essential furniture and contact points.
 - We are acquiring tents that will maximize outdoor, open-air time for students and staff
 - We have purchased specialized Lexan dividers for 1-on-1 staff/student education environments so that both people have a physical divider while being able to work 1-on-1 closely. A Lexan panel will provide a physical barrier, with a passthrough at the table height for interaction.
 - Across all activities within our schools.
 - We are developing new ways to employ our facilities to keep groups stable and minimize the possibility of any virus spreading across larger groups:
 - Lunches will be delivered to the classrooms instead of lunch being served in the common cafeteria spaces.
 - Specials will be held in the classroom or outdoors instead of in shared rooms.
 - Classrooms, hallways, staircases and doors will be used by the smallest and most stable number of people possible.
 - We are eliminating shared classroom materials and supplies wherever possible, as well as ensuring dedicated Chromebooks for students and laptops for teachers.
2. Facilitate mask wearing and other personal protection
- We have acquired large volumes and numerous types of masks, respirators and face shields for a variety of situations.
 - We have purchased gowns and gloves for staff interacting with students in need of close interaction.
3. Facilitate hand washing and sanitizing
- We have purchased touchless foaming soap dispensers to maximize sanitary use of bathroom hand washing.
 - We have acquired additional pedestal hand sanitizer dispensers to augment those already at building entry locations and provide ample facilities for hand sanitizing throughout our buildings.
4. We will focus on air handling and surface cleaning
- We have maximized our use of HEPA filtration within our HVAC systems at MGRS and deployed upgraded filters at the elementary school buildings.
 - We are employing outside services to maximize performance of our HVAC systems: measuring air volume turnover per hour, fine tuning our building management systems' approach to air turnover and filtration, and delivering options for improvements via additional capital investment. These evaluations will be complete within the next two weeks.
 - In our dedicated "COVID triage" rooms, we are deploying dedicated HEPA air filtration units.
 - We are evaluating and servicing all windows so that they can be open as much as possible.
 - We are ensuring that hallway and door sanitizing will happen on a tight schedule throughout each day, with "deep cleaning" happening on off days.
 - We have verified the safety and COVID-19 efficacy for all of our cleaning products, along with upgrading some of our tools like sanitizing misters for rapid sanitizing of high-use contact surfaces.

WELLNESS PREPARATIONS FOR ALL LEARNING MODELS

The wellness working group and administration are developing education, policies and practices that utilize our facilities and encourage behaviors for the safest school environment possible. These efforts span practices around mask wearing, hand washing and sanitizing, scheduling, and other areas.

All of these principles and steps taken were developed in close consultation with local resources and guidance from state, federal and non-profit agencies including:

- Massachusetts' Department of Elementary and Secondary Education (DESE):
 - <http://www.doe.mass.edu/covid19/>
- Centers for Disease Control and Prevention (CDC):
 - <https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools.html>
 - <https://www.cdc.gov/coronavirus/2019-ncov/downloads/community/School-Admin-K12-readiness-and-planning-tool.pdf>
- Massachusetts' Department for Public Health:
 - <https://www.mass.gov/info-details/covid-19-public-health-guidance-and-directives>
- Massachusetts' Department of Early Education and Care (EEC):
 - https://eeclead.force.com/apex/EEC_ChildCareEmergencyReopenInfo
- The Parabola Project
 - https://docs.google.com/document/d/1ktN9itnK9KjaSXihT97DQYOh7b_NQOPJV3NiiKHkKQw
 - https://docs.google.com/document/d/1om9XvZtLEqXZzkL1Kb6zblXn2dn7_VNL3Hi5RxlOmgk
 - https://docs.google.com/document/d/1_56D2ZmEz8SVu8xfWMjw4kvxld8OckK6UbwExp0YES8

The work of the Wellness Reopening Group is presented below. Their work has provided the foundation for the plans developed by the Instructional Workgroup and informs the planning of administrators as they develop schedules for the coming year:

Mental Health

Objective: Normalize feelings through forums and spaces where students and school staff can share, discuss, and process their experiences relative to Coronavirus.

Needs: Purchase universal screener

- School based liaisons
 - WES- Beth Persing, school social worker
 - MG- Keith Jones, school social worker
 - LES- Christy Viall, school psychologist
- Universal Screener for all students [BESS Proposal](#)
- Normalize feelings through forums and spaces for compassionate listening where students and school staff can share, discuss, and process their common experiences relative to SARS-COV-2. (School psychologists, counselors)
- Crisis response team focused on student and staff mental health and wellness.
 - WES- Kristen Thompson, Elea Kaatz, Eli Phillips, Beth Hayes, Sue Lynch, Colleen Martin, Jim O'Brien, Wendy Powell, Beth Persing, Carol Stein-Payne, Rebecca Leonard, Cindy Sheehy
 - MG-Keith Jones, Geri O'Brien, Nichole Russell, Student Support Team
 - LES-Nolan Pratt, Kathy Larson, Christy Viall
- Community Based supports <http://www.nbccoalition.org/resource-guides.html>
- Online Resources:
 - The Child Mind Institute <https://childmind.org/audience/for-families/>
 - <https://childmind.org/article/talking-to-kids-about-the-coronavirus/>
 - Calm App, Headspace, Insight Timer (mindfulness and meditation)
- Teacher Wellbeing
 - <https://masssupport.org/>

- Employee Assistance
- Telehealth (mental/behavioral)
- Provide resources for staff self-care, including resilience strategies [Self-care](#)
- Parent outreach and education
 - De-stigmatization of SARS-CoV-2
<https://www.cdc.gov/coronavirus/2019-ncov/daily-life-coping/reducing-stigma.html>
 - [MGRSD Talking to children about covid](#)
 - [CDC talking with children](#)
 - Understanding normal behavioral response to crises
 - General best practices of talking through trauma with children
 - Resilience strategies for children
<https://developingchild.harvard.edu/science/key-concepts/resilience/>
<https://developingchild.harvard.edu/resources/inbrief-resilience-series>

Preventing the Spread of Infection

Objective: To keep all students, faculty, staff, and the greater community healthy through a set of protocols and precautions.

Needs: Finalize entrance screener, PPE, signage, finalize bathroom procedures/monitor

- Require a daily online home screening done by parents for students or by selves for staff.
 - Include temp, respiratory and other possible COVID symptoms, hx (ie recent positive COVID test or exposure, use of acetaminophen or ibuprofen that morning) , information required for attending school , similar to paper questionnaire for summer school.
 - This must be completed and submitted to school prior to entry to building or getting on a school bus.
 - A Nurse should evaluate results for any student or staff member who does not pass screening.
 - All screenings need to be documented.
- Include on school supply list: hand sanitizer, masks that come to and from school, reusable water bottles
- Encourage students and staff to stay away from school when sick.
- Teach students and staff to use masks and protective equipment appropriately, covering a cough, and using/discarding tissues appropriately. Stress the importance of keeping hands away from the eyes, nose, and mouth.
- Introduce hand washing best practices through the school nurse
 - Utilizing and posting signage.
 - Using soap and water and scrubbing for approximately 20 seconds before rinsing.
 - Using paper towels to turn sink handles and open doors before discarding.
 - Using alcohol-based sanitizer when hands are not visibly soiled.
 - Developing fixed schedules for hand washing (particularly, for younger students). Teachers can choose times in addition to below.
 - Required times:
 - upon arrival to school- sanitization stations
 - before eating
 - before putting on and after taking off masks
 - after using the bathroom
 - before dismissal- sanitization stations
- Water fountains will not be used. Bottle filling stations only.
- Bathroom procedures

Institute Limited Contact Procedures

Objective: To ensure staff and students have contact within only their own cohort “pod”

Needs: Guidance from instructional group on school day scheduling, guidance from facilities regarding hallway flow and classroom capacity, Procedures are being drafted for student arrival and dismissal (see below)

- Relay the importance of minimal contact between students of a younger age
- Spread desks and seating arrangements to conform with Social Distancing Guidelines
- Institute 6' distancing at all times.
- Amend schedule to conform to social distancing guidelines.
- Visitors (except substitutes) not permitted in the building.
- If a parent needs to drop off something for their child, they can drop the item off at the front door of the respective school.
- Students enter the building by grade levels.
- Backpacks will be stationed by student desks.
- All meetings with members outside of the school community will be held virtually.

Personal Protective Equipment

Objective: Procedures and steps for PPE in schools (currently being drafted)

Needs: Purchase specific trash bins for contaminated PPE disposal, Mask exemption query from local doctor offices (in progress)

- Review <https://www.cdc.gov/coronavirus/2019-ncov/hcp/using-ppe.html>
- Daily change of masks (unless in contact with a student who has symptoms or been contaminated). Shields should be cleaned daily.
 - If student/staff become in contact with a person(s) with symptoms PPE should be appropriately disposed of and immediately replaced.
- Masks with clear sections to show sound production do not have a filter and are less effective at protecting others, do not have positive reviews, are uncomfortable, expensive, fog up, and are only disposable. At this time those are not recommended.
- Face shields can be worn in addition to a mask.
- Mask Guidance:
 - All students are required to wear a mask/face covering that covers their nose and mouth.
 - Adults, including educators and staff, are required to wear masks/face coverings.
 - Exceptions to mask/face covering requirements must be made for those for whom it is not possible due to medical conditions, disability impact, or other health or safety factors.
 - Mask breaks should occur throughout the day (recess). Masks will be placed in clearly labeled individual paper bags with the student name during mask breaks.
 - Masks/face coverings should be provided by the student/family, but extra disposable face masks should be made available by the school for students who need them.
 - Reusable masks/face coverings provided by families should be washed by families daily.
 - Masks/face coverings are required to be worn by everyone on the bus during school bus transportation.
- Diaper changing protocol- gown, gloves, face mask (new set of gloves for each change, change other PPE if needed, ie wet)
- Mask exemptions: TBD
 - Staff working with students who don't wear masks will need N95 masks with a surgical mask on top to protect the mask. Then, at the end of each day, the N95 will be stored in a paper bag labeled with the staff member's name. If possible, there will be a mask for each day of the week. This method of storage and reuse has been adopted by hospitals to conserve supplies and allow enough time for any virus to expire before re-use. Any mask with visible soil or wear must be thrown away.
 - Face shields should also be worn by those working with students who don't wear masks, as should the students.
 - Plexiglass, distancing, individual rooms all should be utilized.
 - No student who is not wearing a mask can be around other students.
 - Encourage families to voluntarily have their child tested for COVID19 as a protection for others.
- Disposal of PPE
 - Always use universal precautions

- Need to purchase rolling contaminated trash cans
- If from a healthy school member, dispose PPE in regular trash
- If from a member with symptoms, use special clearly identified containers and red bags (biohazard bags)

Possible COVID Case in School

- Follow CDC and DESE guidelines: [Protocols for responding to COVID-19 scenarios in school, on the bus, or in community settings](#). This guidance has strict guidelines for when students and staff need to be tested, quarantined, and re-enter school.
- At a minimum, any child or school staff who develops respiratory symptoms should be provided and wear a surgical mask, be transported and quarantined in a health isolation area that the district identifies, and sent home until cleared to return to school by a qualified health professional.
 - Locations with air purifiers in each
 - WES- middle room between the health office and the admin office (room 107b)
 - LES- back room of the nurse's office (room 62)
 - MG- speech room next to the nurse's office (room c133)

Vaccinations Planning

- Do not plan on a vaccine being ready for the 20/21 school year.
- School officials should expect to receive guidance on the timing and availability of teacher and student vaccines from public health officials.
- Potential for the vaccine to fall under school entry law.

Training

Objective: To prepare staff, students, and families to implement wellness procedures (both physical and mental health) in the case of in-person learning, hybrid learning, or remote learning.

Needs:

- Professional Development time for facilitating conversations about COVID19
- PPE Doff and Don <https://www.cdc.gov/coronavirus/2019-ncov/hcp/using-ppe.html>
- Teach students and staff how to keep surfaces clean and disinfected.
- Mask wearing social story: <https://www.youtube.com/watch?v=mhCBXIPPOuw>
- Talking with Children about COVID19: <https://www.cdc.gov/coronavirus/2019-ncov/daily-life-coping/talking-with-children.html>
- Wash your hands poster: https://www.cdc.gov/coronavirus/2019-ncov/downloads/wash-your-hands-bubbles_poster.pdf
- Building entry signage: https://www.cdc.gov/coronavirus/2019-ncov/downloads/stop-the-spread_poster.pdf
- Brain pop for older students: <https://www.youtube.com/watch?v=GoXxmzKdick>

Transportation

Objective: Follow and support implementation of the [Transportation Guidance DESE](#)

Needs: TBD

- Distance - Students should be seated no more than one student per bench, alternating sides for each row, which allows students to maintain approximately 3 feet of physical distance. Children from the same household may sit together and in closer proximity (e.g., two students per bench).
- Ventilation - Keep windows open at all times during operation, unless not possible due to extreme weather conditions.
- Seat assignments- Students should be assigned to a single bus and a particular seat.
 - As students board the bus, occupy seats starting from the rear of the bus and fill sequentially to the front. Upon arrival at school, the bus should be unloaded in a controlled manner, starting from the front of the bus and emptying sequentially to the back.

- Assign seats with the above boarding order and process in mind (i.e., based on when students will board during the route). For example, students boarding the bus at the beginning of the route should be assigned seats at the rear of the bus, and students boarding the bus at the end of the route should be assigned seats at the front.
- Bus monitors - Districts should consider adding a bus monitor (e.g., volunteer, student leader, or staff member) for every bus to ensure strict adherence to these health and safety guidelines.
- Students must disinfect/sanitize hands upon entrance to the bus.
- Survey:
 - How many students will return to school in the fall in-person?
 - How many families/students are planning to use alternative transportation?
 - What offerings/incentives might persuade families to use alternative transportation?
 - What modes of alternative transportation will families/students be likely to use (e.g., walking, biking, driving, carpooling)?
 - How many households will have two or more students riding the same bus (to allow more than one student per bench)?
 - Morning or afternoon must be differentiated

Arrival and Dismissal Procedures

TBD- school based

TECHNOLOGY PREPARATIONS

Remote learning and the Hybrid Model both require the completion of the following steps. The district will:

- Unify learning platforms across grade levels as follows: PreK-1 Seesaw, 2-6 Google Classroom, 7-12 Canvas
- Ensure that teachers and paras have the appropriate equipment both in classrooms and remotely to effectively deliver instruction. (ie, webcams, headsets, etc).
- Ensure students have chromebooks and sufficient internet access to receive instruction at their homes.
- Create an online central hub with resources and training videos that teachers will have access to during hybrid and remote learning.
- Provide training to ensure that students, paras, parents, and teachers know how to effectively use Google Classroom (grades 2 - 6), Seesaw (PreK - 1), Canvas (for middle/high), and G-Suite (for all) so that if/when we go to remote learning all users are comfortable with these platforms.
- Create a district committee to determine the requirements for implementing the Hy-Flex model.
- Enable students access to a free and appropriate education in the least restrictive environment.
- Provide training for substitutes
- Ensure that students that need assistive technology have access to it. Ensure that students have proper materials needed to complete their assignments (ex. Everyday Math workbooks, etc.)
- Follow state guidelines for instruction in digital citizenship

CRITERIA FOR OPENING IN-PERSON

The Mt Greylock Educators Association and the administration have agreed to develop criteria collaboratively.

CRITERIA FOR CLOSING SCHOOL

1 case in 1 cohort: If there is 1 confirmed case within a cohort, that cohort will immediately move to remote learning until the cohort has no further confirmed cases for a period of 2 consecutive weeks. A cohort is defined below.

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

Suspected in school transmission: When there is suspected in-school transmission beyond one cohort or a small number of cohorts, school and district leaders must consult with the local board of health as to proposed next steps. These steps could include, for example, making a decision to

- a. close part of the school or the entire school for a short time (e.g. 1-3 days) for an extensive cleaning or other facility mitigation, or
- b. close the school partially or fully for the longer duration of a 14-day quarantine period.

More than 1 confirmed case in more than 1 school: Should there be circumstances where there are multiple cases in multiple schools, school and district leaders must consult with the local board of health as to proposed next steps. These steps could include,

- 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.

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

COHORT: When grouping students into cohorts, a school should consider ways to keep families/siblings together (e.g., grouping students alphabetically, while recognizing that some siblings may have different last names). In school settings, close contacts include other students and staff who were within 6 feet of the student or staff for at least 10-15 minutes in a classroom, in other school spaces, on the bus, or at an extracurricular activity.

Elementary School

At the elementary school level, students should be restricted to their grade level class to the greatest extent possible. 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.

Middle/High School

At the middle and high school level, students should remain with their cohort throughout the day to the *extent feasible* and consider ways to cohort or cluster students. Middle and high schools may try to group students into clusters in the school (a “school within a school”) to try to reduce interactions with other groups when students move to their next class. Middle and high schools should identify the student’s or staff member’s possible “close contacts” based on the assigned seating charts. The lookback period should begin two days before symptoms appeared (or two days prior to the date of the positive test if there were no symptoms) and include up until the time the student was isolated. Consider students and staff members who were within 6 feet of the individual for 10-15 minutes in class, on the school bus, or at extracurricular activities.

MODELS

IN-PERSON LEARNING MODEL

In June 2020 the Commissioner of Elementary & Secondary Education directed all Massachusetts public school districts to determine whether it would be physically possible to reopen school in the fall of 2020 with all students in attendance. The Commissioner stipulated that the study should assume 3' of distance between students in classrooms, and that the students and staff in this setting be presumed to be wearing masks and following all sanitary and preventative steps described by the Massachusetts Department of Public Health and the federal Center for Disease Control & Prevention (CDC).

Soon after the Commissioner's directive was issued the Mount Greylock Regional School District, specifically the school principals and custodial staff, conducted a feasibility study of the sort just described. The study ascertained that the district's two schools, Lanesborough Elementary and Williamstown Elementary (pre-K to 6) could in fact reopen to all students if classroom spacing of 6' were the option. The study also concluded that Mount Greylock Middle/High School could not reopen given the class sizes and the existing classrooms.

The administration rejected the 3' spacing as an option. It has also been reported in a meta-study published in *The Lancet* (6/27/20), that there is greater safety from transmission of viruses if individuals observe separation of at least one meter (3.28') as opposed to distancing that is less than one meter; but the meta-study also states that the greater the distance between individuals, the lower the likelihood of spreading the virus.

A full-time in-person model September 2020 is possible in the PreK-6 configurations and possibly in 7-12, but it requires the following steps. First, protocols for most all aspects of public schooling need to be revised and then systematically taught to students, staff, and families until such time that all parties can consistently execute those protocols necessary for a safe reopening of schools. Second, a full, in-person model of instruction requires the hiring of additional special teachers and paraprofessionals in order to meet the needs of students within the necessary adjustments of schedules required to ensure social distancing. The district has not yet established benchmarks for moving to a fully in-person model.

It is the district's position that a move to fully in-person learning requires careful planning. No school in Massachusetts has ever operated a full time in-person model under the constraints imposed by COVID-19 and the flurry of recently released guidelines released by the Department of Elementary and Secondary Education; almost every aspect of public education needs to be reconsidered and possibly retooled. There will necessarily be a period of experimentation and learning if we are to ensure that students, staff, and families have the knowledge, skills, and habits to successfully navigate this new paradigm.

If we were to implement the model, it would require the reconsideration of all previous schedules used over the past several years with the purpose of ensuring: social distancing, travel between classes, interactions between students, lunches in classrooms, restrictions on music and PD, and a host of other issues that cannot be worked out without the participation of all staff, families, and students most of which did not work over the summer. The district's position is that you have to walk before you run. We fled our schools on March 13, 2020 and cobbled together a remote learning program. We can't just rush back into school. A fully in-person program must be planned carefully.

Overall, the constrictions involved with operating a safe, full, in-person model in our current school buildings would fundamentally change the face of the school experience throughout the district.

A basic structure for operation would be:

- Designated locations and times for entrances and exits
- Required use of masks
- 6-foot social distancing at all times
- Frequent, scheduled hand washing
- Sanitizing bathrooms after each use
- Smaller cohorts
- Lunch in classrooms
- Careful orchestration of passing in hallways
- Frequent mask breaks
- Push-in specialists
- Cohort-only recesses (elementary schools)

HYBRID LEARNING MODEL

The hybrid model is described in the Executive Summary. The following paragraphs will provide additional information to supplement the summary.

SAMPLE SCHEDULES

Schedules have not yet been developed, but the following sample schedules give an idea of how the day might progress for in-person and remote students.

K-6 Sample Schedule

	Monday	Tuesday	Wednesday Fully remote	Thursday	Friday
8:15-8:35	Arrival-Check in	Arrival-Check in		Arrival-Check in	Arrival-Check in
8:45-9:30	Mathematics	English	English	Mathematics	English
9:30-9:40	Mask Break	Mask Break	Screen break	Mask Break	Mask Break
9:44-10:20	English	Social Studies Science	Support or Enrichment	English	Social Studies Science
10:20-10:30	Mask Break	Mask Break	Screen break	Mask Break	Mask Break
10:30-11:20	Social Studies Science	Mathematics	Mathematics	Social Studies Science	Mathematics
11:20-12:20	Lunch/Recess	Lunch/Recess	Lunch/Recess	Lunch/Recess	Lunch/Recess
12:20-12:30	Special	Special	Special	Special	Special
12:35-45	Mask Break	Mask Break	Screen break	Mask Break	Mask Break
12:45-1:30	Wellness	Wellness	Wellness	Wellness	Wellness
1:30-2:15					
2:15-2:30	Mask Break	Mask Break	Screen break	Mask Break	Mask Break
2:30-3:00	Wrap	Wrap	Remote Wrap	Wrap	Wrap

	Up-Reflection	Up-Reflection	Up-Reflection	Up-Reflection	Up-Reflection
3:05	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal

7-9 Sample Schedule for In-Person and Remote

	Monday	Tuesday	Wednesday Fully remote For Cohort A and B	Thursday	Friday
7:10 am	Arrival-Check in Group A	Arrival-Check in Group B		Arrival-Check in Group A	Arrival-Check in Group B
7:40-8:30	Mathematics	Mathematics	Mathematics	Mathematics	Mathematics
8:30-8:40	Mask Break	Mask Break	Mask Break	Mask Break	Mask Break
8:40-9:30	English	English	English	English	English
9:30-9:40	Mask Break	Mask Break	Mask Break	Mask Break	Mask Break
9:40-10:30	Social Studies	Social Studies	Social Studies	Social Studies	Social Studie
10:30-11:40	Mask Break	Mask Break	Mask Break	Mask Break	Mask Break
11:40-12:30	Lunch Recess	Lunch Recess	Lunch Recess	Lunch Recess	Lunch Recess
12:30-1:20	Science	Science	Science	Science	Science
1:20-1:30	Mask Break	Mask Break	Mask Break	Mask Break	Mask Break
1:30-2:15	World Language	World Language	World Language	World Language	World Language
2:15-2:27	Wrap Up-Reflection	Wrap Up-Reflection	Wrap Up-Reflection	Wrap Up-Reflection	Wrap Up-Reflection
2:27	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal

10-12 HYBRID Sample Schedule for In-Person and Remote (to be refined for 7 blocks)

	Monday	Tuesday	Wednesday Fully remote For Cohort A and B	Thursday	Friday
7:10 am	Arrival-Check in Group A	Arrival-Check in Group B		Arrival-Check in Group A	Arrival-Check in Group B
7:40-8:30	Mathematics	Mathematics	Mathematics	Mathematics	Mathematics
8:30-8:40	Mask Break	Mask Break	Mask Break	Mask Break	Mask Break
8:40-9:30	English	English	English	English	English

9:30-9:40	Mask Break				
9:40-10:30	Social Studies Science				
10:30-11:40	Mask Break				
11:40-12:30	Lunch Recess				
12:30-1:20	Science	Science	Science	Science	Science
1:20-1:30	Mask Break				
1:30-2:15	World Language				
2:15-2:27	Wrap Up-Reflection	Wrap Up-Reflection	Wrap Up-Reflection	Wrap Up-Reflection	Wrap Up-Reflection
2:27	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal

Parental Reservation of the Right to Fully Remote Learning

The district plans to offer remote learning opportunities to any child whose parent does not allow her/him to return to school. Remote learning under these circumstances will proceed according to a regular five-day per week schedule of instruction.

REMOTE MODEL

A full remote experience offers the diversity of courses that exist in Mount Greylock Regional School District's historically rich curriculum. The one-to-one Chromebook initiative is in place to provide devices to all students and paraprofessionals; teachers have or would be provided with HP laptops. Hot spots (Kajeet devices at present) have been distributed to identified families in need, and we look to establish physical "hot spots," centrally located in each community where students in need of access could apply to complete their learning at those sites. The three school buildings would establish learning centers that would provide sanitized and supervised support for instruction, social-emotional wellness, and safety. Students would be identified for the necessary support. Successful implementation of a remote learning model that replicates our program of studies would require extensive and continuing professional development in use of the schools' chosen learning management systems, teaching and learning tools, and most critically pedagogy to conceive the academic programs through a virtual platform, Canvas for grades 7-12 and Google Classroom for PK-6.

Remote learning schedules in the elementary schools would mirror in-school schedules (as defined by the disciplines/course taught) as much as possible. Learning blocks would include a blend of synchronous and asynchronous instruction, opportunities for whole classes to gather, small group activities and independent work.

The Mt Greylock Regional School District is planning for full-time in-person learning for students with disabilities whose IEPs required specialized instruction and related services, certain students requiring accommodations pursuant to § 504, students with limited English proficiency who require specialized instruction, and students whose learning has been demonstrably and egregiously affected by the 3-month suspension of in-school, in-person instruction.

In considering the feasibility of what has been described here and below (or any other plan that might be put forward) it must be acknowledged that in order actually to implement these plans the School Committee, pursuant to MGL c. 150E § 6, must bargain the elements of these plans with the MTA-affiliate locals whose members' terms and conditions of employment would be directly affected, and who would bear the brunt of most aspects of the plans' implementation.

FULLY REMOTE LEARNING

Pre-K - 6 students at Lanesborough Elementary and Williamstown Elementary

- Remote learning schedules would mirror in-school schedules as much as possible.
- Elementary students would have a morning meeting at the beginning of the school day, followed by five learning blocks: reading, writing, math, science or social studies, and a special (art, music, P.E.).
- In each learning block there would be a blend of live whole-class instruction, small group activities, and independent work.
- Each learning block would be slightly shorter than those in school to accommodate screen breaks.
- The overall school day would be slightly shorter as well so that teachers have some time to plan together at the end of the day.

Students at Mount Greylock Regional School

- Similarly, middle and high school students would follow their in-school schedules when learning remotely. Students will be enrolled in all seven courses in a schedule that incorporates both synchronous and asynchronous learning activities.
- Students in grades 7-12 will have some independence in devising their personal schedule. While there will be distinctly scheduled instruction periods and office hours for review, students can arrange their work schedules to best accommodate their style of learning and the needs of their family.
- Support for learning in the form of online support, break-groups, et. al.

OUT-OF-SCHOOL TIME PLAN AND STUDENT SUPPORTS AND PROFESSIONAL LEARNING

The Mount Greylock Regional School District will offer students additional supports, instruction, or services whether in a fully remote learning mode or a hybrid learning model. These programs are in development but will reflect the strong co-curricular programs that characterize the schools.

After-School Activities

At the secondary and elementary levels the district has typically offered civic groups and co-curricular activities in such areas as science, mathematics, drama and athletics. The schools' administrations will poll the teachers at each school to determine their interest in continuing such activities (for which teachers receive contractually bargained stipends) in a remote setting. It is expected that clubs will continue in 2020-2021 in whichever mode of instruction is operating.

While the organization of athletics will be guided by decisions made by the Massachusetts Association of Interscholastic Athletics, in the event that existing athletic programs cannot continue in their traditional structures, the district will explore opportunities for students to participate in athletics and physical activity outdoors in ways that follow both safety protocols and MIAA regulations.

Williams College's Center for Learning in Action has already been in conversations with building principals about continuing or establishing remote homework support and tutoring programs. It is also the district's intent to seek through collective bargaining to establish after-school and weekend positions for paraprofessional

personnel to work with elementary level students who may desire or need (or both) assistance in core subjects, especially in reading, English language arts, and mathematics.

Student Support

It is only too reasonable to expect that many students will return to school, whether remotely or eventually in person, with social and emotional problems resulting from the extended isolation forced on them by their schools being closed for the last three-and-one-half months of the 2019-2020 school year. To deal effectively with these problems the following steps will be taken.

Building-based assessment teams that predate COVID-19 will be reactivated at all schools as described in the wellness section above. These teams will meet at least weekly to ascertain students' need for appropriate services and to facilitate provision of those services. A special email address will be set up and publicized to staff, parents, and students to enable reporting by any party to the building assistance teams of social-emotional needs students may be experiencing or manifesting.

Teachers will also be informed, as they are annually, that a teacher may meet with professionally credentialed psychological staff to seek assistance in working with a student manifesting troubling behaviors

Assessments & Interventions

In addition to the supports and service systems described in the Wellness section, the Mount Greylock Regional School District will use well-established assessment measures to identify students' continuing academic deficiencies from last March, as well as students who, because of the lengthy hiatus from rigorous and consistent academic work, may have backslid or developed habits not conducive to academic success.

OTHER

Mount Greylock Regional School District is currently engaged in bargaining over those aspects of the plan that are subject to collective bargaining. MGL c. 150E § 6. requires that the parties "negotiate in good faith with respect to wages, hours, standards of productivity and performance, and any other terms and conditions of employment, including without limitation, in the case of teaching personnel employed by a school committee, class size and workload" Such matters that are currently being identified and will be negotiated.