

Richmond Consolidated School
Reopening Plan
August 14, 2020

Dear School Committee,

What follows is a plan for your consideration and review. It is informed by the work of our reopening committee. It is informed by two community forums each including more than 50 people, a number of faculty and staff forums, family surveys, 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.

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 Richmond Consolidated School.

Peter Dillon, Ed.D.
Superintendent

Context of our Planning:

As we plan for the 2020-2021 school year, it is important to reflect on the past few months. It is fair to say that the disruptions to education due to COVID-19 are unprecedented and have been stressful for all involved. When we closed school on

March 13 to mitigate the spread of COVID-19, we didn't realize the magnitude of the situation. We actually thought we would be back in two weeks. RCS staff worked diligently to stay connected and continue the strong relationships as we grappled with on-line learning and strived to provide quality educational experiences. On-line teaching and learning was a shift for most of us and we spent countless hours learning new platforms, developing different types of lessons, and finding ways to remain connected, all while trying to cope with personal responsibilities amidst COVID-19.

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, anit 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.

Districts are required to 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 to DESE. 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 releases in the upcoming weeks.

Superintendent's Intent:

Our school system will reopen for staff on Thursday, August 27th. 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.

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 work to address our students' diverse needs and maintain the academic rigor RCS is known for while also focusing on social emotional needs. We will do everything we can to ensure our students have the skills to succeed. 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.

Informed and Inclusive Planning:

Richmond Consolidated School has been engaged in ongoing planning through each phase of our closure operations since March 17, 2020. We have reviewed the school reopening guidance as we prepare for reopening schools on September 14, 2020. Our planning is informed by:

- Recommendations from a the RCS Reopening Committee comprised of RCS Teachers, Administrator, Custodian, Nurse, Office Staff, and Parent Representative
- Analysis of Staff and Parent/Guardian Survey Data
- Community Forums
- On-going weekly discussions with an administrative team

Throughout the planning we examined the following areas for consideration for a safe opening:

- Busing/Drop-off/ Arrival/Dismissal
- Classes (Learning and Teaching), Specials (music, art, PE, technology) /Outdoor Time
- Special Populations (Special Education, immunocompromised, others)

- Operations: Common Spaces and Bathrooms
- Nursing and other Emergency Protocols
- Technology – Access and Connectivity
- Mental Health, Wellness, and Transitions
- Staff and Human Resources

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 176 students which is our current enrollment of the 2020-2021 school year. We used this number for student enrollment in our testing of space possibilities 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.

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 in our classrooms. Through this methodology, we found that the matrix does not take into account book cases, furniture type, etc.

To achieve six foot spacing, we would have reduce the number of students in each classroom:

Dimensions.	Room #.	Seats.	Students
28'x22'.	207.	12.	9
27'x25'.	205	14	11
All the same	203	14	11
	204	14	11
	202	14	11
	201	14	11
	200	14	11

This would require splitting students into two cohorts. Because we only have one class per grade, it would require hiring additional teaching staff and repurposing rooms -including the use of dividers in the gym and cafeteria. A hybrid model would allow

further spacing, therefore this 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.

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, Richmond Consolidated School 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. 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-feet 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. Additional runs would negatively impact time on learning. There will be excessive costs needed to provide same level of transportation with this option.
- The feedback from our reopening committee does not support 3-foot spacing.

Scenario 2 - Hybrid learning: In this model, students learn both in-person and remotely. Richmond Consolidated School 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, students will be assigned to cohorts and alternate between in-person and remote learning opportunities on a regular schedule.

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.

- We will be able to transport students to and from school using the current routes with minimal additional cost.
- In person days allow for a stronger sense of community and allow for social interactions.
- School schedules and program offerings to include specials and food service would operate in a close to normal way

Cons:

- The hybrid model is the most disruptive for families and childcare.
- Remote learning experiences must be improved 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

Scenario 3 - Remote learning: In this model, students learn remotely with no in-person component of the plan. Richmond Consolidated School 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. Regardless of the option we choose for school reopening, the one consistent standard is the need for a remote learning platform. Richmond Consolidated School is using the remote learning platform CANVAS.

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.
- We can provide chrome books to students who do not have a personal device.
- We are working to close the internet connectivity gap for the 5-8% or so of impacted students.
- It provides parents with a known structured schedule for childcare planning even if there is a resurgence of COVID

Cons:

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- Fully remote learning cannot replicate the experience of full in-person learning.
- We anticipate 5-8% of families will not have internet connectivity
- Additional professional development in the use of CANVAS (our LMS) and curriculum/content creation will be required (*this is also true of a hybrid model).
- Additional support for families and our youngest students in the use of CANVAS will be required (*this is also true of a hybrid model)

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:

Richmond Consolidated School has an obligation to transport 80 K - 8 students on three buses. 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 additional buses (roughly .66% x more than normal) due to the required three- foot distancing measures for on-bus seating, reducing overall transportation capacity or providing additional bus runs which would negatively impact time on learning.

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. Due to these changes, we would not realize an increase in transportation costs.

Food Service Operations:

During a typical year we serve 11,165 individual meals. During school closure operations, the professionals of our food service department prepared and distributed individual meals to hungry students through June 16, what would have been our last day of school. The food service staff will be able to adapt to any scenario for reopening and will continue to serve students. They are 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 create a rotating schedule to allow cohorts to eat lunch in the classroom while another cohort eats in the cafe and another takes advantage of outdoor space/ 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 custodial staff will clean our facilities on a daily basis using industry- standard COVID-19 cleaning procedures. In addition, our 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 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 staff 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.

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 RCS school building has an efficient HVAC system. 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 system will 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, RCS 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:

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.

Below is our commissioning report done by Nexus Consulting. We are working on addressing and increasing the circulation rate in a couple of rooms. We were told by them that our overall air circulation rate is outstanding.

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Site: Richmond Consolidated Elementary School
Date: 7/30/2020

Room	Length	Width	Height	CFM	Volume	ACH	Reading Type	Equipment Type	Notes
201	30	30	10	1170	9000	7.8	Hood	Unit Ventilator	
200	32	32	10	1030	10240	6.0	Hood	Unit Ventilator	
202	30	30	10	1103	8520	7.8	Hood	Unit Ventilator	
204	30	30	10	1116	9000	7.4	Hood	Unit Ventilator	
203	30	30	10	1256	9000	8.4	Hood	Unit Ventilator	
205	30	30	10	1205	9000	8.0	Hood	Unit Ventilator	
207	30	30	10	1154	9000	7.7	Hood	Unit Ventilator	
208	28	28	10	1027	7840	7.9	Hood	Unit Ventilator	
Music Rm	22	25	10	730	5500	8.0	Hood	Unit Ventilator	
Music Hall	5	20	10		1000	0.0	Hood	Unit Ventilator	
Music Rm Total combined hall & room				730	6500	6.7	Hood	Unit Ventilator	
108	30	30	10	917	9000	6.1	Hood	Unit Ventilator	
Break Rm	30	30	10	978	9000	6.5	Hood	Unit Ventilator	
104	30	30	10	1219	9000	8.1	Hood	Unit Ventilator	
101	35	35	10	1047	12250	5.1	Hood	Unit Ventilator	
102	36	38	10	660	13680	2.9	Hood	Unit Ventilator	
103	26	30	10	1111	7800	8.5	Hood	Unit Ventilator	
105	38	24	10	1259	9120	8.3	Hood	Unit Ventilator	
107	36	30	10	1080	10800	6.0	Hood	Unit Ventilator	

COVID-19 Specific Capital Improvement Projects:

At the school, we are also able to provide further safeguards for students and staff. There are 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.

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 27, 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. Meetings in August will be used to review the reopening plan and develop granular operational plans for opening with appropriate protocols and procedures for opening. 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.

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 cohorts as follows:

Cohort A: Students in specialized programming such as special education 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 physically attend school four days a week using an AARAA model. We estimate that this cohort will include up to less than 30 students.

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 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 receive all of their instruction using our new robust remote learning platform. These students will remain enrolled students and will be able to participate in all schoolofferings 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. 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 90 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 committee.

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.

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 snack/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. Richmond Consolidated School will provide needed PPE, hand sanitizer, and other preventative materials to schools and classrooms.
3. School will be cleaned and sanitized each day and 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. Snack and lunch will be served in-the-classroom.
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. The 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.

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 be 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 school has purchased or intends to purchase the following items:

- 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 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.

Appendices:

- Face Covering Policy
- Special Services Planning
- Working Groups Documents
- Sample Schedules
- Reopening Committee Members
- Survey Data

Face Covering Policy

File: EBCFA

FACE COVERINGS

The Richmond Consolidated School 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 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;
- is 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.

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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.

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

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First Reading: August 11, 2020

Second Reading / Adoption: _____

Special Services Planning 2020-2021 School Year - Initial Planning

Phase 1: Distance Learning

We will prioritize the following students for in-person learning:

- High needs students who have significant and complex disabilities
- Students in substantially separate programs who have a high level of need
- Students who were unable to participate in remote learning due to disability related needs
- Students who primarily use alternative and augmentative communication tools
- High needs English learners
- Students with disabilities
- Newcomers
- Students with limited or interrupted formal education
- Preschool students with and without disabilities
- High needs homeless and foster students

Identified students will begin on September 14, 2020 and attend in-person learning four days per week from 9:00am - 12:00 p.m. We will provide lunch and transportation.

Instruction and Services will be as follows:

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

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. 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

During this phase prioritization for in person learning (in addition to the cohorts) includes students from Phase 1 and:

- students with disabilities who qualify for extended school year services and/or students with a moderate level of need and/or placement is partial inclusion and peer partners.
- English Language Learners based on WIDA levels (1, 2, 3)
- Homeless and foster students with moderate needs

These services will begin when conditions are met allowing for implementation of the hybrid model. Identified students will attend in-person learning four days per week. Lunch and transportation will continue to be provided.

Instruction and Services will be as follows:

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

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)

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

Phase 3: In-Person Learning

During this phase, prioritization of students for in-person learning - ALL students return. This will begin when conditions are met allowing for implementation of the full in-person model. All students will attend in person learning five days per week.

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Instruction and Services will be as follows:

All direct services (B and C Grid) are in-person

Consultation services (A Grid) for all students with disabilities may be in-person or may be virtual

In all three phases:

- Special Education Team meetings and 504 Team meetings will be virtual until further notice
- 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)

Students with high needs (significant and complex disabilities)	5
<i>Teachers (and paras)</i>	2 (1)
Students with high needs (English language learners)	0
<i>Teachers</i>	0
Students with high needs (preschool)	3
<i>Teachers (and paras)</i>	2 (1)
Students with high needs (foster care and homeless)	2
<i>Teachers</i>	2 (1)
Total (students)	10
*Total (teachers and paras)	6 (3)

*Related service providers are not included in these numbers. That's an additional 4 staff members.

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

Phase 2 - Projected Numbers (students and staff)

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Phase 2	
Students with moderate needs (qualified for ESY; moderate level of need; partial inclusion)	22
<i>Teachers (and paras)</i>	3(4)
Students with moderate needs (English language learners)	0
<i>Teachers</i>	0
Students with moderate needs (foster care and homeless)	0
<i>Teachers</i>	0
Phase 2 Total (students)	22
*Phase 2 Total (teachers and paras)	3 (4)
Grand Total (students)	22
Grand Total (teachers and paras)	3(4)

*Related service providers are not included in these numbers. That's an additional 4 staff members

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

Phase 3 - Projected Numbers (students and staff)

- All students and all staff will return

Working Groups Documents:

Key Considerations/Continued Talking Points:

Busing/drop-off/Arrival/Dismissal

Distance Learning - NA

Hybrid/ In-Person

- 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 busses.
- Pre-K 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 and as staging areas for school entry.
- Use separate points of entry for different classes
- No early drop-off
- Adequate social distancing prior to entering classes.

Special Populations:

Special Education Students:

In Person:

- 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

Hybrid:

- 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

Remote:

- 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

- Use paras to support specific students in distance learning

Immunocompromised Students:

(Remote only)

- Access in person classes remotely on a daily and regular basis; all interactions and all learning is remote
- Use synchronous learning as much as possible
- Provide technology training to parents and families

Meals, Bathrooms/Common Spaces/Cleaning

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
- Cohorts will follow a rotating schedule for eating in the classroom, cafe or outside (on days when it is not raining and the temperature is over 55 degrees)
- Food will either be delivered to the classroom on a food cart or placed on a cart in the cafe for those eating in the cafe/outside. Classes will be called to lunch one at a time once
- Students in Grades 2 and above 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 in Grades 5-8 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.
- In Grades Pre K-4, each classroom has its own bathroom that will be cleaned regularly by custodial staff

Nursing and other emergency protocols

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.
- **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.

Sample Schedules:

Sample HYBRID Schedules:

In a hybrid model, students alternate between in-person learning with safety requirements and remote learning.

Schedules:

In a hybrid model the student population will be split into cohorts. Cohorts will follow a two days in (M-T or Th-Fri) remote schedule with all students learning remotely on Wednesday. This allows the custodians to deep clean the building between cohorts. Students who are in person would return to classrooms with 6ft distancing and will remain with the same teacher/cohort for the school day. They will sit at desks with all other furniture and carpeting removed from the room. Students will receive individual bins or bags or required materials to eliminate sharing at school and to access when at home. Cohorts of students will either eat in the classroom, outdoors or in the café on a rotational basis. Recess will take place in separated locations based on grade level and will follow protocols sent out on July 25. Music and physical education classes will be significantly modified (per protocols sent on July 25). Specialists such as technology and art will push into the classroom setting or provide instruction outdoors. Mask breaks will be provided during the day.

On the remote learning days, teachers will use the learning management system CANVAS to provide asynchronous and synchronous lessons to students. Classroom teachers will design the remote lessons and a designated teacher or para will oversee the work. Special populations will have the opportunity to attend school on a full time basis.

Elementary teachers (k-5) will work with a paraprofessional and/or additional teacher to coordinate in-person and distance learning. In this model collaboration will occur each Wednesday to establish virtual lessons. While the details are still being worked out, one option includes having paras oversee the virtual lessons/work (designed by the teacher) while in a room with a licensed teacher who can provide support and address any questions. K through 5 teachers will deliver in person instruction to their students each week. Middle school teachers will deliver both virtual and in-person lessons throughout the day (see 'Middle School Teacher Sample Schedule' below).

Students participating in in-person learning will partake in regular classroom activities and specialists (see 'In-Person Elementary Sample Schedule' below). Students participating in virtual learning activities will partake in core subject area curriculum only (see 'Middle School Virtual Learning Sample Schedule' below). This is due to the need for specialists to teach full schedules during the day and the lack of secondary teachers/paras to deliver virtual specialists' curriculum. (In the event of full distance learning specialists will deliver virtual instruction.)

Middle School Teacher Sample Hybrid Schedule:

Period 1	Grade 6 In Class
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Period 2	Grade 6 Virtual
Period 3	Prep
Period 4	Grade 7 In class
Lunch	Lunch
Period 5	Grade 7 Virtual
Period 6	Grade 8 In Class
Period 7	Grade 8 Virtual

For IN PERSON Days: Elementary Sample Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
Period 1	core academics	core academics	core academics	core academics	Virtual
Period 2	core academics	core academics	core academics	core academics	Learning
Period 3	core academics	core academics	core academics	core academics	All Students
Period 4	Library	Tech	CARES	PE	Teacher Plan
Period 5	core academics	core academics	core academics	core academics	or
Period 6	Art	PE	Art		Profesional
Period 7	core academics	core academics	core academics	core academics	Development

For REMOTE learning in a HYBRID model (* specialist classes will offered on in person days only) Elementary Sample Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
8:30-9:15	Math	Math	Math	Math	Virtual
9:15-10:05	Independent Work Time	Independent Work Time	Independent Work Time	Independent Work Time	Learning
10:05-11:10	Snack/Break	Snack/Break	Snack/Break	Snack/Break	All Students
10:10-11:55	Science	Science	Science	Science	Teacher Plan

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12-12:28	Lunch	Lunch	Lunch	Lunch	or
12:30-1:15	ELA	ELA	ELA	ELA	Profesional
1:20-2:05	Independent Work Time	Independent Work Time	Independent Work Time	Independent Work Time	Development
2:05-2:55	Social Studies	Social Studies	Social Studies	Social Studies	Time

Sample REMOTE Schedules:

Grade 1	Monday	Tuesday	Wednesday	Thursday	Friday
Period 1	Morning Meeting				
Period 2	Reading	Reading	Reading	Reading	Reading
Snack					
Period 3	math	Tech	math	math	math
Period 4	Art	writing	writing	writing	writing
12-12:30	SS/Science	SS/Science	SS/Science	SS/Science	SS/Science
Lunch	12:30-1:05	12:30-1:05	12:30-1:05	12:30-1:05	12:30-1:05
1:07-1:18					
Period 6	writing	Music/PLC	PE	PE	Tech
Period 7		math	CARES	Art	Library

Synchronous
Asynchronous

Grade 4	Monday	Tuesday	Wednesday	Thursday	Friday
Period 1	Morning Meeting	Morning Meeting	PE	Morning Meeting	Library
Period 2	Spanish	SS	*Beg. Band	SS	SS
Snack					
Period 3	Reading	Reading	Reading	Reading	Reading
Period 4	SS	ART	Tech	PE	ART
12-12:30	Science	Science	Science	Science	Science
Lunch	12:30-1:05	12:30-1:05	12:30-1:05	12:30-1:05	12:30-1:05

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1:05-1:18	Writing	Writing	Writing	Writing	Writing
Period 6	Math	Math	Math	Art	Math
Period 7	CARES		SS	Math	Tech/PLC

Synchronous
Asynchronous

Grade 7	Monday	Tuesday	Wednesday	Thursday	Friday
Period 1	PE	Math	Math	Math	PE
Period 2	Math	Spanish	Spanish	Spanish	Math
Snack					
Period 3	Band/Kanz		CARES	Band/Kanz	
Period 4	Spanish			Art	Health w/ CL
Lunch	12-12:30	12-12:30	12-12:30	12-12:30	12-12:30
Period 5	Social	Social	Social	Social	Social
Period 6	Science	Science	Science	Science	Science
Period 7	ELA	ELA	ELA	ELA	ELA

Reopening Committee Members:

Peter Dillon, Superintendent

Jill Pompi, Principal

Mary Shook, Special Education Director

Cristina Lenfest, School Nurse

Natalie Gingras, School Secretary

Tracey Bullett, Head Custodian

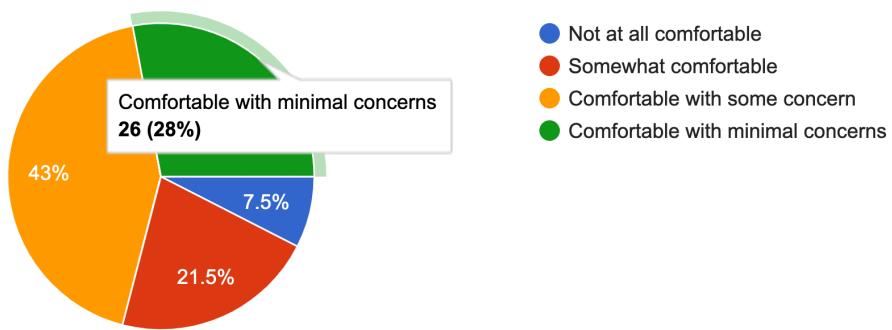
Ronna Zigmand, Technology Director
Roger Kohler, Math Teacher
Beth Smith, Classroom Teacher
Julia Sabourin, RtI Teacher
Jessica Godfroy, Parent
Dewey Wyatt, Community Member

Survey Data

Survey #1: July 7

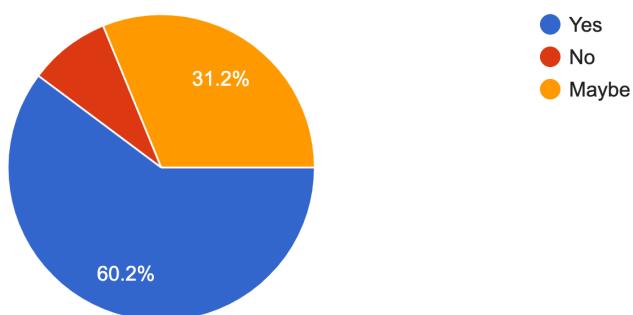
If public health officials believe it is safe to allow in-person instruction, are you comfortable having your student return to school this fall?

93 responses



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

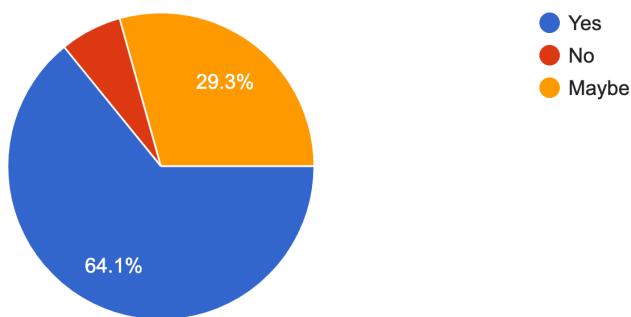
93 responses



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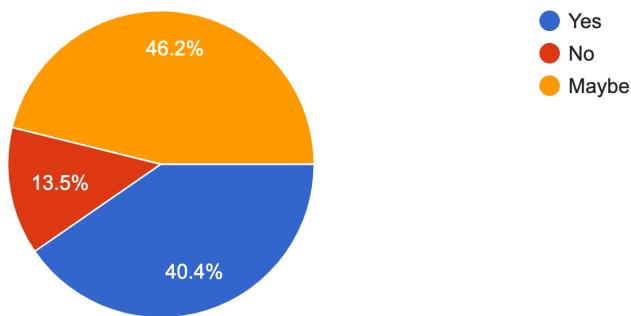
Student Attendance: Do you plan on sending your child to school IF they are required to wear a mask throughout the school day?

92 responses



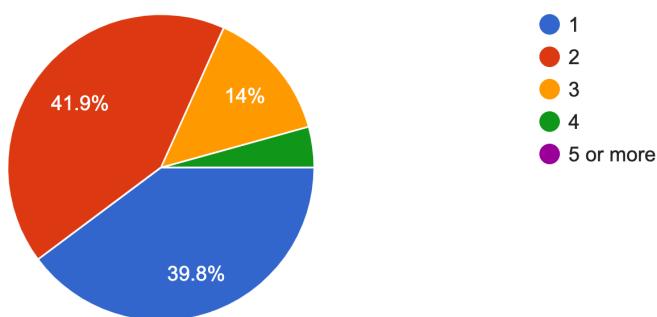
Transportation: THIS QUESTION IS ONLY FOR FAMILIES WHO ARE ELIGIBLE FOR THE BUS: If your child is eligible to ride the bus, do you plan on putting them on it to travel to and from school each day?

52 responses



At-Home: How many school aged children do you have (including those who are at another school)?

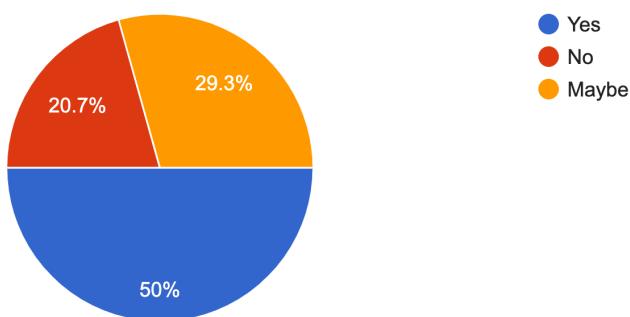
93 responses



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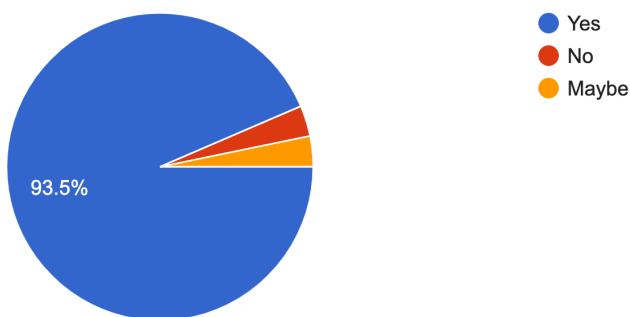
At-Home: Is there an adult able to stay with your child and supervise them during the school day?

92 responses



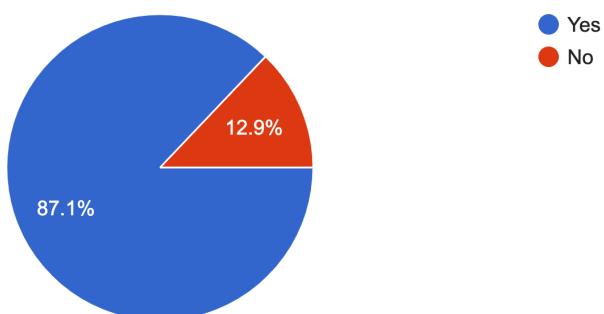
At-Home Technology: Do you have reliable at-home internet?

93 responses



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

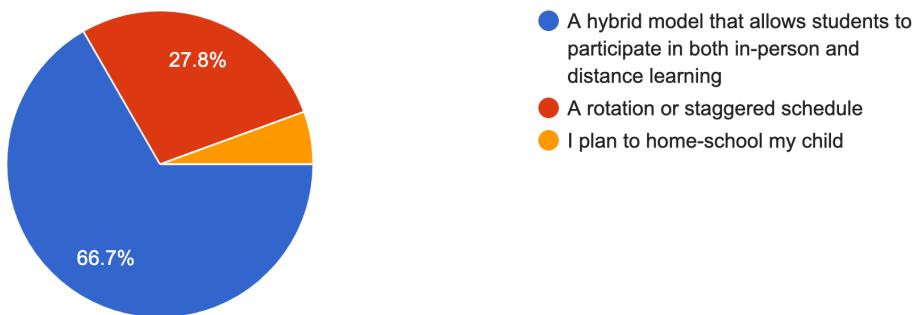
93 responses



Richmond Consolidated School August 2020

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?

90 responses



Survey 2: August 1

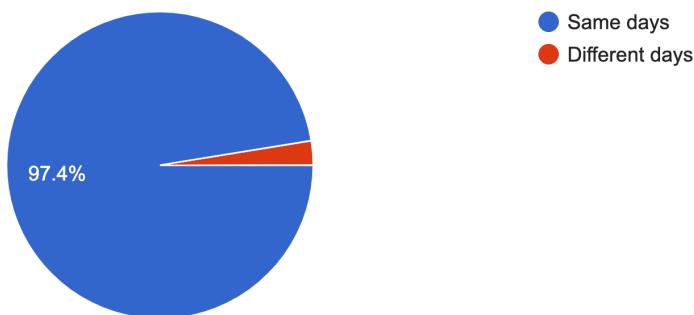
In examining the current safety guidelines (see message at the top) , do you plan on sending your child to school at the start of the year if our mode...could provide a brief explanation of your concern.

101 responses



If you have multiple children, would you prefer they attend on the same days or different days.

39 responses



▲ 1/3 ▼

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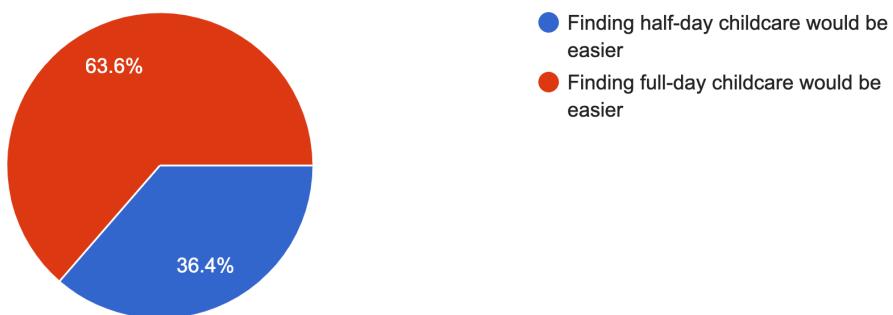
Bussing: ONLY FOR STUDENTS ELIGIBLE FOR THE BUS: We need to plan bus routes as we can no longer fill busses to capacity. To the best of your ...u plan on sending your child TO school on the bus.
57 responses



Bussing: ONLY FOR STUDENTS ELIGIBLE FOR THE BUS: We need to plan bus routes as we can no longer fill busses to capacity. To the best of your...plan on sending your child FROM school on the bus.
55 responses



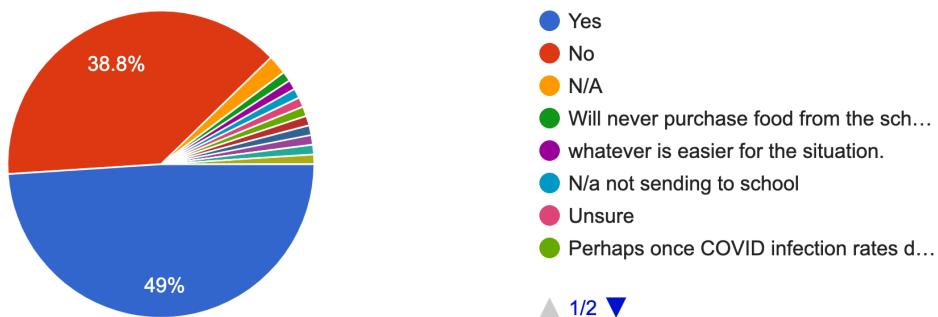
Hybrid Options Childcare: If you need childcare, is it more feasible to find half-day childcare or full-day childcare? Keep in mind half-day childcare ...f the bus at the half day time (end time is 11:55).
55 responses



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Lunch/Snack: On "in person" days, do you plan on having your child purchase school snack/lunch this year?

98 responses



Lunch: On "remote learning" days, do you plan on having your child purchase a "grab and go" bag?

98 responses

