

**Berkshire Hills Regional School  
District**

**2020-2021 SCHOOL REOPENING  
PLAN**

**8.12.2020**

## BHRSD 2020-21 Reopening Plan 8.12.2020

Dear School Committee,

What follows is a plan for your consideration and review. It is informed by the work of our 29 member reopening task force. It is informed by half a dozen community forums each including more than 150 people, a faculty and staff forum, and feedback at School Committee meetings. It is modelled on the Fall River plan which stands out as a thoughtful one from the dozens of other plans I reviewed. Finally, it is informed by constantly emerging state guidance. While this draft will meet a submission deadline, our approach will continue to evolve as staff return to work and as we start the school year with students.

COVID-19 has dramatically impacted our Nation, community, schools, and homes. Our charge is to dramatically reconsider and transform our operational approach to school while maintaining our best and most effective educational practices.

The greatest constant in all of this is that the virus, its impact on us, and the guidance we receive is constantly changing. Hopefully this plan will afford us a frame and a starting point, to plan, discuss and amend our plans as the world around us evolves. **We know that the impact of the virus will evolve and DESE guidance will change and we will be prepared to shift as needed.**

This document provides an analysis of our current and future state as well as a suggested path forward for opening. It also includes a myriad of documents in the appendix that we will continue to reference as we rethink our planning. This document is organized to include the overarching intent of reopening, the context of planning, operations analysis, three scenario options, proposed pathway to reopening, and appendix documents.

In the spirit of teamwork and in recognition of the collective wisdom and judgment of the school committee, I look forward to continuing our work together to meet the needs of the students whom we serve and the adults who we task with this responsibility. Clearly, your guidance and direction has framed our efforts to create this final plan for the reopening of the BHRSD Schools.

Peter Dillon, Ed.D.  
Superintendent

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### Context of Our Planning

The Berkshire Hills Regional School District Schools has been closed since March 17, 2020. Following closure, we engaged students using remote learning practices while continuing school closure operations. On June 25, 2020, the Governor of Massachusetts, Charlie Baker, through the Massachusetts' Department of Elementary and Secondary Education (DESE), released initial guidance for the reopening of schools in Massachusetts. Governor Baker, in conjunction with Commissioner Riley has established guidance with the clear priority for getting ALL students back to school for in-person (aka face-to-face) learning, while keeping the health and safety of both students and employees at the forefront of planning and allowing for decision making at the local level. Each school district in Massachusetts is now required to develop a local district plan to support three models of reopening: 1) a plan for in-person schooling 2) a hybrid model of in-person schooling coupled with remote learning, and 3) a plan for fully remote learning.

DESE has required each district to perform their own in-depth analysis of scheduling, safety, operational, and instructional responsibilities for these three models, including a pressure test to determine space constrictions related to the social distance parameters outlined in the guidance.

Flexibility and fluidity are key contextual attributes articulated throughout the guidance, and it has been made clear to us that said guidance is subject to change based on medical or scientific developments on the ground in relation to the COVID-19 Pandemic. DESE has requested districts to upload their three-scenario plans on July 31, 2020.

Specifically, DESE has directed the following: **Districts will submit their reopening plans to DESE through a two-step process:**

- **Step 1: By July 31**, districts must complete and submit a *preliminary reopening plan summary (in Appendix)* to DESE. Districts will fill out an on-line form that consists of two parts, which are outlined below and detailed later in this document. This form will allow DESE to collect key summary information about districts' reopening models and other planning considerations.
- **Step 2: By August 14**, districts must finalize their *comprehensive plan documents*, submit them to DESE, and release them publicly to their communities. This additional time will provide districts with an opportunity to incorporate any desired changes based on additional guidance DESE may release later in July, such as guidance on transportation and athletics.

### Superintendent's Intent

Our school system will reopen for staff on Wednesday August 26<sup>th</sup>. We will use that time to work with staff on professional development related to CANVAS, our new learning management system, distance learning, and safety and protocols in response to COVID-19. Students will start school on Monday September 14, 2020.

At this time and based on available information, I am recommending we start fully remotely with most students, though I propose we work face to face with our neediest students. Over time and informed by newly available metrics, I hope we can transition to a hybrid model. If numbers continue to decrease, I hope we can fully support face-to-face (F2F) learning. In all likelihood, we may switch through all models during the course of the 2020-2021 school year.

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Our goal is to open as safely as we can, with as many students as possible back in school for face-to-face learning, providing all necessary and needed supports, and taking extraordinary COVID-19 safety measures in order to minimize risk and further student learning. Safety will always be paramount, as our students and our employees remain our greatest assets. We will improve student achievement in academics and social-emotional learning domains while increasing student growth and development. To accomplish this, our most vulnerable students will be at the forefront of our planning; these students will include our students with disabilities, our English learners, and perhaps our youngest students (ages to be discussed and determined). We will develop and articulate one reopening plan designed to support three potential opening contingencies: 100% in-person, face-to-face learning; 100% remote-learning operations; a hybrid option blending the first two scenarios.

As your Superintendent, working with our Reopening Task Force, Administrative Team, and based on the advice of medical/scientific experts, state guidance, and ongoing conversations with state leadership, state associations, and labor union leadership, I am proposing to School Committee one cogent, practical, and strategic plan for opening.

The core values of equity, access, justice, and achievement will drive our planning and reopening operations to ensure that we are prepared to meet the needs of ALL of our learners. Our reopening plan is designed to provide nimble flexibility, enabling us to adapt and adjust as the pandemic at ground level changes the context of our ability to provide a safe environment for learning and teaching.

### **Informed and Inclusive Planning**

BHRSD has been engaged in ongoing planning through each phase of our closure operations since March 17, 2020. At the present time, we are ramping up our planning efforts in conjunction with the newly released school reopening guidance as we prepare for reopening schools on September 14, 2020. As such, we have established a task force to inform the Administrative Teams initial development of detailed plans for the reopening scenarios. We have been working at the school sites to pressure test each potential reopening scenario. Our detailed planning is informed by:

- Recommendations from a 29 member School Reopening Task Force, including BHRSD Teachers, Paraprofessionals, Administrators, and District Office Staff
- Analysis of Student, Staff, and Parent/Guardian Survey Data
- On-going weekly discussion and sense-making around the guidance with teams from DESE and alongside county and statewide district leaders in the Berkshire County Superintendents' Roundtable and the Massachusetts Association of School Superintendents (MASS).

BHRSD began its official reopening planning on July 1, 2020. Work groups were established and formalized with leaders, co-leaders, and other members, and additional meetings were scheduled for planning in each of the following nine areas:

- Busing/Drop-off/ Arrival/Dismissal
- Classes (Learning and Teaching), Specials (music, art, PE, CVTE, etc.) /Outdoor Time
- Special Populations (Special Education, ELL, immunocompromised, others)
- Operations: Common Spaces and Bathrooms
- Nursing and other Emergency Protocols
- Afterschool/Athletics/Activities
- Technology – Access and Connectivity

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- Mental Health, Wellness, and Transitions
- Staff and Human Resources

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Each of the Task Force teams was asked to consider a variety of factors as they planned for reopening. Recommendations from each team are included as an appendix to this document.

The tentative timeline for District planning and information sharing is as follows:

<b>July 1 - July 24</b>	Workgroup planning with recommendations & district reopening plan designed
<b>July 24 - July 30</b>	Preparation of DRAFT Reopening Plan for presentation to the School Committee & general public
<b>July 30</b>	Superintendent presentation of DRAFT Reopening Plan to the School Committee
<b>July 31</b>	Submission of tentative district plan to DESE.
<b>July 31- August 9</b>	Ongoing discussion, refinement, and negotiations.
<b>August 10</b>	Presentation of updated draft of the BHRSD Reopening Plan, inclusive of the Superintendent's final proposed model to the School Committee which will then be submitted to DESE.
<b>August 10 – Start of School</b>	Additional work on plan, building based procedures, responses to potential state feedback, and ongoing planning.

*\*Note: Updated guidance and current state of COVID-19 pandemic will dictate potential changes to our plan.*

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**Scenario Planning:** DESE has identified the following required components of district/school reopening plans:

*Each district and school will need to plan for three possibilities on the continuum of reopening: 1) in-person learning with new safety requirements; 2) a hybrid of in-person and remote learning; and 3) remote learning. In addition, all districts/schools will also need a focused plan for serving special student populations across each of these models.*

For the purpose of our planning, we used an anticipated student enrollment number of 1,185 students which is the midpoint of our October 1, 2019 enrollment and our highest daily enrollment of the 2019-2020 school year. We used this # for student enrollment in our pressure testing of space possibilities at school sites for both 3 foot social distancing and 6-foot social distancing in classrooms. We used the DESE space matrix tool for classroom spacing to assess our ability to fit students into classroom at both 3 and 6 feet. Using the 3-foot social distance spacing suggested in the DESE guidance, we can fit 100% of our students into our classrooms IF we use all available classroom space AND make some modifications for space not currently utilized for classrooms. For example, we would use art rooms and other shared space to serve as classrooms for those rooms that would have overflow numbers of students unable to meet the restrictions of space with 3-foot distancing.

There is an interesting tension in that the CDC recommends using 6-foot spacing while DESE recommends 3-foot spacing. We prefer the CDC standard of 6 feet (<https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools-faq.html>).

Although the matrix formula gives us the proper spacing for 3-foot distancing, we don't have total confidence in the numbers. We physically set up desk spacing at both 3-feet and 6-feet at Muddy Brook, Monument Valley, and Monument Mountain. Through this methodology, we found that given other factors that the matrix does not take into account (examples, book cases, furniture type, etc.); we could only seat 22 students at 3-foot distancing in these schools. Thus, even at 3-foot spacing, some classrooms and some schools would not be able to meet their student enrollment and therefore, we would need to repurpose space internally or use a bifurcated model. Again, total # of students selecting 100% remote learning model will determine class size spacing needs.

Using the DESE space matrix tool and clearing out all excess furniture and belongings Muddy Brook Regional Elementary School will be able to accommodate all of our students utilizing the 6' social distancing standard. They will be able to accomplish this by re-assigning some staff members and moving some classes around. Both of these modifications will be minor and well worth the benefit of achieving the 6' spacing. A hybrid model would allow further spacing.

Using the DESE space matrix tool and clearing out all excess furniture and belongings Monument Valley Regional Middle School has the space to run a schedule very similar to schedules in the past using 3' as the social distancing standard. Using 3' will feel fairly crowded and may not be our best choice. With some creative scheduling and re-assigning of staff MVRMS will be able to achieve the 6' social distancing standard. These modifications will be more extreme than the elementary school but less than the high school. With that, it might create too many peripheral issues than the benefit achieves. In conclusion, a hybrid approach would be most beneficial as it will allow in excess of 6' social distancing without many, if any, modifications to room usage, scheduling and staffing.

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Using the DESE space matrix tool and clearing out all excess furniture and belongings Monument Mountain Regional High School has the space to run a schedule very similar to schedules in the past using 3' as the social distancing standard. Using 3' will feel fairly crowded and may not be our best choice. Additionally, the high school could accommodate all students with 6' distancing but necessitate a significantly different schedule using many rooms for purposes they have never been used before. Doing this would most likely present material and equipment issues and would most definitely present staffing issues that likely would be insurmountable. In conclusion, if we were to use a hybrid model, we would be able to accommodate all of the students on any given day with 6' social distancing and only slight modifications to room usage.

An example of our planning, this is what 3-foot distancing looks like:



An example of our planning, this is what 6-foot distancing looks like:





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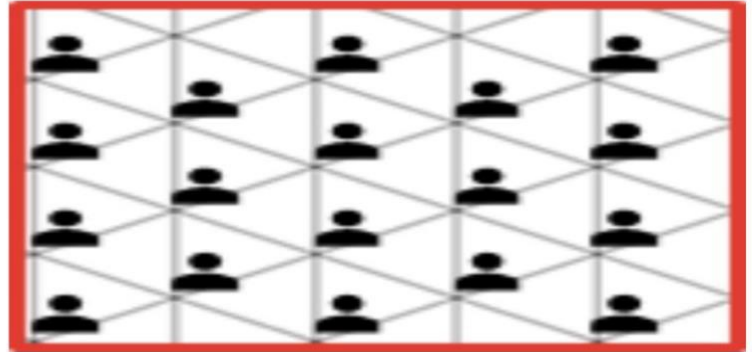
If the general classroom dimensions are 28'x30'. Using the DESE Parametric Dashboard, we were able to calculate the classroom capacity for students and teacher while maintaining a 6-foot distance between work spaces. The following diagram of student seating shows the capacity for a room that size at 17 students and 1 teacher.

5x4/3 isometric grid (@ 8')

18 seats

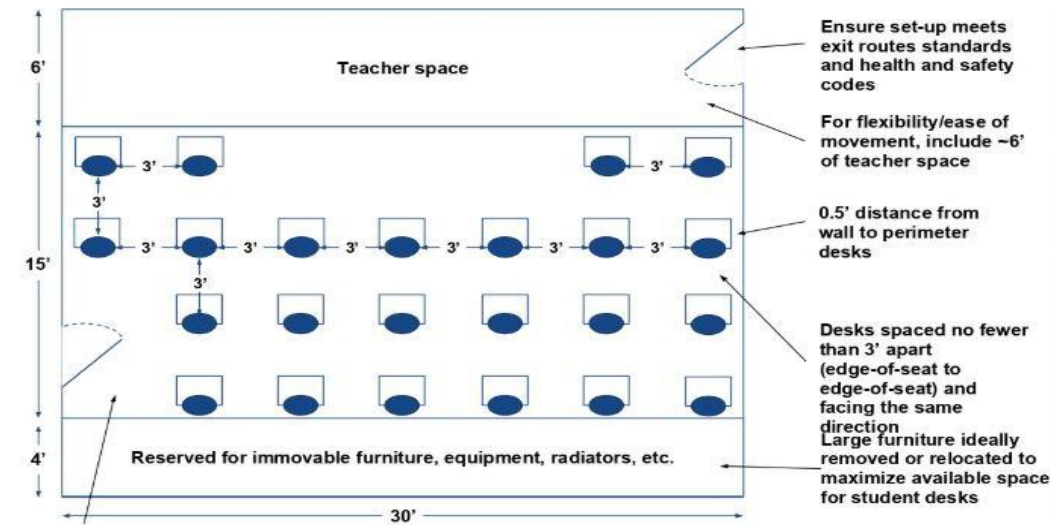
- 1 teacher space/s

= 17 student capacity



### Example A4: Fits ~23 individual desks with 3' physical distancing

(Dimensions: 750 sq. ft., 25' x 30')

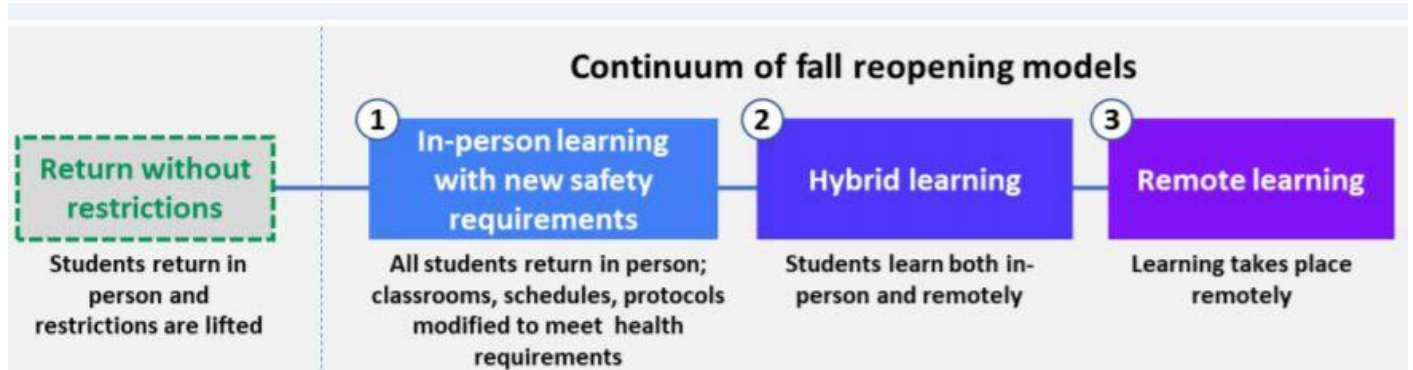


- Estimated 750 ft<sup>2</sup> capacity: ~23 students
- Capacity estimates will vary depending on classroom shape, desk size/type, immovable furniture, storage capabilities, etc.
- In this scenario, calculated 3' distance based on edge-of-seat to edge-of seat (desk-to-desk measurement would decrease classroom capacity)<sup>1</sup>

<sup>1</sup> Assumed 1.5' seat width, 2' desk width

Potential reduction in number of desks if classroom has a door outside of the teacher space

By July 31, 2020, DESE has directed each school system to upload their three-scenario plans their on-line template. Our tentative draft reopening plans for each required scenario are described in the following:



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***Scenario 1 - In-person learning with new safety requirements: The goal to get as many students as possible back into schools for in-person learning—safely.*** In this model, BHRSD students will return for in-person learning in school settings modified to ensure the safe return of as many students as possible, while adhering to outlined safety requirements.

BHRSD, using the 3-foot spacing, can reopen with 100% of students able to attend in-person classroom instruction.

### PROS:

- ALL of our students will return to in-person face-to-face instruction.
- We will be best positioned to address critical learning gaps that have likely widened during school closure.
- Both academic and SEL supports will be provided as direct services to students on a daily basis.
- A typical school operational day is the gold standard for teaching and learning.

### CONS:

- We will employ 3-foot distances which is less than the CDC recommended 6-foot spacing of student desks for social distancing.
- Using 3-foot distancing on bus transportation will likely increase our route needs by 66%, meaning we would need double the # of runs that we currently have. There will be excessive costs needed to provide same level of transportation with this option.
- The feedback from our reopening TF does not support 3-foot spacing.
- School schedule and program offerings to include specials and food service operations will be potential problem areas needing refined review.

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***Scenario 2 - Hybrid learning:*** In this model, students learn both in-person and remotely. BHRSD will utilize this option in the event we are unable to bring all students back to school under the health and safety requirements despite our best efforts, or in case of COVID-19 related circumstances. In this model, BHRSD students will be assigned to cohorts and alternate between in-person and remote learning opportunities on a regular schedule.

BHRSD, using the 6-foot spacing, can reopen in a hybrid model of in-person and remote learning.

### **PROS:**

- 6-foot spacing meets the CDC recommended guidelines.
- Students attend school in-person and remotely so that learning is continuous throughout the school year and not interrupted.
- Using 3-foot distancing on bus transportation coupled with the hybrid model, with the exception of some specialized transportation, we will be able to transport students to and from school using the current routes with minimal additional cost.
- School schedules and program offerings to include specials and food service operations would be able to operate as close to normal and within the established safety guidance.

### **CONS:**

- The hybrid model is the most disruptive for families and childcare.
- Scheduling cohorts of students for learning and associated activities (clubs & sports) will add potential burden to families and schools.
- Remote learning has been a challenge and the efficacy of the model we used in Winter/Spring 2020 is one we can improve upon. Without substantial improvement to our remote learning platform, achievement gaps may widen during the remote learning portion of the hybrid model. We hope our teachers efforts and our new Learning Management System CANVAS will address this concern.
- Coordinating the coherence of the in-person instruction vs the remote instruction will require time, resources, and professional development to align in the goal of seamless delivery.

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***Scenario 3 - Remote learning:*** In this model, students learn remotely with no in-person component of the plan. BHRSD will make this model available for individual students who cannot yet return in-person, and for all students in the event of future classroom or school closures due to COVID-19. No matter what option we choose for school reopening, the one consistent standard is the need for a remote learning platform. Knowing this, BHRSD has been developing a new remote learning platform through CANVAS. Our goal is for this platform to “go live” on September 14, 2020, and designed to meet multiple usage options.

In the remote learning model, we will have the ability to continue student learning no matter the contingency. If the system is shut down due to state closure for any reason (COVID-19 spread as an example), faculty and staff would continue the learning as they worked from home. However, using this scenario for 100% remote learning with current COVID-19 conditions (Gov Baker Phase III), faculty and staff would report to their school buildings and conduct remote learning teaching from their classrooms or offices. Paras would support and SEL staff would do same. The situation will dictate in this model and we will have the ability to move along the reopening continuum to meet the conditions.

### **PROS:**

- ☐ It is the safest model possible from a medical and scientific perspective.
- ☐ Potential for student can learn at their own discretion 24/7/365.
- ☐ We are working hard to close the device and internet connectivity gap for the 5-8%% or so of impacted students.
- ☐ It provides parents with a known structured schedule for childcare planning (as does the hybrid model).

### **CONS:**

- ☐ Fully remote learning has not been as successful for BHRSD as full in-person learning.
- ☐ Based on survey and other data, we anticipate approximately 5-8% of our students will not have internet connectivity in 20/21 school year.
- ☐ Additional professional development and curriculum/content creation will be required.
- ☐ We will need to purchase devices and connectivity for faculty and staff for the purpose of synchronous instruction IF the system is shut down and closed due to COVID-19 spread.

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### **Transportation Operations:**

We have approached all of our reopening planning through the lens of student and adult safety – specifically reviewing the nuances of our operating procedures to determine the efficacy of our ability to open. The critical area of student transportation is another operational component that we have analyzed in-depth in an effort to be as accurate as possible. What follows is our transportation analysis:

BHRSD has an obligation to transport as many as 900 PreK - 12 students to both in district school buildings and to out-of-district placements. In practice that number is often less. Survey data suggest the number may go down additionally. The district utilizes 20 School Buses and 12 vans. Additionally, there are any number of circumstances under which a student may receive district provided transport regardless of their distance from school, as required by both State and Federal Law.

Our FY21 transportation budget, which includes our total cost for in-district, out of district, special education, athletics, and private schools is approximately \$2.36 million.

When COVID-19 emerged as a worldwide pandemic in March 2020, districts across the Commonwealth were forced to reimagine what the task of getting students back to school would look like. We have forecasted the need for added time and effort (and perhaps staffing) that will come with future transportation operations given the COVID-19 guidelines. The immense complexity and sheer size of this task requires the district to commit an extensive amount of human and financial capital, in order to continuously fine tune and further refine the system. Our goals are to meet to our transportation needs while not compromising the safety and wellbeing of the students and families we serve.

Through extensive research into our options, and in accordance with the reopening guidelines set forth by DESE, the district has identified two viable possibilities for FY21.

3-Foot Full 100% in-person Option: With the full student body attending their schools daily, current bus practices will be adhered to per our standard operating procedures. This would result in the district requiring 17+ additional buses (roughly .66% x more than normal) due to the required three- foot distancing measures for on-bus seating, reducing overall transportation capacity.

Hybrid Option of Schooling w/ 3-Foot Transportation Spacing: Using this model, we would employ the 3-foot seat distancing guidance of DESE, but because we would only be transporting approximately half of our total student body, we would NOT need to add additional bus routes. However, we would need to adjust all routing and bus tier systems. Due to these changes, we would not realize an increase in transportation costs for most of the district's services. Out-of-district transportation costs may increase, however, as vehicle size and capacity can become restrictive and likely require additional vehicles to accomplish the task.

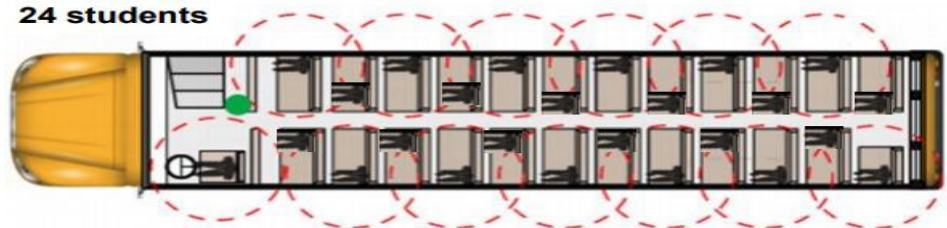
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The illustrations from the Worcester Public Schools that follow are an example of spacing issues on busses: full capacity vs 3-foot and 6-foot.

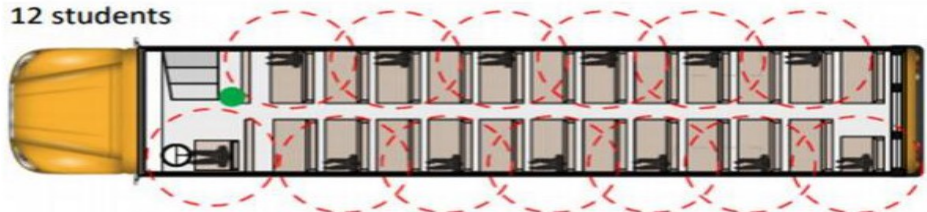
**71 students**



**24 students**



**12 students**



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### **Food Service Operations:**

During a typical year we distribute 78,419 individual meals. During school closure operations, the professionals of our food service department prepared and initially distributed individual meals to hungry students at first five and then meal distribution site across BHRSD and then bags of food to 100-130 families each Friday. This same nutrition team will be able to adapt to any scenario for reopening and will continue to serve a beacon of excellence in food serve. Our team is ready to provide a combination of grab & go and on-site food delivery system. Of course, some modifications will be required from an operational standpoint to ensure safety, but we are confident we can accomplish this. We will be prepared to continue our after the bell “breakfast in the classroom”. Instead, students will be able to place unused and untouched food items in their backpacks directly to take home. We plan to continue to use our cafeterias for lunch delivery, knowing we will have to adjust school schedules to compensate for safe 3-foot or 6-foot distancing. Operationally, we will establish safety standards, students will sit down, staff will distribute lunch, students will unmask and eat, and then students leave as a group to ensure they are safe by exiting using our cohort procedure and allowing for staff to discard of all trash and sanitize each table for the next group of students.

### **Building Sanitization:**

Our site-level custodial and maintenance teams will clean our facilities on a daily basis using industry-standard COVID-19 cleaning procedures. In addition to this, each school will receive a deep sanitization process every Friday (or other day TBD) during the school year during face-to-face operations (100% in person or hybrid model).

**Specialized Cleaning Routines:** Each school and district facility will have all touchpoints (\*listed below) disinfected at least once each day in addition to daily cleaning of door handles, push bars, etc. The special weekly disinfecting process will continue throughout the school year. All custodial have been trained on the use of the “electro-static sprayers which are deployed to provide supplemental support for schools and facilities.

**Daily Cleaning Routines:** In addition to the special work outlined above, custodians are performing their regular daily cleaning, including wiping down tables, chairs and other surfaces, emptying trash, cleaning restrooms, vacuuming, and cleaning floors.

**Specialized Cleaning Products:** A very powerful cleaner concentrate, specially mixed at a level designed to mitigate germ transfer, is being applied by trained staff to disinfect all touchpoints\* and surfaces in our schools. For the safety of students and staff, this chemical is being applied when classrooms and other spaces are not occupied. The specialized strength disinfectant requires special handling and cannot be applied by anyone other than trained staff.

**Approved School Cleaning Products:** A pre-mixed; disinfectant can be used by custodians and other staff as necessary to clean up common school issues.

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Hand Sanitizers: Wall-mounted and free-standing hand sanitizing stations are being installed in all schools at various locations. Adults should always supervise the use of hand sanitizers by children.

### **\*Touchpoints:**

- Door handles & push bars & push plates everywhere
- Light switches
- Classroom door windows
- Classroom sinks and faucet handles, counters
- Classroom tables/chairs
- Elevator push buttons
- Water fountains/bottle filling stations
- Restroom doors, handles and push plates
- ADA Bars
- Toilet and urinal handles
- Sanitary napkin dispensers
- Sink and faucet handles
- Computer keyboards and touch screens
- Toilet paper, soap, and paper towel dispensers and handles

### **HVAC Air Quality Systems:**

The 3 BHRSD school buildings have a variety of commercial HVAC systems. These systems, as you can imagine differ depending on age and school construction / design. The most important component of the HVAC mechanicals are the air filters which are changed twice per year at each change of the heating and cooling cycle per our preventative maintenance plan. We also clean the cooling and heating coil surfaces, disinfecting them with approved chemicals and methodology. In the HVAC systems that include wall-mounted, or console type induction units, the cabinets and fan compartments are vacuumed and sanitized as specified by the manufacturer. We work to ensure that our HVAC systems have been properly and officially commissioned and are operating correctly. Commercial HVAC systems are typically designed to produce internal conditions with a relative humidity of 40-60%. Both the manufacturers and the commissioning agents require these standards to be met during installation and are checked on a yearly basis per our preventative maintenance plan.

In modulating outside-air systems, or systems that allow for adjustments to be made in outside air, we will be increasing the % rates of outside air into our controls. This requires increasing the system's exhaust air rate which, in turn, dilutes the % of contaminants in the circulating air. *\*Note: increasing the outside air rate or ventilation rate will likely result in increased energy usage and may result in mechanical difficulties to maintain the desired temperature and humidity within a building.* In summation, BHRSD has taken prudent and practical preventative measures to improve air quality in our buildings and we will continue these practices to reduce COVID-19 spreads risks to include the following:



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1. HVAC preventative maintenance will be conducted as prescribed by the recognized industry standards and preventative maintenance procedures we have established.
2. Building maintenance staff will confer with service providers to ensure timely service is delivered to our buildings.
3. Ensure we are ever vigilant in checking and increasing outside air rates.
4. Maintain and review with regularity all preventative maintenance and inspection records to ensure and confirm that duty of care has been provided.
5. Upgrade and replace air filters with greater regularity to reduce COVID-19 transmission potential.
6. In buildings with windows that open, we will open windows for regular air flow during the day and in the evening when possible.

Across our district, we have hundreds of individual filters within our HVAC systems. They are changed three times per year.

Our HVAC systems are an integral systems component in our safety planning to reduce potential COVID-19 transmission rates as part of our broad-based multi-modal district-wide infection control strategy.

### **COVID-19 Specific Capital Improvement Projects:**

Across the district, we are also engaging in construction projects to provide further safeguards for students and staff. Projects at all sixteen schools and our Parent and Community Engagement Center will ensure that all of these district spaces have secure entry systems that offer electric locks on interior vestibule doors, as well as speaker systems and pass-through doors. These measures will allow for no-contact communication and the drop-off/pick-up of school-related items. Additionally, “storefront systems” of plexi-glass on Main Office Desks and countertops will provide an extra layer of protection when parents and visitors do have to enter the building to communicate with school and office staff.

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### Superintendent's Proposed Path to Reopening:

In order to safely and competently open the BHRSD for learning on September 14, 2020, I am proposing a phased-in approach, much like that of the phased opening of the Commonwealth. This will provide us with maximum flexibility that will allow us the nimble dexterity and operational capacity to adjust and move along the continuum of opening postures as needed and determined by status of COVID-19

The phased-opening plan begins on August 26, 2020 with 11 days of faculty and staff training and preparation. **THERE WILL BE NO STUDENTS PRESENT FOR IN-PERSON LEARNING OVER THESE 11 DAYS.** DESE has issued a waiver from the 180 school day requirement to 170 days for student learning. This time will be used to train faculty and staff in CANVAS, our approach to distance learning, and the necessary new safety protocols and operational protocols that will be articulated in each school's reopening plan. Our Administrative Team Meetings in August will be used to review the district reopening plan and develop building based granular operational plans for opening. Specifically, each school team will operationalize our district plan by developing their site-level protocols and procedures for opening (see site level planning tool that follows). Additionally, school office and SEL teams will also use this time to continue our efforts to contact all students directly in order to gather school return information, assess needs, and create a database of learning posture for each student. Each school will use this time to complete all necessary administrative tasks for the phased- reopening plan. Teamwork and preparation for implementation will be the key components of these days.

Following September 14, we will commence in-person learning for our neediest students and remotely learning for everyone else. When appropriate, we would start using a hybrid model. Students will be divided into four cohorts as follows:



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**Cohort A:** Students in specialized programming such as substantially separate special education, English language learners, and our youngest students (TBD). These are the students that DESE has specifically asked us to prioritize and we will give these students priority in our cohort of students who attend school, in-person, face-to-face on a daily basis. Cohort A students will physical attend school four days a week using a AARAA model. We estimate that this cohort will include up to less than 50 students. (A specific and differentiated plan for students with special needs is identified in the appendix.)

**Cohort B and C:** Students who do not fit the priority criteria of Cohort A. These students will be divided in half and will attend in-person schooling using a BBRCC model. Students in Group B will attend school in person on Mondays and Tuesdays and remotely on Wednesday, Thursday and Friday. Students in in Group C will attend school in person on Thursdays and Fridays and remotely on Monday, Tuesday and Wednesday. Priority for grouping of cohorts will be given to siblings.

**Cohort D:** Students and families who specifically select for a wholly remote learning experience. These students will be enrolled in BHRSD learning academy and receive all of their instruction using our new robust remote learning platform. These students will remain enrolled BHRSD students (in their assigned school) and will be able to participate in all school, athletic, arts, and extracurricular offerings as long as they remain in good standing (conduct and attendance). *\*Note; for the purpose of DESE reporting, these students will be counted in our enrollment.*

The total # of students who opt into Cohort D will determine the size and scope of Cohorts B and C. For example, if 300 students opt into BHRSD Distance and 200 receive Cohort A priority, we will then divide the remaining 700 students into two 350 student cohorts for B/C rotation instruction. Using this model, on any given day, we would have upwards of 550 potential students in our schools and classrooms for in-person learning. Cohort A is the constant and Cohort's B and C are the variable. Additionally, we expect that as the school year progresses, students who initially elect into Cohort D may transition into Cohort A, B, or C.

Operationally, the phased-opening plan is designed on the 6-foot spacing model in classrooms. Using the matrix we developed, we are confident that we can fit 550 students into our classrooms safely and comfortably. We feel strongly that the 6-foot distance model is the most practical for reopening conditions and this was a key recommendation of our reopening TF.

We will remain in this posture, using the hybrid model of blending in-person and remote learning for September and the reevaluate. If (depending on safety conditions, medical science, and future guidance), all of the metrics improve that will enable our ability to increase capacity. If the metrics get worse, we would shift more or all students to remote learning.

Note: all of this will be predicated on the total # of students and families who choose full remote learning. As we pressure test our ability to get to 100%, we predict we will be able to meet 6 foot spacing distance in classrooms.

## **BHRSD 2020-21 Reopening Plan 8.12.2020**

If we cannot move safely to 100% full in-person learning, we will remain in the hybrid model for as long as necessary. Clearly, we feel this model provides the most flexibility because we can move with confidence along the reopening continuum from 100% remote learning to 100% in-person learning as the health situation dictates.

The phased-opening plan includes the following operational imperatives:

1. ALL students per School Committee vote will be required to wear masks to the extent possible, minus eating breakfast/lunch. This means every student and staff member and any visitor to the building must have a mask on in order to allow entry.
2. BHRSD will provide needed PPE, hand sanitizer, and other preventative materials to schools and classrooms.
3. Schools will be cleaned and sanitized each day. Each facility will receive a deep cleaning process one day each week on Wednesdays.
4. Outside groups will not be allowed to rent school spaces, and visitors will only be allowed in main office areas.
5. Student classrooms will operate as cohorts, meaning students will stay grouped together from start to finish, to the extent possible.
6. Specialist teachers will teach in the cohort classroom to decrease hallway transitions, to the extent possible.
7. Breakfast and lunch will be served in-the-classroom. Thus, each school will have to establish new master schedules to compensate for the additional time needed to accomplish this.
8. Faculty and staff will be provided with technology and training needed for remote learning.
9. Students in cohorts B,C, and D will be provided with a Chromebook and hotspot connectivity device as needed.
10. Each school will develop a safety plan and protocol based on the DESE guidance to address the necessary actions taken when a student or adult has COVID-19 symptoms or tests positive.

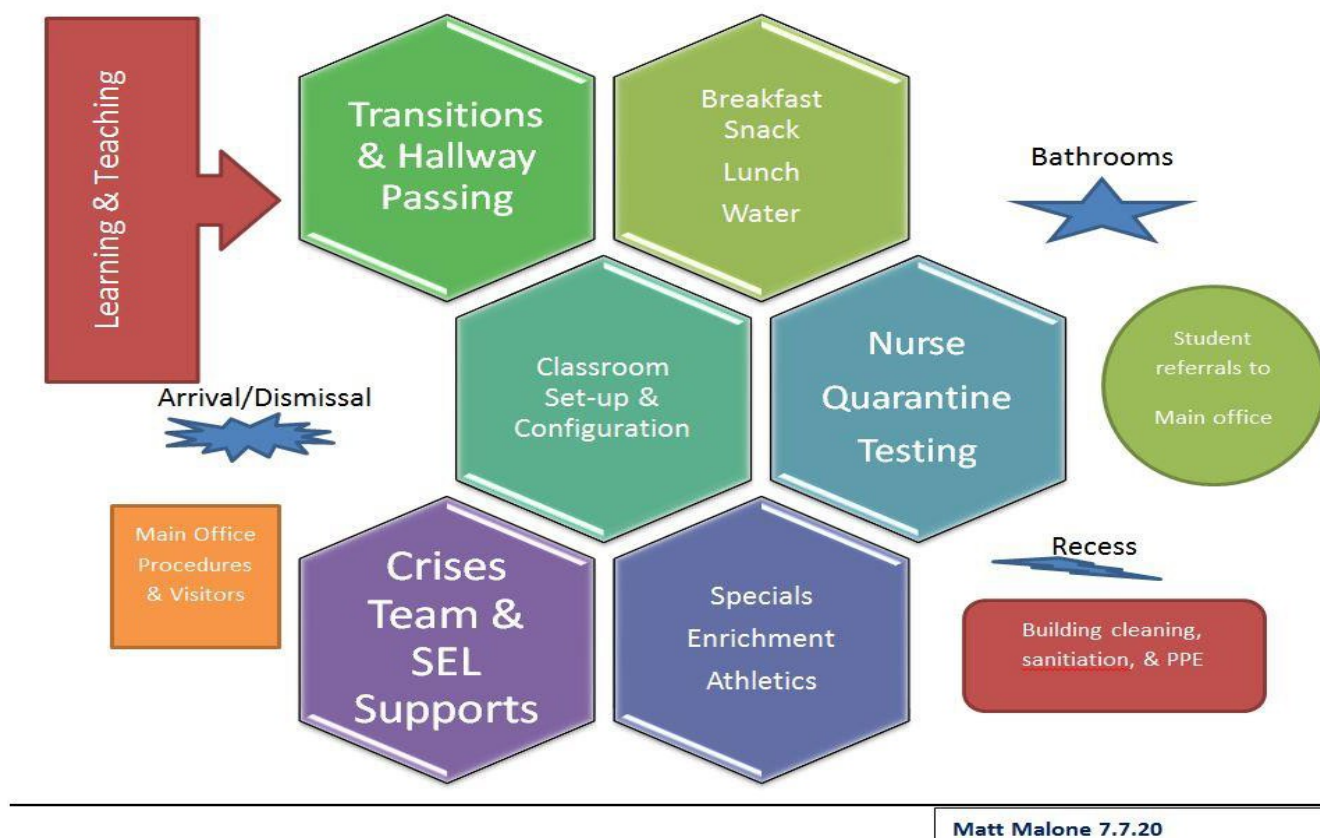
### **School site level planning:**

Each school will operationalize the protocols and procedures they will employ for the safe and orderly operation of school. In order to do this, school leadership teams will use the four days of the administrative leadership institute in August to begin planning, using a planning tool to articulate their plan. School leadership teams will engage their faculty, staff, and parents in this process. Students will be afforded opportunities to share suggestions as well.

## BHRSD 2020-21 Reopening Plan 8.12.2020

A draft planning tool may look like the following chart borrowed from Fall River:

### FRPS SITE-LEVEL DAILY SCHOOL OPERATIONAL PLAN FOR REOPENING



As today is August 12, 2020, we know there is still a great deal of work that is undefined. What follows are some key areas where we know we have much work to do as we continue to work towards the development of a final school reopening plan.

### **Human Capital Labor/Management:**

We know there are many labor issues to be worked out and we know there will more guidance on this topic coming from DESE. In keeping with our commitment for safety for all students and staff, we are meeting and bargaining with our labor unions to establish clear expectations for working conditions. We anticipate the need to enter into agreements (MOA's) with our labor unions to ensure all members clearly understand defined safety protocol requirements and conditions.

### **Personal Protective Equipment:**

As guidance continues to evolve and funding becomes available, we will continue to purchase industry standard PPE for our students and our employees. The district has purchased or intends to purchase the following items:

## **BHRSD 2020-21 Reopening Plan 8.12.2020**

- Face masks for adults and students
- Face shields
- Vinyl gloves
- Isolation gowns
- Hand sanitizer refills for every classroom
- Gojo foaming hand soap refills-hand cleaner for adults
- Acrylic 24"x36" Countertop shields for small group work
- Green Seal Hypoallergenic facial tissues for classrooms
- Soft Soap with dispensers for classrooms/bathrooms

In addition, we have also purchased for custodial cleaning/sanitizing:

- Handheld electrostatic sprayers (6) with the electrostatic backpacks
- Disinfecting wipes
- Disinfecting spray
- Chlorine tablets

Note: we also know there are community engagement and parent engagement discussions that will happen as our planning continues to evolve. Surveys have been helpful so far, but in-person or remote discussion will be best to continue to solicit feedback and answer questions. Parents will have options for their children in terms of their 2020-2021 formal public education; this is something we have heard on a constant basis.

From a planning perspective, we will ask parents to make decisions aligned with marking period. They can choose to enroll students in a hybrid or online model. If a parent wanted to opt out of a hybrid model to fully remote, they could, but would need to wait to the next marking period to re-enroll in face to face classes.

### **Final Statement on Communication:**

All our work and potential successes hinge on our capacity to both listen and communicate well. We have expanded our capacity to gather survey data, to host community wide and building forums, and to use all forms of media to engage students, families, faculty and staff in meaningful ways. The re-opening debate is heated and with strong opinions on all sides. Our hope is we can listen carefully, use data to inform decision making, and move forward collaboratively.

## **BHRSD 2020-21 Reopening Plan 8.12.2020**

Appendices

New Policy on Masks

Student Services Plan

Additional Guidance from DESE/State

Reopening Task Force Members

Reopening Task Force Initial Feedback

Survey Data:

Parents

## BHRSD 2020-21 Reopening Plan 8.12.2020

### BHRSD Policy

File: EBCFA

### FACE COVERINGS

The Berkshire Hills Regional School District is committed to providing a safe environment as schools reopen during the COVID-19 pandemic. According to public health experts, one of the best ways to stop the spread of coronavirus and to keep members of our school community safe is the use of face masks or face coverings. Therefore, in accordance with guidance from the Center for Disease Control (CDC), the Department of Elementary and Secondary Education (DESE) and the Massachusetts Department of Public Health (DPH), the following requirements are in place until further notice.

A face covering that covers the nose and mouth must be worn by all individuals (ie: staff, students, parents, contractors, etc.) in school buildings, on school grounds and on school transportation, even when social distancing is observed.

Individuals may be excused from the requirement for the following list of reasons, per CDC guidance:

The individual:

- has trouble breathing;
- is unconscious;
- in incapacitated;
- cannot remove the mask or face covering without assistance.

In addition, masks or face coverings will not be required for anyone who has a medical, behavioral or other challenge making it unsafe to wear a face mask or face covering. A written note from a physician is required for a requested exemption. Parents may not excuse their child from the face mask requirement by signing a waiver.

Additionally, face masks or face coverings will not be required when appropriate social distancing is enforced:

- during mask breaks;
- while eating or drinking;
- during physical education classes;
- while outside.

Exceptions to this policy under certain circumstances, such as for students with medical, behavioral or other challenges who are unable to wear masks, must be approved by the building principal in consultation with the school nurse or local Board of Health. Face shields or physical barriers may provide an alternative in some instances.

A student's mask or face covering is to be provided by the student's family. Staff members are responsible for providing their own face coverings. However, the district will supply disposable face covering for individuals who arrive at a building, or board school transportation, without one.



## **BHRSD 2020-21 Reopening Plan 8.12.2020**

If students are in violation of this policy, the building principal will consult with the parent/guardians to determine whether an exception is appropriate, or the student may be removed from the school building for in-person learning until such time as they can comply with the requirement or the requirement is lifted.

Violations of this policy by staff will be handled in the same manner as other violations of School Committee policy.

Visitors in violation of this policy will be denied entry to the school/district facility.

This policy will remain in place until rescinded by the School Committee.

LEGAL REF.: Commonwealth of Massachusetts, COVID-19 Order No. 31 -  
<https://www.mass.gov/doc/may-1-2020-masks-and-face-coverings/download>

REFS.: Center for Disease Control and Prevention – Considerations for Wearing Masks -  
<https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/cloth-face-cover-guidance.html>  
Massachusetts Department of Elementary and Secondary Education – Reopening Guidelines  
- <http://www.doe.mass.edu/covid19/>  
Commonwealth of Massachusetts – Mask Up MA! –  
<https://www.mass.gov/news/mask-up-ma>

SOURCE: MASC – August 2020

1<sup>st</sup> Reading: 8/20/2020  
2<sup>nd</sup> Reading: \_\_\_\_\_  
Approved: \_\_\_\_\_

# **BHRSD 2020-21 Reopening Plan 8.12.2020**

## **BHRSD Student Services 2020-2021 School Year - Initial Planning**

### **Guiding principles and values**

- Equity, access, inclusivity, quality, and consistency of learning experiences
- Build and foster strong, meaningful relationships and connectedness
- Focus on the safety, social, emotional, and physical well-being of students, faculty, and staff in our community

### **Phase 1: Distance Learning**

1. Prioritization of students for in-person learning
  - a. High needs students who have significant and complex disabilities
    - i. Students in substantially separate programs who have a high level of need
    - ii. Students who were unable to participate in remote learning due to disability related needs
    - iii. Students who primarily use alternative and augmentative communication tools
  - b. High needs English learners

.Students with disabilities

i.Newcomers

ii.Students with limited or interrupted formal education

- c. Preschool students with and without disabilities
- d. High needs homeless and foster students

.Students with disabilities

2. Will begin on September 14, 2020

3. Identified students will attend in-person learning four days per week from 9:00am - 2:00pm

. Lunch and transportation will be provided

4. Instruction and Services

. Direct services (C Grid) will be in-person while we are in Phase 1 for high needs students with significant and complex disabilities

a. Direct services (B and C Grid) will be virtual while we are in Phase 1 for all other students with disabilities

.Special education teachers and related service providers will coordinate the schedule directly with families

b. Consultation services (A Grid) for all students with disabilities will be virtual

.Special education teachers and related service providers will coordinate the schedule directly with families and colleagues

### **Phase 2: Hybrid Learning**

1. Prioritization of students for in-person learning (in addition to the cohorts)

a. Students from Phase 1 and;

b. Students with disabilities who qualified for extended school year services and/or students with a moderate level of need and/or placement is partial inclusion and peer partners

c. English Language Learners

d. Based on WIDA levels (1, 2, 3)

e. Homeless and foster students with moderate needs

2. To begin when conditions are met allowing for implementation of the hybrid model

3. Identified students will attend in-person learning four days per week (hours TBD)

. Lunch and transportation will be provided

4. Instruction and Services

. Direct services (B and C Grid) will be in-person for the high needs students identified in Phase 1 and the additionally identified students in Phase 2

a. Direct services (B and C Grid) will be a combination of virtual and in-person for students with disabilities who have a low level of need and a full inclusion placement (students not in cohort A)

b. Consultation services (A Grid) for all students with disabilities will be virtual

### **Phase 3: In-Person Learning**

1. Prioritization of students for in-person learning - ALL students return

## BHRSD 2020-21 Reopening Plan 8.12.2020

2. To begin when conditions are met allowing for implementation of the full in-person model
3. All students will attend in person learning five days per week (hours TBD)
4. Instruction and Services
  - a. All direct services (B and C Grid) are in-person
  - b. Consultation services (A Grid) for all students with disabilities may be in-person or may be virtual

### Overarching in All Three Phases

1. Special Education Team meetings and 504 Team meetings will be virtual until further notice
2. In-person testing for special education eligibility and 504 eligibility will be conducted for all students beginning in Phase 1

### Phase 1 - Projected Numbers (students and staff)

	<b>MBE</b>	<b>MVM</b>	<b>MMH</b>
Students with high needs (significant and complex disabilities)	15	16	4
<i>Teachers (and paras)</i>	2 (4)	3 (5)	2 (2)
Students with high needs (English language learners)	6	1	7
<i>Teachers</i>	1	1	1
Students with high needs (preschool)	11	NA	NA
<i>Teachers (and paras)</i>	2 (4)	NA	NA
Students with high needs (foster care and homeless)	NA	NA	NA
<i>Teachers</i>	NA	NA	NA
<b>Total (students)</b>	<b>32</b>	<b>19</b>	<b>11</b>
<b>*Total (teachers and paras)</b>	<b>5 (8)</b>	<b>4 (5)</b>	<b>4 (2)</b>

\*Related service providers are not included in these numbers. That's an additional 11 staff members (+/-) for each building because the needs in each building are different.

\*\*School adjustment counselors and clinicians are not included in these numbers. They account for an additional 2 staff members in each building.

## BHRSD 2020-21 Reopening Plan 8.12.2020

### Phase 2 - Projected Numbers (students and staff)

<b>Phase 2</b>	<b>MBE</b>	<b>MVM</b>	<b>MMH</b>
Students with moderate needs (qualified for ESY; moderate level of need; partial inclusion)	17	26	5
<i>Teachers (and paras)</i>	<i>2 (1)</i>	<i>2 (2)</i>	<i>1</i>
Students with moderate needs (English language learners)	15	17	15
<i>Teachers</i>	<i>1</i>	<i>1</i>	<i>1</i>
Students with moderate needs (foster care and homeless)	3	11	7
<i>Teachers</i>	<i>1</i>	<i>2</i>	<i>2</i>
<b>Phase 2 Total (students)</b>	<b>35</b>	<b>54</b>	<b>27</b>
<b>*Phase 2 Total (teachers and paras)</b>	<b>4 (1)</b>	<b>5 (2)</b>	<b>4</b>
<b>Grand Total (students)</b>	<b>67</b>	<b>73</b>	<b>38</b>
<b>Grand Total (teachers and paras)</b>	<b>10 (9)</b>	<b>11 (7)</b>	<b>9 (2)</b>

\*Related service providers are not included in these numbers. That's an additional 11 staff members (+/-) for each building because the needs in each building are different.

\*\*School adjustment counselors and clinicians are not included in these numbers. They account for an additional 2 staff members in each building.

### Phase 3 - Projected Numbers (students and staff)

- All students and all staff will return

## **BHRSD 2020-21 Reopening Plan 8.12.2020**

### **Reopening Task Force Working Groups**

#### **Area --Busing/drop-off/Arrival/Dismissal**

Team members: Tim Lee, Miles Wheat, Betlinn Young-Taft

#### **Guiding values**

- Equity
- Safety and Wellness

#### **Recommendations:**

##### **Distance Learning - NA**

##### **Hybrid**

- High School
  - Parents will continue to drop off in the Muddy Brook parking lot.
  - Bus ridership will be closely monitored to maintain physical distance. Students should sit in every other seat and use masks at all times on district busses.
- Middle School
  - Bus ridership will be closely monitored to maintain physical distance. Students should sit in every other seat and use masks at all times on district busses.
  - No one except students can come into the building during drop-off and pick up.
  - The basketball court and playground will be supervised from 7:30 until 7:55 for students.
  - Students will go directly to classrooms upon entry to the building.
  - Classes will rotate times to access lockers so a grade/team is not all in the hall at one time.
  - Bus drop off will remain in the bus loop. Grades 5 and 6 will drop off at the front door. Grade 7 and 8 will drop off in the back of the school near the basketball court.
  - Students getting breakfast will go to the cafeteria and eat (1 or 2 per table) before going to their classroom.
- Elementary School
  - No one except students can come into the school in the morning. For youngest children, staggered entry, by appointment for parents to transition.
  - Bus ridership will be closely monitored to maintain physical distance. Students should sit in every other seat and use masks at all times on district busses.
  - Pre-K, EK and K students will be walked to classroom by para-professionals (help for first graders and others only in first weeks)
  - Classrooms in these grade levels will need staggered entry and drop-off times.
  - Use outdoor spaces as staging areas for school entry.
  - No 8:00 early drop-off
  - Adequate social distancing prior to entering classes.
  - Alternative plan for breakfast.

##### **In-person**

- ES and MS (perhaps HS) very difficult to consider all students entering schools at one time allowing adequate distancing and safety. Two staggered entry times needed to accommodate waves of students entering?
- Spaces required for 'holding' students before and after school will double.

## **BHRSD 2020-21 Reopening Plan 8.12.2020**

### Decision points:

- Any decisions related to Massini Bus, the preparation, comfort level, requirements, etc. for drivers and aides. Amended routes, specialized transportation and staffing.

### Unresolved questions/additional information needed

- How many students can be put on busses?
- Can siblings share seats on busses?
- How is Massini addressing a potential shortage of drivers? Will they be able to honor their contract?
- What do we do for the parents of young children who need to help their children get into the school? (maybe a system of appointments)
- Will we be able to serve breakfast?
- Pick-up: MS and HS students come to ES for pick-up. Discontinue? Require pick up at designated time at school of attendance, or, create 'designated distanced holding area' for students to wait at?

Area --Classes, Specials (music, art, PE, CVTE, etc.), Outdoor time

Team members: Steve Soule, Chris D'Aniello, Tim Lee, Ben Doren, Richard Montano, Neel Webber

### Guiding values:

### Recommendations

### Decision points

### Unresolved questions/additional information needed

## BHRSD 2020-21 Reopening Plan 8.12.2020

Area --Special populations (Special education, ELL, immunocompromised, others)

Team members: Kate Burdsall, Amy Salinetti, Amy Shaw, Colleen Meaney, Brian Rembisz

In-person Learning:

Guiding values:

- Equity, access, inclusivity, quality, and consistency of learning experiences
- Build and foster strong, meaningful relationships and connectedness
- Social/emotional well-being

Recommendations and Decision Points

Student with Disabilities (special education)	Immuno- compromised Students	English Language Learners	Homeless and Foster Students	Other?
-Fully implement services in IEPs -Prepare classrooms and groupings to accommodate extra staff (paras and RSPs) Maintain inclusionary practices -Plexiglass dividers will be needed for specific situations -Clear face masks or shields will be necessary	-Access in-person classes remotely on a daily and regular basis; all interactions and all learning are remote	Fully implement SEI and ESL programming -Plexiglass dividers will be needed for specific situations -Clear face masks or shields will be necessary	Fully participate in a regular, daily in-person schedule	-Students with 504 plans fall into the other categories

Unresolved questions/additional information needed

Student with Disabilities (special education)	Immuno- compromised Students	English Language Learners	Homeless and Foster Students	Other?
-If students need to be pulled out of the GE for services, there are all sorts of considerations to be addressed -Are there students who did well with remote learning in the spring of 2020? Why? What parts of this should be considered for replication for very specific students? -We need to know which students will not return, parent choice, to in-person learning in the fall	Do we suggest to parents that they consult with their pediatrician to make this decision? -How does the collaborative care team support us and these families? -Do we need the physician to clear them to return to in-person learning? -We may need access to technology we have not used yet - GE teachers will need	If students need to be pulled out of the GE for services, there are all sorts of considerations to be addressed -Are there families who will keep their children home? If so, do we know who they are?	-We will need a communication system about students who become homeless or enter the foster system during the year (beyond the systems and protocols that are in place now)	

## BHRSD 2020-21 Reopening Plan 8.12.2020

-What types of additional support will there be for students with emotional/mental health needs that have been exacerbated during the school closure? How will staff support them? (Specifically, students who require holds and who might bite, spit, kick or hit staff or others)	to be familiar and comfortable with this technology and method of class participation			

Hybrid Learning:

Guiding values:

- Equity, access, inclusivity, quality, and consistency of learning experiences
- Build and foster strong, meaningful relationships and connectedness
- Social/emotional well-being

Recommendations and Decision Points

Student with Disabilities (special education)	Immuno- compromised Students	English Language Learners	Homeless and Foster Students	Other?
Prioritize for as much in-person learning as possible -Fully implement services in IEPs -Prepare classrooms and groupings to accommodate extra staff (paras and RSPs) -Maintain inclusionary practices -Keep the students unable to access remote instruction in the spring of 2020 in school as much as possible -Use paras to support specific students in distance learning -Use synchronous learning as much as possible	-Access in-person classes remotely on a daily and regular basis; all interactions and all learning are remote -Use synchronous learning as much as possible -Provide technology training to parents and families	Prioritize for as much in-person learning as possible -Fully implement SEI and ESL programming both in-person and in distance learning -Keep the students unable to access remote instruction in the spring of 2020 in school as much as possible -Use paras to support specific students in distance learning -Use synchronous learning as much as possible -Provide technology training to parents and families	Fully participate in a regular, daily in-person schedule and prioritize for as much in-person learning as possible -Use synchronous learning as much as possible -Provide technology training to parents and families	



## BHRSD 2020-21 Reopening Plan 8.12.2020

-Provide technology training to parents and families				
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### Unresolved questions/additional information needed

Student with Disabilities (special education)	Immuno-compromised Students	English Language Learners	Homeless and Foster Students	Other?
-How do we include peer partners at the PK level and up to and through 12th grade? -Peer mentors?		-Who are their peers? Who are the language experts and models? -Will there be enough staff who can effectively communicate with these students? -Peer mentors?	-We will need a communication system about students who become homeless or enter the foster system during the year (beyond the systems and protocols that are in place now)	

### Distance Learning:

#### Guiding values:

- Equity, access, inclusivity, quality, and consistency of learning experiences
- Build and foster strong, meaningful relationships and connectedness
- Social/emotional well-being

### Recommendations and Decision Points

Student with Disabilities (special education)	Immuno-compromised Students	English Language Learners	Homeless and Foster Students	Other?
-Keep the students with the most complex and significant needs in school as much as possible -Keep the students unable to access remote instruction in the spring of 2020 in school as much as possible -Which students will not participate in in-person learning? -Use paras to support specific students in distance learning	Everything is remote -Use synchronous learning as much as possible -Provide technology training to parents and families	-Keep the students with the least amount of English language acquisition skills in school as much as possible -Keep the students unable to access remote instruction in the spring of 2020 in school as much as possible -Implement the highest quality distance learning services as possible	Keep the students unable to access remote instruction in the spring of 2020 in school as much as possible -Use paras to support specific students in distance learning -Use synchronous learning as much as possible -Provide technology training to parents and families	

## BHRSD 2020-21 Reopening Plan 8.12.2020

Use synchronous learning as much as possible -Provide technology training to parents and families		-Which students will not return to in-person learning? -Use synchronous learning as much as possible -Provide technology training to parents and families		
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### Unresolved questions/additional information needed

Student with Disabilities (special education)	Immuno-compromised Students	English Language Learners	Homeless and Foster Students	Other?
Which students did well with remote learning this spring and why? What, if anything, should be replicated? What should be strengthened/improved? -Can we bring in any peer partners during this time? -Peer mentors?		How many of our ELLs were able to access, and accessed regularly, the remote learning in the spring of 2020? -Can we bring in any peers? Language models? -Peer mentors?	We will need a communication system about students who become homeless or enter the foster system during the year (beyond the systems and protocols that are in place now) -Can we bring in any peers?	

Area --Meals, Bathrooms/Common Spaces/Cleaning

Team members: Steve Soule, Laura Passetto, Miles Wheat

### Guiding values

- Equity
- Safety and Wellness

### Recommendations

#### Lunch Procedures

- Lunch orders are taken on slips of paper during the first twenty minutes of the school day
- Those orders are delivered to the cafeteria staff who charge student accounts appropriately and begin to prepare lunches
- The lunch slip is placed on the student's tray for delivery.
- On days when it is not raining and the temperature is over 55 degrees, students should plan on eating outside
  - Classes will be dismissed to lunch one at a time once the food cart is in place to pick up their trays and proceed outside to eat.

## **BHRSD 2020-21 Reopening Plan 8.12.2020**

- When the weather is inclement, students will eat in their classrooms.
- The food cart will deliver directly to classrooms.
- Students will be responsible for cleaning their own eating area following lunch.

### **Bathrooms**

- Only one student per grade should be allowed out of the class at a time
- Students will sign out on an electronic signout (google sheet). They will sign back in when they return to class. If there is already a student out they will need to wait until that student signs back in.

### **Decision points**

### **Unresolved questions/additional information needed**

### **Area -- Nursing and other emergency protocols**

Team members : Rebecca Donovan, Pat Harper, Rhonda Patrick, Steve Soule, Miles Wheat

### **Guiding values**

- Safety and Wellness

### **Recommendations**

These recommendations, especially as regards students being sent home for COVID symptoms, will need to be communicated to parents multiple times in multiple formats by the district.

### **Nurse's office procedures**

- Regular Meds
  - Students getting regular scheduled medications should come to the door of the nurse's office and not enter.
  - The nurse will prepare the medication and deliver it to the student at the door.
- Injuries
  - Students with injuries should proceed into the nurse's office as usual to be assessed and treated.
- Illness
  - Students feeling ill should come to the door of the nurse's office
  - The nurse will make determination at the door regarding whether that student should come into the regular nurse's office or be further assessed in the COVID room
  - Any student with any symptoms of COVID-19 must be picked up from school. They must show evidence that they do not have the virus prior to returning. Evidence can consist of a 14 day quarantine period or a negative test result.

### **Parent Checklist**

- Parents should be provided with a checklist of possible COVID-19 symptoms and encouraged to do a daily check with their children to determine whether or not to send them to school.

### **Emergency protocols and drills**

- **Fire drills** will be administered one room at a time. The fire drill facilitator will evacuate one small group of students at a time, walk them through fire drill protocols and return them to their class prior to moving on to the next group.

## BHRSD 2020-21 Reopening Plan 8.12.2020

- **Lockdowns** will be done several times this year in the form of discussions. Teachers will discuss with their students lockdown procedures and make sure students are aware of their roles and responsibilities in the event of a lockdown. Lockdowns should not be actively practiced until the danger of COVID-19 transmission decreases.
- **Campus evacuation** should be moved to the 2021-22 school year.
- **Regular Communication** with emergency agencies and first responders by the district should continue. Strong relationships with our first responders is one of the most important aspects of emergency preparedness.

Decision points

Unresolved questions/additional information needed

Area -- Afterschool/Athletics/Activities

Team members: Karl Zigmand, Neel Webber, Kristi Farina, Ben Doren, Keith Wright

Guiding values

Recommendations

Decision points

Unresolved questions/additional information needed

Area --Technology -- access and connectivity

Team members: Ulrich Kohlhase, Kara Stauton-Shron, Donna Astion, Nancy Kane, Ben Doren

Guiding values:

- Equitable access to devices and internet connectivity.
- Ensure proper training available for students, families and staff on how to access online learning.

Recommendations:

- Make sure training includes how to use devices, Learning Management System (LMS), create good online content, etc. for all stakeholders (students, families, staff, administrators).
- Provide hotspots in those places that it would work and for those families that have the financial need.
- Make sure that all students have access to a device that can do the work required for online learning (working camera, microphone, Google Suite access, proper memory and speed, etc... perhaps we create a recommendation list of specifics needed). Student devices could be one they already have or one provided by the district.
- Leverage this access to technology and training for all stakeholders to ensure that high quality education is continuing in any of the three models.
- Provide information to families on what kind of internet they would need and a list of potential internet providers.

Decision points

- Need to know what families need in terms of technology and internet access (survey families).

## **BHRSD 2020-21 Reopening Plan 8.12.2020**

- Funding opportunities provided by MA FY2021 Technology Essentials, CARES Act ESSER and other grants and approval, available budgets in FY21?
- What will it look like for those who are not returning to the classroom and will be learning fully remote? Who is staffing this?

Unresolved questions/additional information needed

Area --Staff and human resources

Team members: Peter Dillon, Helen Eline, Donna Astion, Laura Passetto, Doreen Twiss

Guiding values ensure health and wellness of staff students and their families

every staff member has a meaningful role in school/district

phase in

making time to get things right

Recommendations

Look at state law and guidance

Decision points

sick days

training

time constraints

delivery people and other external people

who goes into building

Unresolved questions/additional information needed

Other???

Survey Data:

Staff

Parents

## BHRSD 2020-21 Reopening Plan 8.12.2020

Additional Guidance from DESE/State



*News from Commissioner Jeffrey C. Riley & the  
MA Department of Elementary and Secondary Education*

### On the Desktop - July 29, 2020

#### Career/Vocational Technical Education Reopening Guidelines

Dear Superintendents, Charter School Leaders, and Assistant Superintendents,

As the Commonwealth prepares for the fall reopening of schools, including resuming in-person instruction, we are issuing the attached guidance to support the safe reopening of vocational technical schools and comprehensive schools offering vocational technical programs. The guidance includes appropriate measures to promote the safety of students, teachers, and staff. This guidance may also be used as a reference for other related programs, such as Innovation Pathways and Connecting Activities.

The attached document also provides considerations on how to effectively apply state and federal guidance to CVTE programs, including **exploratory programs, cooperative education (co-ops), clinical placements, and internships.**

**In addition, this document provides further guidance for the initial months of operation for the following school-based programs, to promote the health and safety of students and staff:**

- Culinary Arts
- Early Education and Care
- Cosmetology
- Automotive Technology and Automotive Collision
- Graphic Communications and Marketing

This guidance may be revised as we continue to monitor COVID-19 trends and the latest medical research.

Thank you for all the planning you are doing for a safe return to learning. Sincerely,

Jeffrey C. Riley  
Commissioner

# BHRSD 2020-21 Reopening Plan 8.12.2020

## Introduction

### Career/Vocational Technical Education Reopening Guidelines

July 29, 2020

As the Commonwealth prepares for the fall reopening of schools, including resuming in-person instruction, we are issuing the following guidance to support the safe reopening of vocational technical schools and comprehensive schools offering vocational technical programs. The guidance includes appropriate safety measures to promote the safety of students, teachers, and staff. This guidance may also be used as a reference for other related programs, such as Innovation Pathways and Connecting Activities.

This guidance is being released in late July 2020 and may be revised as we continue to monitor COVID-19 trends and the latest medical research.

All career/vocational technical education (CVTE) programs must follow the following workplace and industry guidance related to COVID-19 health and safety requirements:

- ☐ [Massachusetts COVID-19 Employee Health, protection, guidance and prevention](#)
- ☐ [Massachusetts Reopening: Mandatory Safety Standards for Workplaces](#)
- ☐ [Massachusetts Reopening: Sector-specific protocols and best practices](#), as applicable
- ☐ [OSHA guidance](#), as applicable

Programs must also follow the reopening guidance previously issued by the Department of Elementary and Secondary Education (DESE):

- ☐ [Initial Fall School Reopening Guidance](#)
- ☐ [Protocols for responding to COVID-19 scenarios](#) (*download*)
- ☐ [Fall Reopening Facilities and Operations Guidance](#) (*download*)
- ☐ [Fall Reopening Transportation Guidance](#) (*download*)
- ☐ [Guidance for Courses Requiring Additional Safety Considerations](#) (*download*)
- ☐ [Chapter 74 Manual for Vocational Technical Cooperative Education](#) (*download*)
- ☐ [Massachusetts Elements of Model Internship Programs](#) (*download*)

This document provides additional considerations on how to effectively apply the guidance above to CVTE programs, including **exploratory programs, cooperative education (co-ops), clinical placements, and internships.**

In addition, this document provides further guidance for the [initial months of operation](#) for the following school-based programs, to promote the health and safety of students and staff:

- ☐ Culinary Arts
- ☐ Early Education and Care
- ☐ Cosmetology
- ☐ Automotive Technology and Automotive Collision
- ☐ Graphic Communications and Marketing

## BHRSD 2020-21 Reopening Plan 8.12.2020

### Guidance for CVTE programs

#### Health and safety practices

In DESE's [Initial Fall School Reopening Guidance](#), we put forth the goal of the safe return of as many students as possible to in-person school. This requires us to establish a new culture of health and safety in our schools this fall. Our medical advisors have indicated that it is not one mitigation strategy, but a combination of several strategies that will substantially reduce the risk of transmission of COVID-19 in school settings. These measures include staying home when sick, symptom screening, physical distancing, use of masks, frequent hand hygiene, creating student cohorts as feasible, and improving ventilation as feasible.

Career/vocational technical education programs must follow the federal and state guidelines for safe workplaces, industry-specific protocols, as well as DESE's and other agencies' COVID-19 health and safety guidelines, as outlined above.

Additionally, CVTE programs should follow the below guidance.

- ☐ **Maintain safe student collaboration.** Student collaboration, such as group projects, is a core part of vocational technical education. Student collaboration is permitted if modified to accommodate all applicable health and safety guidelines. Programs will need to modify projects so that students can work collaboratively while still wearing masks and maintaining 6 feet of distance when feasible; 3 feet being the minimum distance allowed.
  - ☐ **Use proper eye protection.** When used, face shields do not replace eye protection. Industry-standard eye protection must still be used when required.
  - ☐ **Use proper hand coverings.** Technical programs must follow industry guidelines on the use of protective hand coverings (gloves).
  - ☐ **Focus on safety training.** Consider designating "Safety September" to focus on safety training, including establishing new protocols necessary to mitigate COVID-19 for each CVTE program, with regular updates.
  - ☐ **Prepare outdoor workspaces.** When possible, it is preferable for students to work outdoors. Make sure any outdoor work sites are outfitted with the required safety equipment. For instance, a work site may require fire extinguishers, Ground Fault Circuit Interrupter (GFCI) protected outlets, and first aid kits, among other items.
  - ☐ **Provide safe transportation.** Student transportation (by van, bus, or other approved vehicle) should follow the same capacity guidelines, health and safety guidelines, and cleaning and disinfecting guidelines outlined in DESE's [Fall Reopening Transportation Guidance](#) (download).
  - ☐ **Maintain safe equipment and materials sharing practices.** Sharing equipment and materials should be minimized when feasible, but it is permitted as outlined in DESE's [Guidance for Courses Requiring Additional Safety Considerations](#) (download).
  - ☐ **Minimize personal belongings onsite.** Students should come to their class/program/technical area prepared and in uniform each day. Programs should follow the locker guidance in the [Fall Reopening Facilities and Operations Guidance](#) (download).
  - ☐ **All customers or visitors must comply with DESE and industry health and safety standards, including wearing masks at all times.**



## BHRSD 2020-21 Reopening Plan 8.12.2020

### Guidance for Service-Related Programs

The following sections provide guidance for specific service-related programs. We are issuing additional guidance for these programs because they:

- ☐ **Involve increased interaction with external customers or the public, and/or**
- ☐ **Involve activities that may require modifications to adhere to DESE's or other agencies' COVID-19 health and safety requirements.**

**Please note:** At this time, we are issuing guidance for these programs that we estimate will be in place for the **first two months of the school year**. This is consistent with the way many CVTE programs already operate, in which the initial months of the school year are dedicated to training and preparing students for work in program settings. The Department will provide additional guidance in the coming months based on updated state guidance and COVID-19 trends.

### Culinary Arts

Culinary arts programs should follow **both** the DESE reopening guidance and the [Massachusetts Safety Standards and Checklist for Restaurants](#). In implementing these guidelines, culinary arts programs should:

- ☐ **Limit customers.** Culinary sites should only serve internal guests (e.g., staff and students) within a dine-in restaurant setting for the first two months.
- ☐ **Set up online ordering for curbside pick-up for external customers.** This will enable a broader customer base to buy food at the restaurant while limiting the number of external customers entering the building.
- ☐ **Designate meal pick-up sites.** In order to further limit interaction with customers, sites should identify a single area where meals will be picked up.
- ☐ **Set up disinfecting stations.** These should be available at the front and back of the house for students and staff.

### Early Education and Care

Early education and care programs should follow **both** the DESE reopening guidance and the [Massachusetts Child and Youth Serving Programs Reopen Approach](#). In implementing these guidelines, early education and care programs should:

- ☐ **Limit childcare to professional teaching staff.** Students should not participate as direct caregivers for the first two months. Instead, they can conduct observations through observation windows if available or through online professional development materials.
- ☐ **No external placements permitted.** Students should not visit offsite childcare centers for the first two months.

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### Cosmetology

Cosmetology programs must abide by **both** the DESE reopening guidance and the [Massachusetts Safety Standards and Checklist for Close Contact Personal Services](#). In implementing these guidelines, cosmetology programs should:

- ❑ **Limit customers.** Cosmetology sites should only serve classmates and staff for the first two months of operations and not permit external customers. Use of mannequins should be prioritized as feasible.
- ❑ **Limit services.** Haircuts and other services are permitted if the individuals are not face-to-face for extended periods of time, so long as DESE and industry safety standards are followed. These standards include wearing masks, gloves, gowns or smocks, and prescription glasses, safety glasses, or goggles.

### Automotive Technology and Automotive Collision

Automotive technology and automotive collision programs must abide by **both** the DESE reopening guidance and the [Massachusetts Reopening Mandatory Safety Standards for Workplaces](#). In implementing these guidelines, automotive technology and automotive collision programs should:

- ❑ **Provide appointment-based services only.** For services provided to external customers (i.e., the public), service should be by appointment only to limit interaction.
- ❑ **Minimize public entry to the building.** Create drop-off and pick-up procedures that do not require personal interaction, such as key drop-boxes. If customer interactions are needed, they must occur outside of the building.
- ❑ **Consider online payment systems.** If feasible and to limit interaction with customers, consider using or creating online booking systems with automotive service signature and credit card payment options.

### Graphic Communications and Marketing

Graphic communications and marketing programs must abide by **both** the DESE reopening guidance and the [Massachusetts Reopening Mandatory Safety Standards for Workplaces](#). In implementing these guidelines, graphic communications and marketing programs should:

- ❑ **Limit external customers.** For external customers, graphic communications and marketing programs should utilize virtual operations.
- ❑ **Provide appointment-based services only.** For services provided to external customers, service should be by appointment only to limit interaction.
- ❑ **Minimize public entry to the building.** Create pick-up procedures for graphic communications and marketing products that do not require personal interaction.

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### Cooperative Education (Co-op), Clinical Placements, and Internships

**Currently, clinical sites for health careers are not accepting students due to the increased risk of COVID-19.** We anticipate that clinical sites will not accept students for at least the first two months of the school year due to the ongoing risk of COVID-19. We will revisit this in future guidance based on COVID-19 trends.

At this time, co-op placements and internships are limited to seniors only.

Cooperative education and clinical placements must abide by the DESE reopening guidance and follow the [Manual for Chapter 74 Vocational Technical Cooperative Education](#) (download). Internships must follow the [Massachusetts Elements of Model Internship Programs](#) (download). These employers must provide COVID-19 safety procedures for their workplace. At a minimum, these procedures should follow current OSHA guidelines on [Returning to Work](#) and OSHA's guidance for [specific industries](#). Internship programs should follow the same procedures.

In implementing the above guidelines, these programs should:

- ❑ **Complete routine safety checks prior to students beginning programs.** Routine safety checks, including the COVID-19 compliance checklist found [here](#), must be completed prior to students beginning these programs. Add a COVID-19 specific checklist (mask requirements, equipment disinfecting protocols, handwashing/disinfecting stations on site, etc.) to existing safety checks.
  - Programs should aim to keep students at least 3 feet apart with no extended close contact.
- ❑ **Train students in COVID-19 safety and operational procedures.** Students must be trained in these protocols prior to entering the workplace for their programs.
- ❑ **Incorporate COVID-19 practices into regular inspections.** As outlined in the Manual for Chapter 74 Vocational and Technical Cooperative Education, co-op coordinators or instructors must inspect the work facility. This inspection should include a review of COVID-19-specific safety processes and practices. These inspectors should follow their school's recommended safety protocols when visiting workplaces.
- ❑ **Consult with program advisory committee members for industry-specific information.**

### Guidance for Exploratory Programs

Exploratory programs remain critical to foster **student engagement** and provide an important opportunity to **introduce students to an array of program options**. In preparing students to explore vocational technical areas, in-person practical applications and hands-on learning experiences should be utilized where safety permits. However, the safety requirements due to COVID-19 may impact students' ability to participate in in-person exploratory programs. As a result, schools should:

- ❑ **Revise timelines for exploratory program completion** as needed to accommodate students who are not able to complete in-person requirements during the 2020-2021 school year.
- ❑ **Provide exploratory program content and learning in school.** To the extent possible, exploratory programs should be held in schools. If program content and learning must take

## BHRSD 2020-21 Reopening Plan 8.12.2020

place online, programs may focus on career exploration and soft skills or essential workplace skills. Remote learning engagement strategies may include:

- Alumni and business owner video presentations or virtual meetings
  - Career pathway awareness with student support services/guidance staff
  - Career interest surveys
  - Student-led video presentations or virtual meetings
  - Video lessons with vocational instructors
  - Live Zoom lessons from the vocational area
  - Ted Talks or other appropriate videos with discussion
  - Student-led discussions or project presentations
- **Maintain program rotations across programs as feasible.** For all Chapter 74 programs included in the exploratory program of a school or district, there should be consistent time and focus on all programs. Rotations should offer equal time in each program and an equal balance of in-school and remote learning, to the greatest extent possible.

### Acknowledgements

The Career/Vocational Technical Education (CVTE) Reopening Guidance Group was convened to address the special circumstances of learning in a “real work setting,” particularly where it may differ from a traditional academic classroom. We thank the members of the CVTE Reopening Guidance Group for their significant contributions to this guidance.

#### Statewide Committee

Tom Belland, Vocational Director, Blackstone Valley Technical HS  
Barbara Jean Chauvin, Vocational Director, Martha’s Vineyard Regional HS Kathleen  
Duff, Vocational Director, Newton North HS  
Jon Evans, Superintendent, Keefe Technical HS  
Christopher Faucher, Assistant Vocational Director, Bay Path RVTHS Joshua  
Greely, Vocational Director, Upper Cape Cod Technical HS Thomas Hickey,  
Superintendent, South Shore RVTHS  
James Hachey, Vocational Director, Montachusett RVTHS  
Andrew Linkenhoker, Superintendent, Smith Regional and Agricultural HS Karen  
Maguire, Vocational Director, Southeastern RVTHS  
Tony McIntosh, Vocational Director, Keefe Technical HS Denise Pigeon,  
Superintendent, Nashoba Valley Technical HS Cathie Rebelo, Vocational  
Director, Tri-County RVTHS  
Heidi Riccio, Superintendent, Essex North Shore Agricultural Technical HS Jill Sawyer,  
Vocational Director, Essex North Shore Agricultural Technical HS Jeff Scheminger,  
Vocational Director, Nashoba Valley Technical HS  
William Terranova, Principal, Cape Cod Technical HS Mark  
Wood, Principal, Tantasqua RVTHS  
  
Kevin Farr, Executive Director, Massachusetts Association of Vocational Administrators  
Peter Dewar, Assistant Executive Director, Massachusetts Association of Vocational Administrators Elizabeth  
L. Bennett, Associate Commissioner College, Career, and Technical Education, DESE Judith L. Klimkiewicz,  
Special Assistant to the Commissioner, DESE  
David Edmonds, Office of College, Career and Technical Education, DESE Jennifer  
Appleyard, Office of College, Career and Technical Education, DESE

## **BHRSD 2020-21 Reopening Plan 8.12.2020**

### **Reopening Task Force Members**

Amy Salinetti  
Amy Shaw  
Ben Doren  
Betlinn Young-Taft  
Brian Rembisz  
Chris D'Aniello  
Colleen Meaney  
Donna Astion  
Doreen Twiss  
Helen Eline  
Kara Stauton-Shron  
Karl Zigmand  
Kate Burdsall  
Keith Wright  
Kristi Farina  
Laura Passetto  
Miles Wheat  
Nancy Kane  
Neel Webber  
Neel Webber  
Pat Harper  
Peter Dillon  
Rebecca Donovan  
Rhonda Patrick  
Richard Montano  
Steve Soule  
Tim Lee  
Ulrich Kohlhase

## **BHRSD 2020-21 Reopening Plan 8.12.2020**

# REVISED Re-Opening Questionnaire

Wednesday, July 29, 2020

Powered by  SurveyMonkey®

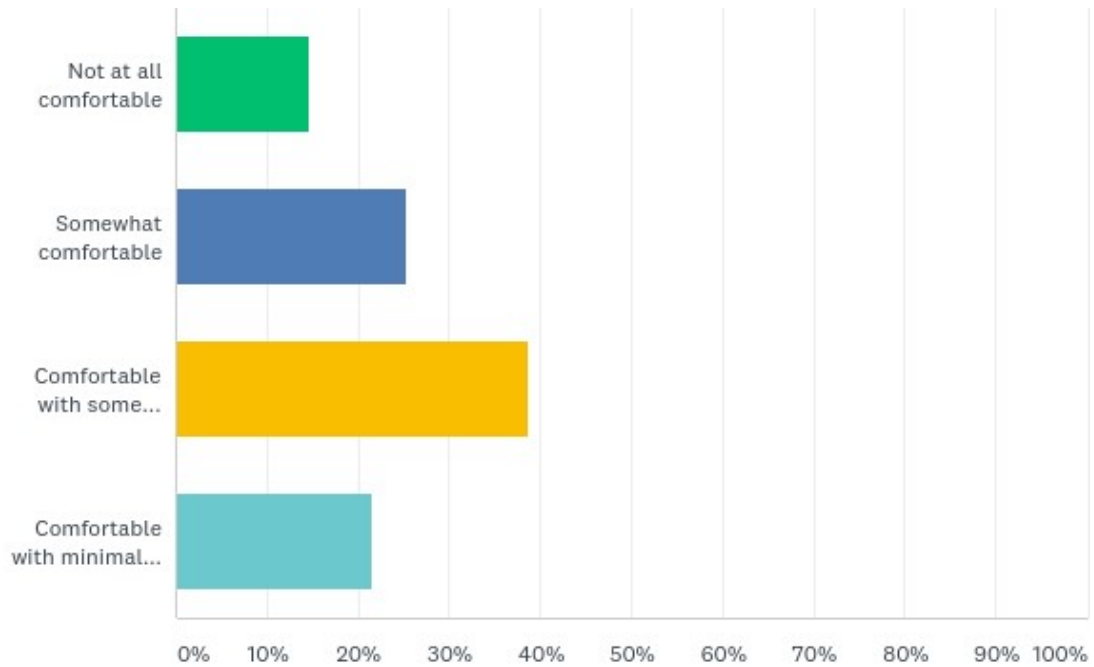
## BHRSD 2020-21 Reopening Plan 8.12.2020

**645 Total Responses**

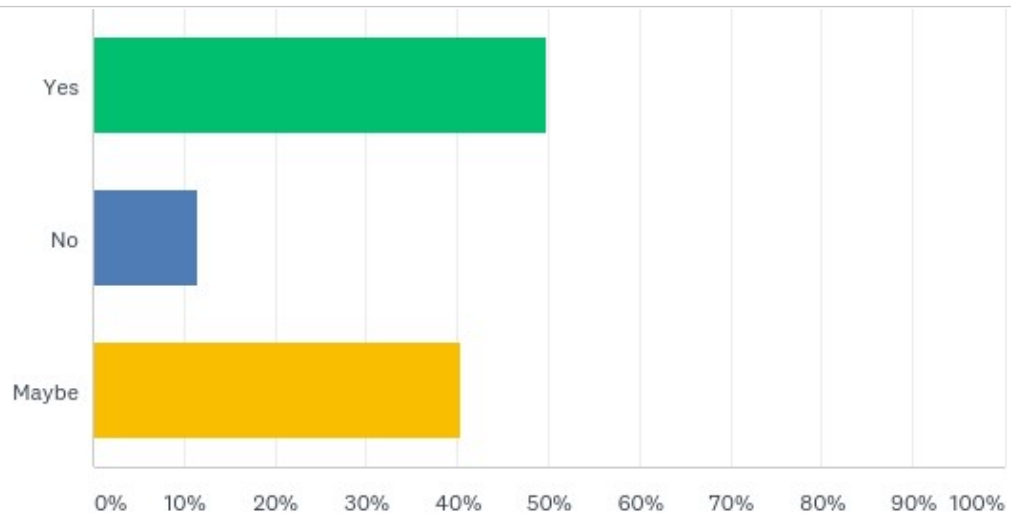
**Representing 860 Students**

**Almost a 72% Response Rate**

Q4: If public health officials believe it is safe to allow in-person instruction, are you comfortable having your student return to school this fall?



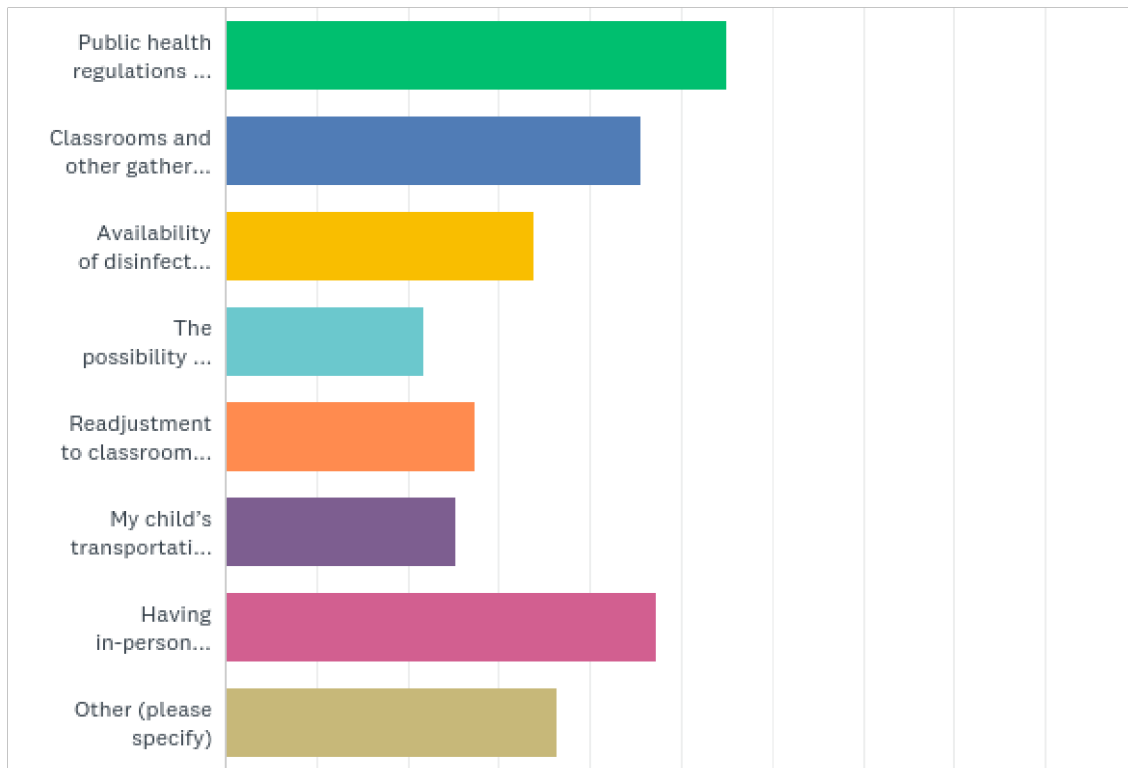
Q5: Student Attendance: Do you plan on your child returning to school no matter what the requirements are (such as mask wearing for grades 2 and above, staying in one classroom all day, etc)?





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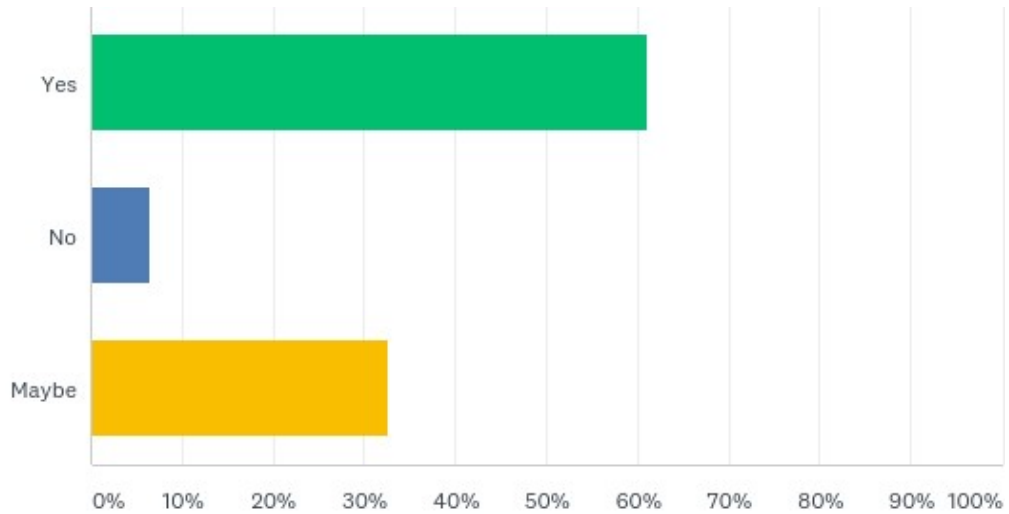
**Q6: Student Attendance: If you have concerns, what are your primary concerns about coming back to school? Please check all that apply.**



## BHRSD 2020-21 Reopening Plan 8.12.2020

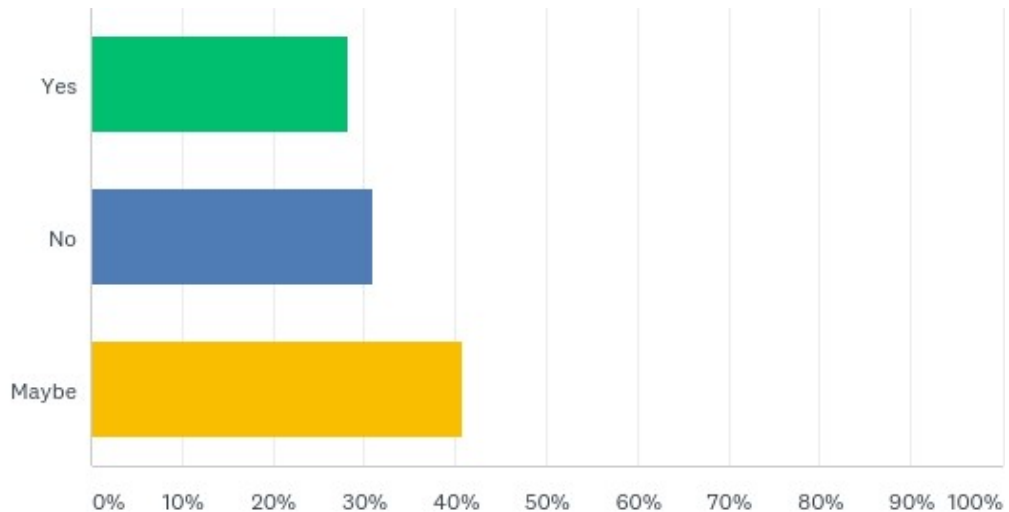
**Q7: Student Attendance: Do you plan on sending your child to school IF they are required to wear a mask throughout the school day?**

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**Q8: Transportation: THIS QUESTION IS ONLY FOR FAMILIES WHO ARE ELIGIBLE FOR THE BUS: If your child is eligible to ride the bus, do you plan on putting them on it to travel to and from school each day?**

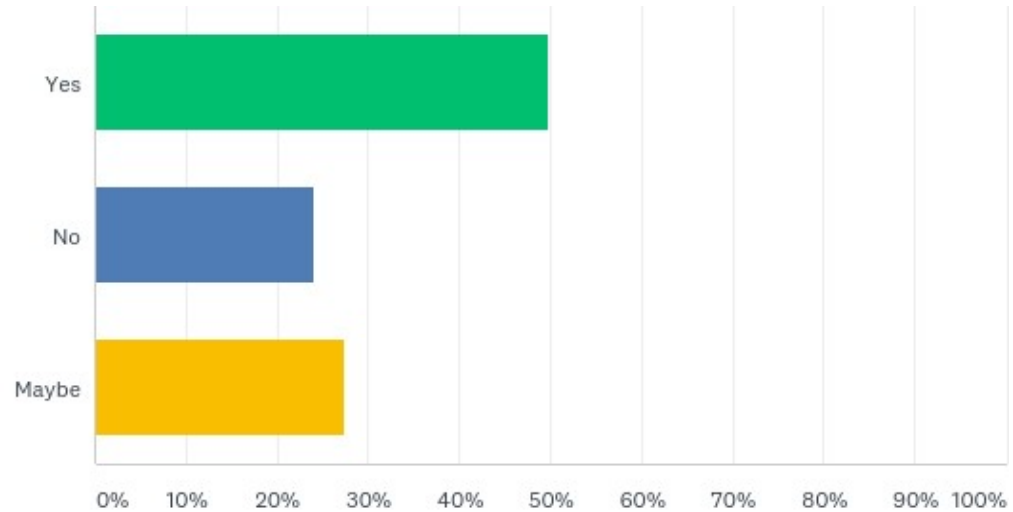
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## BHRSD 2020-21 Reopening Plan 8.12.2020

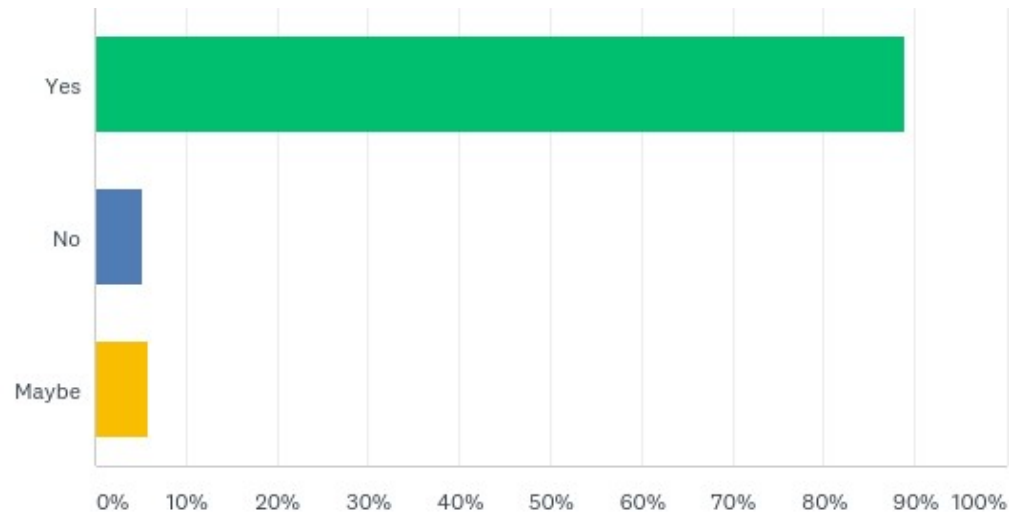
**Q10: At-Home: Is there an adult able to stay with your child and supervise them during the school day?**

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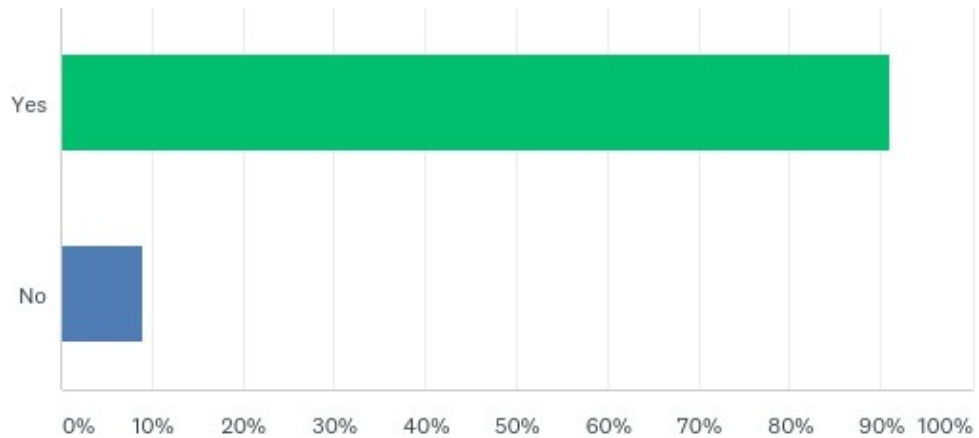
**Q11: At-Home Technology: Do you have reliable at-home internet?**

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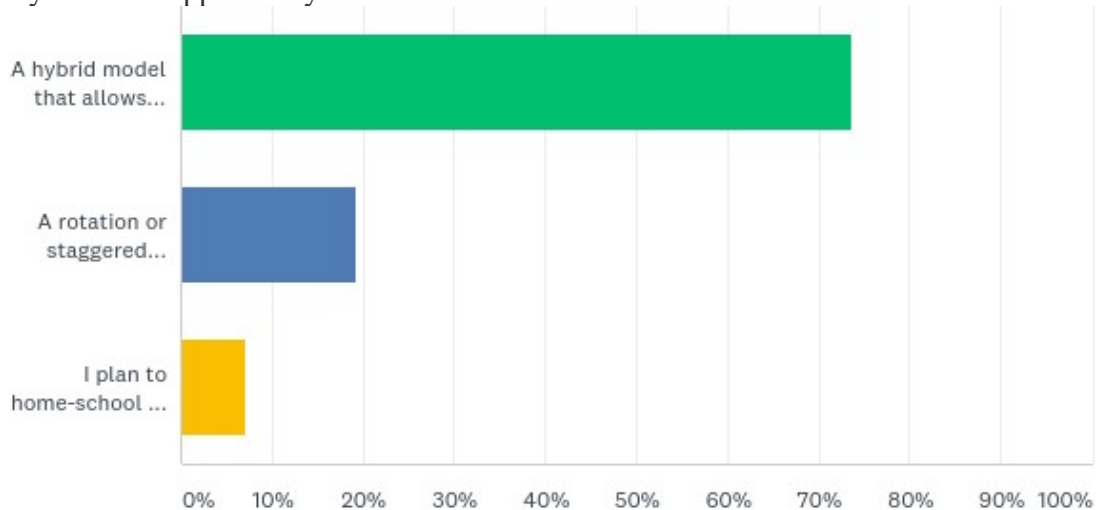


## BHRSD 2020-21 Reopening Plan 8.12.2020

Q12: At-Home Technology: Will your child(ren) have daily access to technology (i.e. laptop/desktop/chromebook) in the event of distance learning?



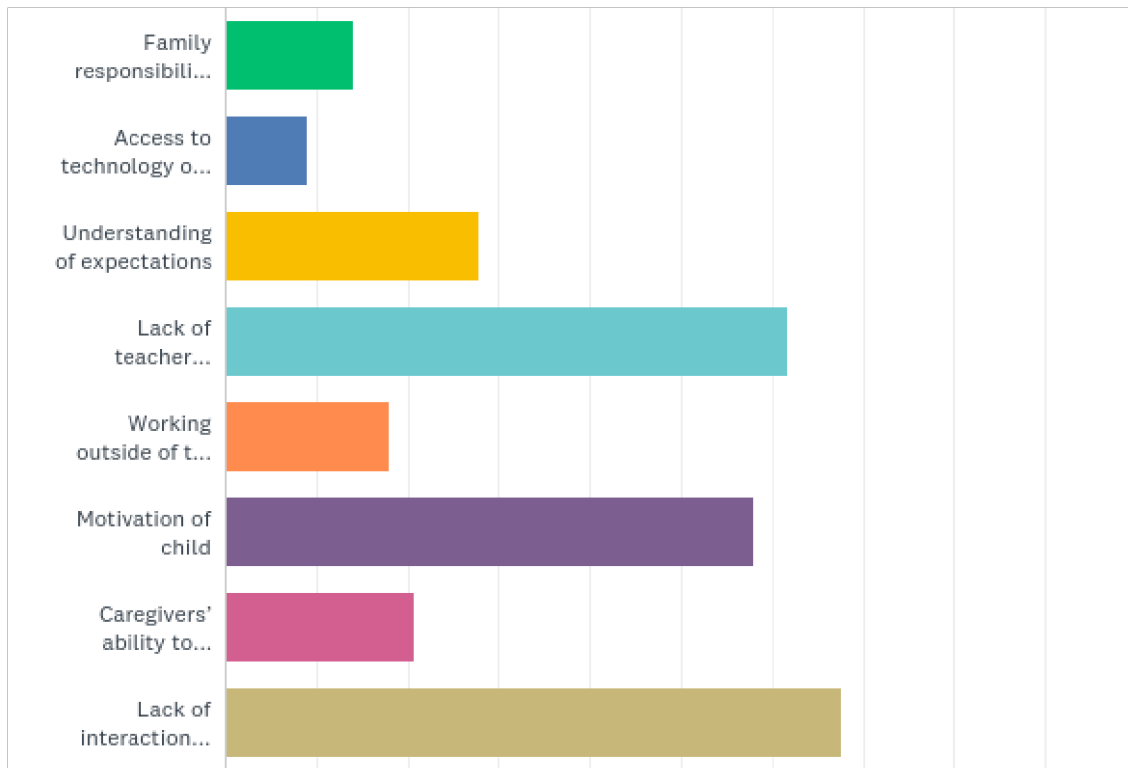
Q13: Back to School Alternate Plans: If returning to school in the fall is not fully in-person, which educational delivery option do you most support for your child?



## BHRSD 2020-21 Reopening Plan 8.12.2020

**Q14: Back to School Alternate Plans: Please indicate your top 3 barriers for students to engage in distance learning.**

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## BHRSD 2020-21 Reopening Plan 8.12.2020

Q15: Back to School Alternate Plans: If distance learning continues into the fall for part of the day, what changes would best help your child/children learn? Select no more than 3.

