

Concord
PUBLIC SCHOOLS

Concord-Carlisle
REGIONAL SCHOOL DISTRICT

Handbook for Reopening Schools



2020-2021 School Year

Willard Elementary
August 25, 2020

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INTRODUCTION

July 27, 2020

Dear Members of the School Community,

This document is created with great care and commitment to providing the best possible learning scenario for the 2020-2021 school year in a time where an ideal situation is impossible. Input and feedback are at the core of the recommendations for safety, learning, operations and holistic wellness of the children in our schools. Consultation and guidance was reviewed from the Massachusetts Department of Elementary and Secondary Education (DESE), federal, state and local officials as well as community members in the medical and science fields. Parents and teachers both offered a passionate dedication to the needs of students. Student voices are the heart of the plan.

As has happened since the beginning of the pandemic, choices were often very difficult. The plan is meant to be an overall direction for the aggregate group of students with an understanding that individual needs will require adjustments and modifications. The plan reflects the intent to maximize in-person learning for all students at the start of the school year given current health data. The fluid nature of the situation may require revision and changes. Flexibility and adaptability are foundations of our approach so that delivery models are fluid. Further details of the plan and information relative to specific age groups will be forthcoming throughout the summer.

It will not be easy or perfect but it will be productive, positive and purposeful. We have never valued the school and family relationship more.

Best,

Dr. Laurie Hunter

Superintendent of Schools

VISION

(This document was developed in the Spring to help teams develop plans for the new year.)

We developed a future-oriented vision to help us be ambitious and student-centered throughout the planning and implementation of the 2020-2021 school year.

At the end of the 2020-2021 school year, we envision a school community that developed relationships built on support, trust, and communication as a result of an approach that was thorough, flexible, and adaptive, yet clear and consistent. The changing landscape was viewed not just as a loss, but as an opportunity for innovation.

All students, parents, and teachers will have felt supported, seen, and heard.

All students feel connected to their teachers and classmates. They all progressed academically and found satisfaction and pride and joy in their learning since engagement was a priority. All students feel safe, and have had a trusted mentor or adult they could turn to when things were difficult. Equity for all was a focus in an improved learning environment. Ongoing activities outside of the classroom fostered student growth in areas beyond academics.

All parents will have satisfaction and pride in their role and ability as a partner teacher. They will have felt comfortable balancing home, work, and school. They will feel that their child was safe, and achieved acceptable progress.

All teachers feel supported by school administration in the ongoing development and execution of teaching and learning. They have satisfaction and pride in their teaching and feel growth in their teaching skills. They feel connected to their students and fellow teachers. They feel safe in their working environment.

All administration feel they have supported the school community and have done all they could to meet the needs of all their students, teachers, staff, and parents.

Communication at all levels ensured reliability and predictability for all stakeholders.

The district thrived on maintaining the familiar traditions and milestones. The schools achieved the critical balance between the health and safety effects of the virus itself, and the health and safety sequelae associated with isolation, loneliness, decreased preventive care, and high-risk home environments. Everyone in the school community will have felt able to balance work and home while also feeling satisfaction and pride in their accomplishments during unprecedented times.

LETTER FROM THE PRINCIPAL

Dear Willard Community,

This document is the result of hours of research, discussion, collaboration and documentation by the Willard COVID-19 Task Force. The team was broken into four areas of concentration: Whole Child, Innovative Learning, Operations and Health/Safety. We met weekly throughout the summer. As a result, the handbook outlines a fluid continuum of learning options, from in-person to full-remote, as health data dictates. This document outlines details of these plans, from instructional delivery models to operational protocol intended to keep students and staff safe. Thank you in advance for partnering with us to make this school year, although inimitable, to be one of safety, learning, joy and success.

I am grateful for the contributions of the Task Force. They are:

Name	Subcommittee
Matt Lucey, Principal (Co-Chair)	Operations
Kate Squire, Gr 4 teacher (Co-Chair)	Blended/Innovative Learning
Dr. David Lyczkowski, parent and pediatrician	Health and Safety
Dr. Peter Smulowitz, parent and emergency room physician	Health and Safety
Dr. Neel Madan, parent and physician	Health and Safety
Dr. Lauren Linton, parent and Biologist	Whole Child Support
Dr. Wendy Timpson, parent and pediatrician	Health and Safety
Carl Sweeney, Head Custodian	Operations
Patsy Sullivan, School Nurse	Health and Safety
Erica Josselyn, Librarian	Blended/Innovative Learning
Sherry Loiselle, Main Office Administrative Assistant	Operations
Genoveva Matheus, Technology Specialist	Blended/Innovative Learning
Aimee Cupp, Special Education Tutor	Operations

Joan Kulman, Reading Tutor
Chris Price, Assistant Principal

Jane Downes, Special Education Teacher
Tracy Breen, Adjustment Counselor
Jacqui Turner, Gr 2 Teacher
Sydney Pressley, Gr 5 Teacher
Nancy Tracy, Gr 3 Teacher

Sharon Hehn, ELA Specialist

Blended/Innovative Learning
Health and Safety
Blended/Innovative Learning
Whole Child Support
Whole Child Support
Whole Child Support
Operations
Blended/Innovative Learning

Best regards,

Matt Lucey
Principal

HEALTH AND SAFETY

The public health emergency requires a prioritization of safety measures and protocols. The goal of the plan is that a combination of mitigation efforts reduce the exposure and spread of the virus. Some state guidelines were made more conservative at the local level. As thorough as this list appears, additional practices and protocols will evolve during the remainder of the planning process.

Face Covering

School Committee Policy (CPS School Committee Reference EBCFA)

The Concord and Concord-Carlisle School Districts are 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. The importance of community cooperation for all safety measures, including wearing a mask cannot be understated. Anyone unwilling to follow these standards and protocols will leave the facility immediately. Students not adhering to our standards and protocols will complete the semester remotely.

All face coverings (whether disposable or reusable) must:

- Be made with at least 2 layers of breathable material, or has pre approval from the school nurse
- Fully cover the nose and mouth and secure under the chin
- Fit snugly but comfortably against the side of the face
- Be secured with ties or ear loops

At this time, based on guidance from health authorities, neck gaiters, open-chin triangles, bandanas and face coverings containing valves, mesh material or holes of any kind are not acceptable face coverings.

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.

A limited number of students with very specific and previously identified needs may be exempt from wearing face coverings. A written letter to the superintendent supported by a physician's statement and agreement from the Concord Board of Health is required for consideration.

- Additionally, face masks or face coverings will not be required when appropriate social distancing is enforced:
- during mask breaks;
- while eating or drinking;
- during outdoor physical education classes with prior submission of safety plan by teacher to administration;
- while outside.

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/guardian to determine whether an exception is appropriate, or the student may be removed from the school building and 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.

Students: The same [DESE guidance](#) indicates that students over grade 2 need to wear masks and strongly encouraged under that K-grade 1 wear masks. **At a local level, we will require that all students (including K and 1) wear masks, covering their mouth and nose. Gaiters and neck-ups are not acceptable face coverings.** Mask wearing will be enforced. Safe opportunities for mask breaks will be provided as part of the daily schedule at all levels.

Staff: The [Department of Elementary and Secondary Education released guidance June 2020](#) that all staff must wear masks. The district purchased transparent masks for all staff, though staff may choose to bring their own masks if they prefer.

Students and teachers may remove masks outside during mask breaks, but masks should be worn outside during arrival and dismissal.

Physical Distancing

In its [Initial Reopening Guidance, DESE](#) outlined a physical distance (the committee's preferred choice of language over socially distanced), of 6' between students with no less than 3'.

Investigation began as to the impact of the range of distance. Classrooms were set in each building for review and decisions made as a result of the outcome of the staging as well as common practices in the classroom and the viability of operating effectively. The local recommendation is to maximize rather than minimize physical space between students.

Teachers will maintain an accurate and current seating chart and share it with the main office and nurse. The seating chart is most useful in identifying possible transmission.

The district concludes that a 6' distance will be maintained between students and staff.

Other spaces were also reviewed for the same 6' practice. This results in modifications to at least the following routines at each school. Upcoming building-based documents will provide additional information.

- Scheduling and space during hallway travel
- Limitations to the capacity of restricted use of common spaces (some to be repurposed)
- Restructuring arrival and dismissal of students to avoid large groups

Hygiene Protocols

The [DESE Initial Reopening guidance](#) outlines regular hand washing schedules such as upon arrival and before the lunch. The committee recommends that regular hand washing be directly taught and supervised in the elementary classrooms.

Given the structure and availability of sinks, the committee recommends that hand sanitizer be easily and readily available at Willard so students can frequently apply. Hand sanitizer will be placed in every classroom space and in common areas.

Hand Hygiene

Important Note: hand washing is more effective than hand sanitizer but hand sanitizer is an acceptable alternative when soap and water are not possible

When to wash hands:

- Before and after eating

- After using toilet

When to wash hands/sanitize:

- Before boarding bus
- When entering building
- Upon entering classroom
- Before taking masks off and before putting them back on
- Before and after touching face (or blowing nose, covering a sneeze, etc)
- When visibly soiled
- Before dismissal

Protocol for Handwashing (from CDC): Whenever possible, hands should be cleaned with soap and water for at least 20 seconds. **Follow these five steps every time:**

- *Wet your hands with clean, running water (warm or cold), turn off the tap, and apply soap.*
- *Lather your hands by rubbing them together with the soap. Lather the backs of your hands, between your fingers, and under your nails.*
- *Scrub your hands for at least 20 seconds. Need a timer? Hum the “Happy Birthday” song from beginning to end twice.*
- *Rinse your hands well under clean, running water.*
- *Dry your hands using a clean towel or air dry them.*
- *Turn the water off with the use of a paper towel.*

Protocol for Using Hand Sanitizer (from CDC): When sanitizer is being used in place of hand washing, the following procedure should be followed:

- Use hand sanitizer that is at least 60 % ethanol or at least 70% isopropanol
- *Apply the gel product to the palm of one hand.*
- *Rub your hands together.*
- *Rub the gel over all the surfaces of your hands and fingers until your hands are dry. This should take around 20 seconds*

Locations for Sanitizing Stations:

- Front, gym and 2nd/3rd grade entrance
- Outside nurse’s office
- Outside bathrooms

Health Office Use

Isolation Space: The nurse’s office will be the isolation area for students with COVID symptoms. There are 2 bathrooms and space for 4 students to isolate.

Minimizing Traffic to the Health Office: All classrooms will be equipped with a “BooBoo Bag” aka First Aid Kit so that minor issues can be addressed in the classroom without sending a student to the health office.

Protocol for Access to Health Office: A phone call must be made **before** sending any student to the health office. Mrs. Sullivan will determine whether the child should report to the health office or the conference room. If Mrs. Sullivan is unable to answer the call, please call the main office. You will be asked what symptoms the child is presenting with and then directed as to whether the child should report to the health office or whether Mrs. Sullivan will need to meet the child in your classroom to bring them to the isolation space.

COVID Symptoms: Below is the full list of symptoms for which caregivers should monitor their children, and staff should monitor themselves (directly from DESE guidance published July 17, 2020):

- Fever (100.0° Fahrenheit or higher), chills, or shaking chills
- Cough (not due to other known cause, such as chronic cough)
- Difficulty breathing or shortness of breath
- New loss of taste or smell
- Sore throat
- Muscle aches or body aches
- Nausea, vomiting, or diarrhea
- Headache *when in combination with other symptoms*
- Fatigue, *when in combination with other symptoms*
- Nasal congestion or runny nose (not due to other known causes, such as allergies) *when in combination with other symptoms*

If staff or students have any of these symptoms, they must get tested with a negative result for active COVID-19 infection prior to returning to school.

Please see the section on Responding to Various COVID Scenarios for more information.

Bathroom Usage

Bathrooms are designated for individual grade levels as follows:

- Kindergarten and First Grade: within classrooms
- Second Grade: Second-grade hallway only
- Third Grade: Third-grade hallway only
- Fourth Grade: Bathrooms outside the cafeteria
- Fifth Grade: Fifth-Grade Hallway

- Main hallway bathrooms may be used by students visiting the nurse, speech and language or Mental Health suite
- Gender-Neutral Bathroom: library
- Staff bathroom in the second grade hallway may be used by students with mobility needs.
- All staff should use the staff bathroom closest to the room that they occupy

Managing Bathroom Capacity: Bathrooms will be limited to two students at a time, for second grade through fifth grade. A lanyard system will be used outside the door to designate the number of occupants. If both hooks are full, students need to wait outside with six feet of distance between individuals waiting. Tape has been placed on the floor to create a visual for where students will wait.

Signage: Signs will be prominently displayed inside the bathroom to remind students of appropriate hand washing techniques. Outside the bathroom, signage will explain bathroom protocol and the lanyard system.

Cubby/Locker Usage

Cubbies and lockers should be accessed in a staggered manner to minimize close proximity of students. It's at the teacher's discretion if students bring snacks in the classroom at the start of the day. Every effort should be made to minimize trips to student lockers.

Plan for Storing Student Belongings:

- School will encourage parents to send students with just the necessities
- Student belongings may be stored in the classrooms using chair sacks or hooks.

Cohorting and Assigned Seating

Elementary classrooms will be considered a cohort. Students will remain with their classmates throughout the school day. Students on a school bus will also be considered a cohort. Whenever possible, students will be given assigned seating.

Screening

Staff will utilize an electronic form in Aspen to daily report any symptoms and make the determination to stay home in alignment with [CDC](#) and [DESE guidelines](#).

Parents will also complete a daily electronic form on Aspen to determine the appropriateness of attendance at school. This is outlined in [DESE guidelines of July 2020](#). The district is enhancing this list in accordance with the [CDC list of COVID-19 symptoms](#) and will exclude children actively presenting with any of these symptoms from in-person learning so ask parents to proactively keep children at home.

Remote learning will immediately be available to ensure there is no disruption to education.

Temperature checks will not be conducted per this same guidance. Any staff or student demonstrating symptoms must refrain from attending the school setting. Any staff or student with such symptoms will be referred to the school nurse, isolated, and parent called to remove the student only to return after discussion with the nurse and compliance with DESE protocols. [DESE released guidance in July 2020 relative to this process.](#) Children with symptoms will rest 10' apart in the designated isolation area until they are released to their parents.

Student and Parent Contracts (see links at the end of this document)

It is critical that adherence to these safety measures be consistent and a commitment from the entire school community. All parents will also be required to sign a contract that they will discuss and enforce this message with their child in an age-appropriate way.

Mask noncompliance protocol:

- If a child is not wearing a mask, the teacher tells the student to put their mask back on.
- If the child refuses, the Principal or Assistant Principal is called. If they are unavailable, members of the mental health team are notified.
- The child must step into the hallway and the teacher monitors from an appropriate distance until another adult arrives.
- The child is encouraged to put on a mask by the responding adult. That adult may take the child outside for a mask break. If the child still refuses to put on their mask, the child will be sent home. Child will wait for the parent in an isolation area.

Main Office Traffic

Dismissal Notes and Tardy Children

- Parents/guardians and other non-Willard staff are restricted from entering the building.
- Students may not be dismissed after 12 pm.
- All dismissal changes need to come via email to the main office in the morning. The main office will notify teachers by classroom phone.
- Tardy students will be greeted at the main door by a staff member who will record the time of arrival and will call the classroom teacher by phone.

Early Pick-Ups are strongly discouraged

- Parent pulls up to the main entrance of the school. The parent or guardian may call the school or ring the buzzer at the main entrance. Front office staff will contact the classroom, and a staff member will walk the student to the main entrance and record dismissal in Aspen.

Forgotten Items from home

- Please do a double-check to ensure items are not left behind before departure.
- Only jackets, snacks and lunches, or medication should be delivered if forgotten.
- Parents/guardians will leave forgotten items clearly labeled with the student's name and classroom in a receptacle outside the front door. Parent rings the doorbell to alert the main office that an item is outside. Staff collects the item and gets it to the classroom.

Fire Drills

All schools in Concord will continue to be required to meet the regulatory standard for frequency of conducting evacuation/fire drills. The Concord Fire Department has directed the schools to conduct emergency evacuations that result in the quickest exit of occupants from the building. Therefore, Willard will be maintaining the existing protocol of evacuation of occupants through the nearest egress.

Screening

Staff will utilize an electronic Google Form to daily report any symptoms and make the determination to stay home in alignment with [CDC](#) and [DESE guidelines](#).

Parents will also complete a daily electronic form on Aspen to determine the appropriateness of attendance at school. Parents will be provided a list of symptoms to determine the appropriateness of attendance at school. This is outlined in [DESE guidelines of July 2020](#). The district is enhancing this list in accordance with the [CDC list of COVID-19 symptoms](#) and will exclude children actively presenting with any of these symptoms from in-person learning; parents should keep children with symptoms at home.

Temperature checks will not be conducted per this same guidance. Any staff or student demonstrating symptoms must refrain from attending the school setting. Any staff or student with such symptoms will be referred to the school nurse, isolated, and parent called to remove the student only to return after discussion with the nurse and compliance with DESE protocols. [DESE released guidance in July 2020 relative to this process](#). Children with symptoms will rest in the designated isolation area until they are released to their parents. Willard has four isolation areas for students and one staff area in the nurse's suite.

Illness

Should a student or staff be positively confirmed with COVID-19, the Concord Health Director and Public Health Nurse will be immediately contacted. They will direct the determination of close contacts (those within 6' for over 15 minutes) in cooperation with the family and school staff. ***For Concord's purposes, an elementary classroom cohort will be considered close contacts.***

Close contact will be contacted as a part of the contact tracing process, all coordinated through the Public Health Nurse (not public schools). Students in close contact to someone with COVID-19 should quarantine for 14 days. Remote learning will be available throughout that period to allow for continual access to instruction. The [Department of Elementary and Secondary Education issued guidelines in regard to responding to illness on July 17, 2020.](#)

POSITIVE COVID-19 CASE

If someone in the school setting tests positive

If a student or staff member tests positive for COVID-19, their close contacts will be defined as only those who have been within 6 feet of distance of the individual for at least fifteen minutes, while the person was infectious. The infectious period begins 2 days prior to symptom onset. If someone is asymptomatic, the infectious period is considered to begin 2 days prior to the collection of their positive test.

Self-isolation for COVID-19 positive cases is a minimum of 14 days

Most people who test positive and have a relatively mild illness will need to stay in self-isolation for at least 14 days. People who test positive can resume public activities after 14 days and once they have:

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

Policy of when a close contact may return to school

All close contacts should be tested but must self-quarantine for 14 days after the last exposure to the person who tested positive, regardless of test result. After further consultation with the medical community, we are updating this guidance as the virus can cause illness from 2-14 days after exposure and even asymptomatic

individuals can transmit the virus. Going forward, even if an individual identified as a close contact receives a negative test result, they must continue to self-quarantine for the full 14 days as the virus may take up to 14 days to cause illness.

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

Parents and staff should notify the building principal immediately that the individual has tested positive for COVID-19. The building principals will notify: superintendent, public health nurse, school nurse, lead custodian.

If the individual was on school premises or used transportation, these areas will be cleaned and disinfected.

A classroom will be notified of a positive case by the building principal. Close contacts will be contacted by a public health nurse.

Close contacts of a positive COVID-19 case should be tested as directed by the Public Health Nurse. For general guidance, DPH defines close contact as:

- Being within less than 6 feet of COVID-19 case for at least 10-15 minutes.
- Close contact can occur while caring for, living with, visiting, or sharing a healthcare waiting area or room with a COVID-19 case while the case was symptomatic or within the 48 hours before symptom onset, OR
- Having direct contact with infectious secretions of a COVID-19 case (e.g., being coughed on) while not wearing recommended personal protective equipment.

Policy of when a student/staff person may return to school after COVID-19 symptoms

If a student or staff member has COVID-19-like symptoms, they may return to school after they have tested negative for COVID-19, have improvement in symptoms, and have been without fever for at least 24 hours without the use of fever reducing medications. If a provider makes an alternative diagnosis for the COVID-19-like symptoms, the individual may return to school based on the recommendations for that alternative diagnosis (e.g., influenza or strep pharyngitis).

If a student or staff member presents COVID-19-like symptoms and chooses not to be tested, they may return to school 10 days from start of symptoms, as long as their symptoms have improved and they have been without fever for at least 24 hours prior to their return to school without the use of fever reducing medication.

SYMPTOM SCREENING BEFORE SCHOOL HOURS

Parents and staff will be required to complete an electronic symptom screener on a daily basis before school.

Individuals must STAY HOME if they have any of the symptoms below:

- Fever (100.0° Fahrenheit or higher), chills, or shaking chills
- Cough (not due to other known cause, such as chronic cough)
- Difficulty breathing or shortness of breath
- New loss of taste or smell
- Sore Throat
- Muscle aches or body aches
- Nausea, vomiting, or diarrhea

If staff or students have any of the above symptoms, they must

- **must get a test for active COVID-19 infection prior to returning to school.**
- **If negative, must remain home until fever free for at least 24 hours**
- **If positive, see above protocols**

Additionally, the following symptoms, in combination with other symptoms, may raise suspicion for COVID-19 infection:

- Headache *when in combination with other symptoms*
- Fatigue, *when in combination with other symptoms*
- Nasal congestion or runny nose (not due to other known causes, such as allergies) *when in combination with other symptoms*

SYMPTOMS IN SCHOOL

Students and Staff demonstrating the following symptoms in school will be considered a possible case of COVID:

- Fever (100.0° Fahrenheit or higher), chills, or shaking chills
- Cough (not due to other known cause, such as chronic cough)
- Difficulty breathing or shortness of breath
- New loss of taste or smell
- Sore Throat

- ❑ Muscle aches or body aches
- ❑ Nausea, vomiting, or diarrhea
- ❑ Headache, *when in combination with other symptoms*
- ❑ Fatigue, *when in combination with other symptoms*
- ❑ Nasal congestion or runny nose (not due to other known causes, such as allergies) *when in combination with other symptoms*

For students, a school staff member will call the school nurse's office. The student will be directed to the isolation room if appropriate. The parent/guardian will be called to pick the student up from school immediately. See above protocol for symptomatic individuals.

For staff, the building principal or designee will be notified by the staff member. The staff member leaves the school immediately. See above protocol for symptomatic individuals.

Resources

Massachusetts Department of Elementary and Secondary Education

Protocols for responding to COVID-19 scenarios in school, on the bus, or in community settings, July 17, 2020

Massachusetts Department of Public Health

Information and Guidance for Persons in Isolation due to COVID-19, March 11, 2020

[MA daily dashboard](#)

Massachusetts Department of Public Health

Information and Guidance for Persons in Quarantine due to COVID-19, March 11, 2020

Center for Disease Control

Guidance for School and Childcare, last updated July 23, 2020

School Closure

With new color-coded metric from COVID Command, DESE is issuing additional guidance for selecting a learning model

New color-coded metric*		DESE expectation for learning model
RED	Average daily cases per 100,000 is greater than 8	Remote
YELLOW	Average daily cases per 100,000 is between 4 - 8	Hybrid OR Remote (if extenuating circumstances)
GREEN	Average daily cases per 100,000 is less than 4	Full-time in-person OR Hybrid (if extenuating circumstances)
UNSHADED	Fewer than 5 total cases over the past 14 days. Generally, this is for communities with small populations and very few cases.	

**Measured as a 14-day rolling average and will be reported weekly as part of the online DPH dashboard*

Fewer cases than noted above will be determined in consultation with local health officials dependent on the context, contact tracing and number of individuals requiring quarantine.

OPERATIONS

An important and critical aspect of the return to school is a review of the operational aspects that become the infrastructure of a school system and must now meet safety protocols and procedures. The district's goal is that a reorganization of these processes allows for a streamlined approach that supports the continuity of teaching and learning.

Transportation

[DESE released guidance relative to transportation on July 22, 2020.](#)

Highlights of this guidance and recommendation from the Operations Working Group include:

Masks

All staff and students on the bus, regardless of age, are required to wear masks (no gaiters) at all times. Exemptions for students due to medical and/or behavioral reasons and associated protocols are further described later in this guidance. See School Committee Policy EBCFA

Distance

Students should be seated *no more than* one student per bench, alternating sides for each row, which allows students to maintain approximately 3 feet of physical distance. Children from the same household may sit together and in closer proximity (e.g., two students per bench). This reduces bus capacity approximately $\frac{1}{3}$ of typical ridership.

Ventilation

Keep windows open at all times during operation, unless not possible due to extreme weather conditions.

Seat assignments

Students should be assigned to a single bus and a particular seat.

Sanitation and Training

- Driver training planned for August
- Face masks for students and drivers (face shields for drivers optional)
- Hand sanitation dispenser on buses (require final placement approval from RMV)
- Sanitizing wipe containers on buses (touch points frequently cleaned during the day)
- Bus window open for air circulation (weather permitting)
- Deep clean every night when buses return to terminal (electrostatic sprayer)
- Signs posted bus office and garage entry points.
- Procedures for deliveries of supplies and services (garage)

The outcome of these safety protocols requires parental assistance with transportation.

Arrival and Departure of School

It is the expectation that at least 50% of students will not be using District-provided transportation this year. As a result, there are many modifications that have been made to the arrival and dismissal procedures. The mornings will look very similar to what has occurred in the past, while the afternoon pick-up has been heavily modified. *We are grateful for the support of the Concord Police who helped with the design of these plans and will be on site to ensure safe execution.*

Arrival Protocol

Car Drop-Off: We will begin receiving students at 8:50 AM. Parents will be asked to remain in their cars and have their children ready to get out of the car when they pull up to the curb. All students must exit from the passenger side of the car. After a child has been received, parents proceed out via Powder Mill Road.

Bus Drop-Off: Students will be assigned to seats on the bus by grade level to facilitate social distancing, cohorting and smooth dismissal from the bus. Buses will be unloaded from the bus circle. Beginning at 8:50 AM, staff will unload buses and direct students to the proper grade-specific entrance.

Entering Building: Staff without a homeroom class will be stationed around the outside of the building to supervise students and ensure that they sanitize upon entry into the building and in hallways to supervise traffic flow. All students entering classrooms will sanitize at the door, using sanitizer available on wall-mounted dispenser. Students are prohibited from visiting any classrooms on the way to their own.

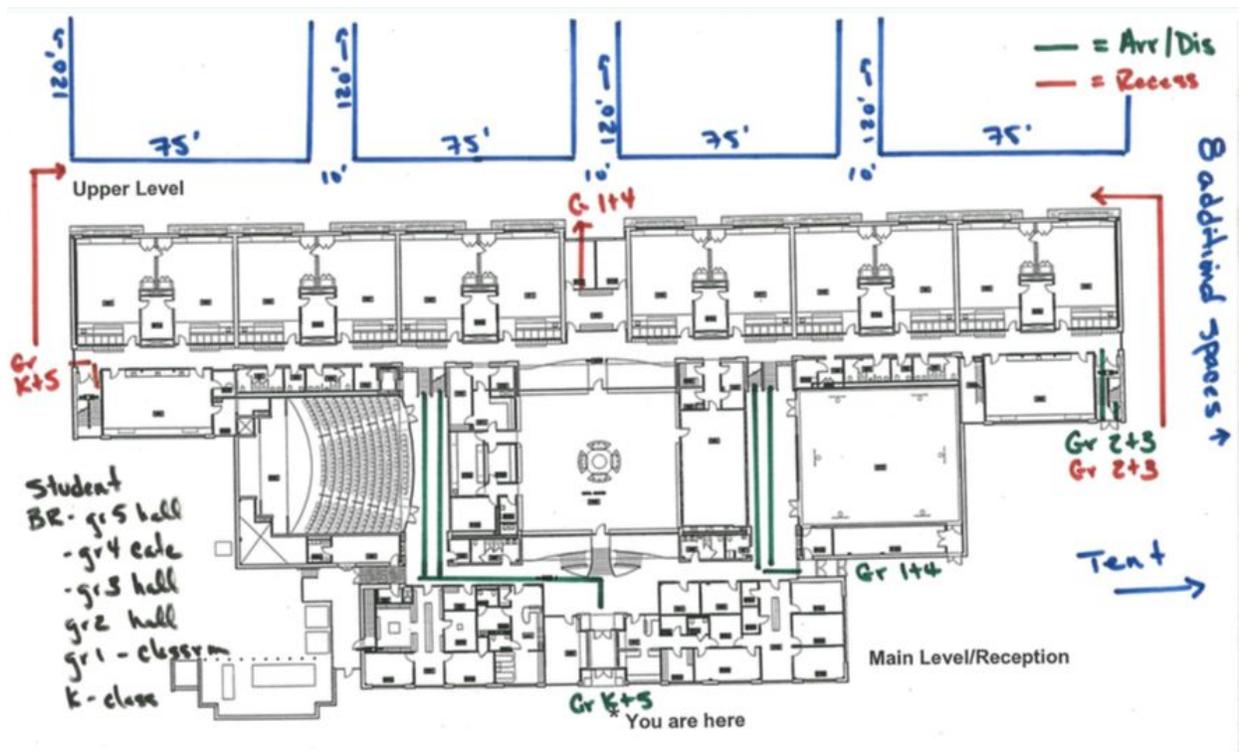
For Reluctant Attenders

There will be a designated spot for students exhibiting reluctance coming into the building that will be staffed and located in a place that offers students privacy while also enabling expected social distancing guidelines to be supported while entering the building. Parents/guardians should park their cars and escort their student to this area. Consistent protocol will be utilized to support these students, along with signage to help communicate drop off expectations.

[Tricky Morning Drop Off Protocol](#)

Entrance locations (see entrance map for more details):

- Grade K and 5 - Main Entrance, turn left, downstairs for K, upstairs for 5
- Grade 1 and 4 - Gym Entrance, turn right, downstairs for 1, upstairs for 4.
Grade 2 and 3 - Western most door near tent. Downstairs for 2, upstairs for 3.



Dismissal Protocol

Dismissal will be staggered by grade level. Classes will be called over the loudspeaker to exit the building. **Classes exit through their designated exit/entry door.**

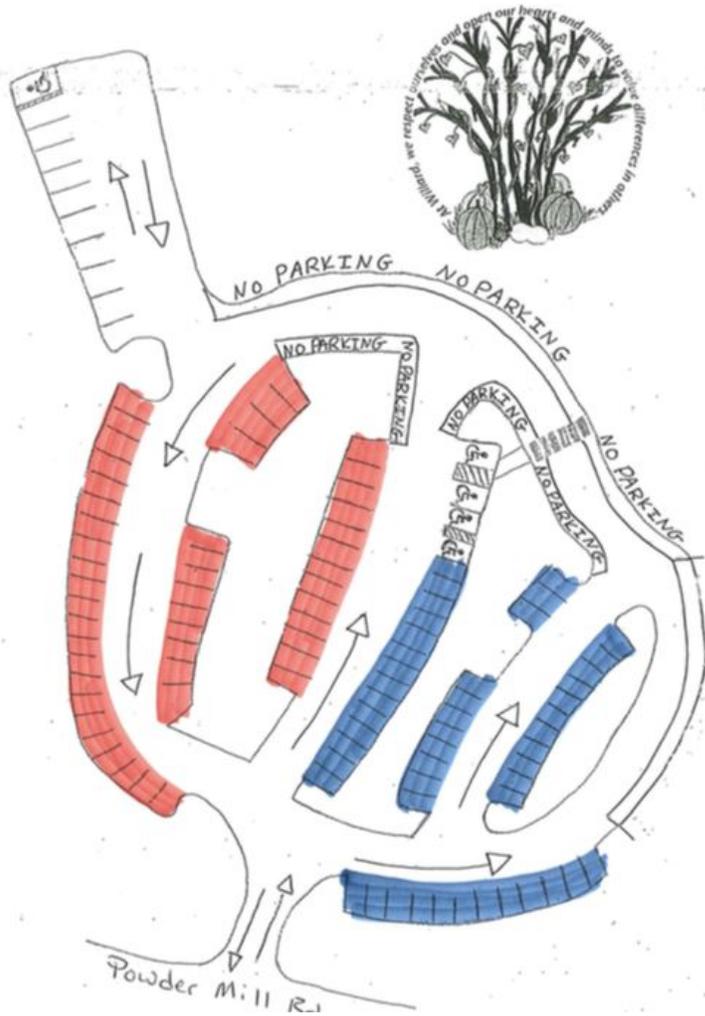
12:15: First group called (Kindergarten and Grade 2)

12:20: Second group called (Grade 1 and Grade 3)

12:25: Third group called (Grade 4 and Grade 5)

Parents/guardians picking up students are asked to park by the grade level of the youngest child and enter the school grounds only when scheduled (i.e. Kindergarten and grade 2 at 12:15, grades 1 and 3 and grades 4 and 5 at 12:25). **For safety reasons, we ask all cars to back into spots.** If a parent is picking up multiple children, they should remain in their car until all children have been delivered to the vehicle. Concord Police will be on site to assist with traffic control.

Parents/guardians who are picking up students in Kindergarten, 1 and 4 will park in the spots designated in red in the map below. Parents/guardians who are picking up students in grades 2, 3 and 5 will park in the spots designated in blue in the map below.



Entire classes will exit the building together. Two staff members will be dismissing each class, classroom teacher and assistant. Assistants will deliver students to designated walker/biker area and to buses. The classroom teacher is responsible for delivering students for parent vehicular pickup. Drivers will remain in vehicles. Parents will create and place placard(s) with student name(s) and classroom teacher name displayed in their car windows. Additional staff will be available to aid in the delivery process.

Walkers/Bikers:

Adults meeting up with walkers and bicyclists will wait by the tent on the west side of the building positioned in the field along the asphalt path. Staff will deliver students to the area. Bike racks will be available in this area, too.

Students staying for Park and Rec after-school program:

Beginning at 12:15, Park and Rec staff will come to classrooms to pick up students for that program and bring them to their designated areas in the dining hall and library.

Hallway Movement

Teachers will establish expectations on when individual students enter hallways. They should ensure they are not within 6' of another student or adult or occupied by another class line. Similarly, classes will wait in their classrooms until the hallway is less congested before exiting classrooms. Hallways will not be designated as one way. Students and staff should always stay to the right when moving through the hallways.

Elevator Usage

- Students always ride the elevator with a staff member
- Masks must be worn at all times
- Staff are the only ones who may touch the buttons
- Staff should sanitize/wash hands before pushing elevator buttons as well as upon exiting the elevator
- Inside the elevator, staff and student should position themselves on opposite sides of the elevator

Cohorting and Assigned Seating

Each Elementary classroom is considered a cohort. Students will remain with their classmates throughout the school day. There will be instances related to delivery of services when students will be flexibly grouped from across cohorts. In all instances, masks, social distancing and hygiene will be maintained. Students on a school bus will also be considered a cohort. Students will be given assigned seating in the classroom and on the bus. Seats will be assigned in general education classrooms and seating charts are to be maintained and shared with the principal in the event of contact tracing.

Mask Breaks

A schedule will be created to ensure all students have a mask break. Socially-distant areas will be designated on the recess fields for this purpose.

Water Bottles

Students and staff should not drink directly from water fountains. Students should arrive at school with full water bottles. Fountains should only be used for refilling reusable water bottles.

Snack

Best practice is for mask breaks to be concurrent with student's snack time. Mask breaks must occur outside. All students and staff must be 6' apart when masks are off. There will be designated outdoor spaces delineated on the lawn for mask breaks and snack. Snack/Mask breaks will be staggered on a schedule to reduce the number of classes outside at the same time.

- Students will wash their hands before taking off their mask and eating snack and again washing their hands after snack.
- Whenever possible, snack time should occur outside during a mask break.
- If snack time must occur in the classroom, students must remain in their seats at a 6' distance when their mask is off.
- The student or teacher will sanitize desks after snack.

Eating and Food Service

The Operations Working Group drafted a plan regarding food service:

Covid Kitchen Training

This includes:

Contactless Ordering and Payment

- NutriSlice, desktop & mobile platforms. Access to menus and daily, weekly and monthly ordering ability. Eventually nutritionals as well.
- Location assignments as sub category per ID number

Meals

- Packaged and labeled with ingredients and allergens
- Complete, reimbursable and able to be eaten from the container they are packed in.
- Production based on pre-ordering model

Lunch in Classrooms: For students who order a school lunch but are going home at 12:25, they will be delivered to classrooms at 12:00 noon. For students remaining a full day, lunches will be delivered to the space where they are eating (four areas in the dining hall and two in the library). Lunches will be prepackaged with single use utensils and trays.

Lunch Routine (for students remaining for full days)

- After students transition to their afternoon locations, they will sanitize their new spaces and wash their hands
- Students eat at assigned tables or desks (depending on the location) to ensure six feet of separation since masks will be off. In nice weather, students remaining for full days are encouraged to eat lunch outside.
- Students clean their lunch area/throw out trash one at a time

- Students wash their hands again after eating lunch
- If lunch occurs indoors, staff will leave trash barrels close to the door so that custodians can easily remove trash after lunch time with minimal entry into the classrooms

Staff/Shared Spaces

In all shared spaces, staff will be mindful of social distancing. If a space is too small to remain six feet away from someone and still use the space effectively, capacity to that space will need to be limited.

The following spaces will be limited to a capacity of one staff member at a time:

- Copy/mail room
- Main office
- Book room

The following spaces may be able to safely accommodate more than one adult. However, please pay attention to where you position yourself so that there is room for people to pass at a distance of six feet:

- Supply room
- Tutorial spaces

Materials

Teachers may utilize the book room and classroom libraries under modified procedures. Classroom library books should be selected or distributed at the start of the week and returned on Friday. Allow books to sit over the weekend before returning or redistributing. Books from the book room should be collected and sit for three days before being returned or redistributed.

Teachers will distribute papers for the day in the morning before students arrive. Only teachers should distribute paper and other materials. Teachers will wear gloves or wash hands before distributing paper and materials.

Cleaning Protocols

Prior to school opening

- Custodian hours will be reworked to have more cleaning help during the first shift when the buildings have the most occupancy.
- Laminated signage and posters have been installed reminding staff and students to use social distancing and proper hygiene.
 - The district will use age-appropriate signs at each level.

- Proper training and instruction will continue to be provided to all custodians and maintenance staff around additional cleaning in **common spaces, classrooms, and restrooms**.
- Custodians will be trained on the use of electrostatic backpack sprayers.

Common Spaces

- Common spaces will be wiped down multiple times throughout the day with disinfectant including high-touch areas (i.e. railings and door handles).
- Disinfectant wipes will be located in conference rooms and office areas for employees to use.
- Where possible, we will eliminate high-touch areas by propping open doors or installing foot door openers.
- Elevator use will continue to be limited to authorized people only. Hand sanitizer will be installed in elevators.

Classrooms

- Wall-mounted hand sanitizers will be installed in every classroom.
- Sanitizer wipes will be placed in every classroom for students and teachers to wipe down their areas after every classroom change.
- Custodians will perform a daily deep clean of every classroom using the new backpack electrostatic sprayer each school received.

Restrooms

- Restrooms will receive extra cleaning and sanitization in the daytime combined with a deep cleaning during off hours.
- Each restroom will have foot door openers installed or an alternative to eliminate touching the doors as much as possible.
- Each student and staff restroom will have disinfectant wipes in restrooms so teachers and students can wipe down fixtures prior to touching.
- Multifold paper towel dispensers will be installed.

Windows

Classroom or office windows should not be opened. Willard's HVAC system was recently assessed by an outside engineering consultant and given the highest rating. The effective functioning of the air exchange system is dependent upon all school building windows remaining shut at all times.

Use of Indoor Space

Space throughout the schools will be reviewed and repurposed as necessary. Large common spaces will be closed, highly structured and monitored, or used for a different need.

Use of Outdoor Space

We believe the outdoor space to be a specific opportunity during at least the fall months. A 31' x 21' tent will be located on the west field and can accommodate 18 students. It will be placed along the existing paved path so will be accessible in all weather and be ADA compliant. A sign-up schedule will be created for tent use. Proper social distancing should be maintained inside the tent. Additionally, there will be twelve 120' x 75' areas designated for classes to use for mask breaks, outdoor learning, and body breaks. These spaces will be scheduled so that each class will have daily access.

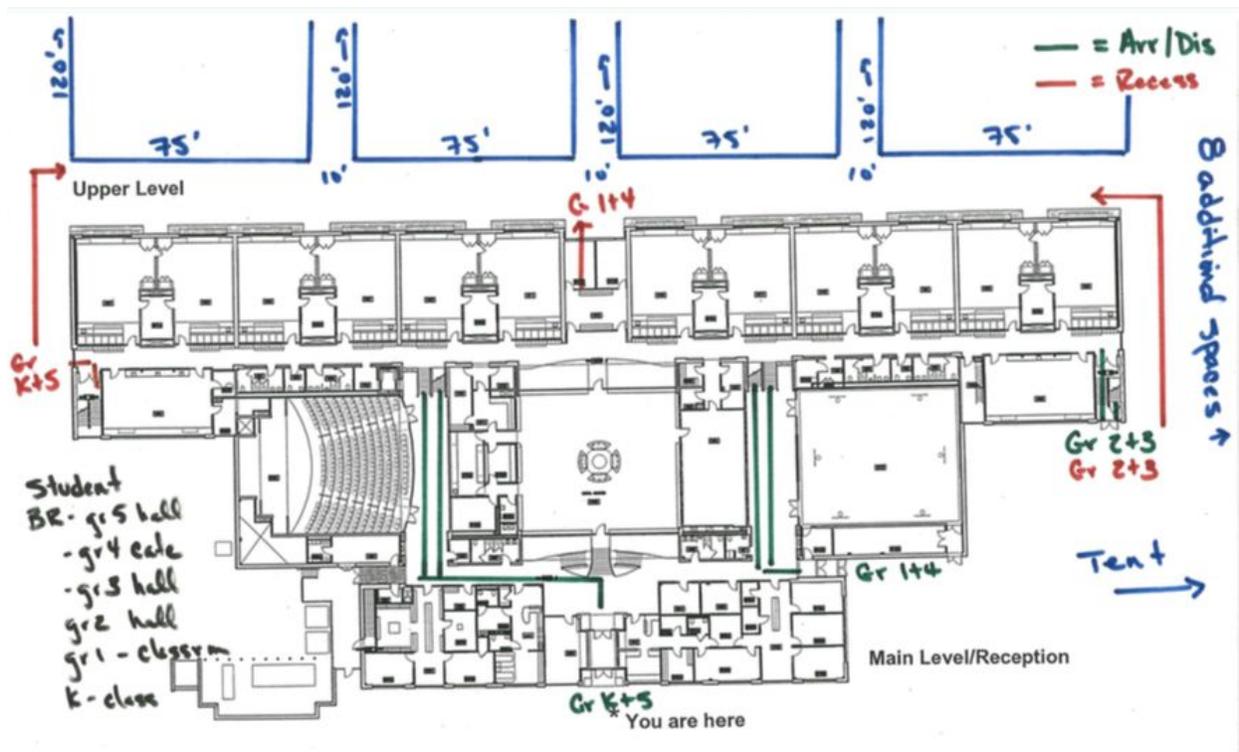
General Recess Guidelines

- Only one class will be allowed in each area at a time
- Recess will be supervised by the classroom teacher and any support staff assigned to the class at that time
- If equipment (jump ropes, balls, etc) is used, it must be sanitized before giving it to a different student
- Play structures will not be available for student use. This guideline will be revisited as conditions improve.

Community Access to Facilities

In order to minimize additional exposure, the school buildings will not be available to outside groups. The grounds and fields are being used on a limited basis in alignment with Governor Baker's Phase 3 guidance.

Inside Building Traffic Flow



No Visitors

Access to the school by visitors including parents is prohibited except in emergency situations. An exception to this policy is for parents/guardians who are picking up a student from the nurse's office. Parent meetings with school staff will be conducted virtually.

School Calendar

[School Calendar Webpage.](#)

DESE granted schools additional days to use for planning and professional development. The first of these days is planned for Tuesday, October 13th. The remaining days are held in reserve and will be scheduled district-wide once school begins and we have a better sense of how and when they will be needed. Some of these days may be used if and when we transition from in-person to remote learning.

BLENDED AND INNOVATIVE LEARNING:

Philosophy

As we move into the next phases of blended and remote learning, the Concord Public Schools and Concord-Carlisle Regional School District continues its commitment to embrace an "Inquiry-Based Blended Learning" model that employs highly engaging, innovative teaching practices, supports the physical, social and emotional well-being of all community members, and maintains relationships to support all of our students.

Our goal is to turn challenges into opportunities for educating our students in these unprecedented times, and to create deeper learning experiences that provide opportunities for our students to become independent and effective learners. Most importantly, we strive to continue building and sustaining our communities and cultures in a manner in which each member feels safe and supported.

Schedule

In Willard's full-return model, students are engaged in learning at school from 9 am to 12:25 pm. The focus of the morning is on core academic subjects with a snack/mask break built in. Dismissal occurs at 12:25. Students travel, eat lunch and have a break until 1:25. At that time, remote learning begins. All special subjects happen in a 50-minute combined Zoom and asynchronous block during that time. Classroom teachers and tutors will also be Zooming with students in whole-class, small-group, and individual meetings. When a child is not in a Zoom meeting, they are working on related asynchronous assignments or in learning platforms. It is our expectation that students are engaged in school work until 3:30 on Monday, Tuesday, Thursday and Friday. Wednesday remains a traditional early release with no classroom assignments other than the student's special and instruments (for fourth and fifth grade students).

Learning Platforms

The first pillar of Inquiry-Based Blended Learning is that all students (preK-12) have a common electronic learning platform to access tools, communicate with educators, receive feedback, collect and reflect on their work. All K-2 students will use Seesaw. All students grades 3-12 will use Google Classroom. As we move into the next phase(s) of blended and remote learning, use of a common learning platform will continue to be essential to providing clear instruction and communication to support both synchronous and asynchronous learning.

While we rely on online platforms to provide the structural basis of teaching our students, creating strategies to support students with a sense of emotional, cognitive, and instructional presence in their online communities will be essential.

Part of this support will come through live, synchronous learning. Our school system will continue to use ZOOM as a way to connect. We are dedicated to providing access to all students and staff to this tool, with appropriate privacy settings and acceptable use policies in place.

Pedagogy

As stated in our strategic plan, we aim to “Employ teaching practices that are highly engaging, emphasize innovation, and offer multiple paths to student success.” Whether classes are in-person or remote, we recommend that teachers incorporate pedagogies that emphasize choice-driven, skills-based, asynchronous learning. This may include approaches such as inquiry-based learning, project-based learning, choice boards, hyperdocs, and independent reading opportunities.

Instead of focusing on content missed from last year, we recommend that teachers move forward with grade-level skills and standards, addressing missing key content as needed. Teachers may find it helpful to focus on “teaching to the edges,” by providing extension activities to challenge strong students and scaffolding activities to support struggling students. The wide range of online tools and experiences available provide opportunities for teachers to expand their classroom boundaries by exploring the world virtually. All schools should keep fine and performing arts instruction accessible and relevant through choice-based activities, virtual ensemble and creation opportunities, while embracing the National Standards for the Arts.

We also recommend that teachers choose pedagogies that emphasize building relationships with and among students, especially at the beginning of the school year. Teachers should use the first few weeks to intentionally build classroom community; this could be done by having students introduce themselves using Flipgrid or Google Slides, by involving students in creating class expectations, and by establishing class rituals through opening & closing activities. Teachers could facilitate connections between students through activities such as class scavenger hunts or virtual field trips. Teachers should also be allowed to use some remote class time to work with students in small groups (by using Zoom breakout rooms or by scheduling students to log in at different points in the class); this will strengthen connections between teachers and students while supporting learning. Creating opportunities for small-group work and group projects will promote conversation and interaction between students. Teachers should create manageable feedback loops with students by using the features available in Google Classroom and Seesaw (and by instructing students in how to use those features effectively).

The coming year will be a challenging one, and teachers will have to focus on pedagogical approaches that are reasonable and manageable for them. Teachers will still need to rely on their previously existing materials; it is not possible to change the entire curriculum or pedagogical approaches in the time available. Instead, building and teaching teams should discuss and decide which goals and approaches to prioritize.

Adaptive Learning Tools

The second pillar of the Inquiry-Based Blended Learning involves adaptive learning tools and techniques, which support each student in building the next set of skills needed on the continuum of learning. The crux of educational practice has always been a teacher evaluating where each student in a class is on the continuum of learning important content and

skills, assigning work to learn and practice, and then giving individual and group feedback to move students along that continuum of mastering important content and skills.

While there is no replacement for a teacher's instruction and feedback, some of the lower-level learning can come by use of adaptive technological tools. Consider the same group of fifth graders working on using correct grammar and conventions in their writing. Their teacher assigns them an assessment in the online writing tool, NoRedInk. From this assessment, it is known exactly which concepts and skills each student needs to practice. In the online writing tool, some students are assigned work on subject-verb agreement, while others work on capitalization and punctuation. All of the students get immediate feedback and celebrations of progress.

List of software applications used at this school: STARS 360, Lexia Core 5 and Power Up, No Red Ink, Keyboarding without Tears, Typing Club, Dreambox, EM4 Online, IXL, Delta, Pear Deck, Kahoot, Gimkit, Senor Wooly, Flip Grid, Overdrive/Sora, Discovery Education, World Book, Brain Pop, Generation Genius, Pebble Go Next

Response to Intervention

Another level of adaptive techniques is the use of tiered levels of support; at our schools, this system is called, "Response to Intervention" or RtI. Once assessed as not meeting benchmark in reading, writing, math or social emotional skills, students can receive Tier 1 instruction in the classroom or Tier 2 support outside the classroom to bring their skills up to grade level standards. Objective 1.1 in the Strategic Plan is, "Expand PK-12 tiered levels of support to meet the academic needs of each student." The manner in which these levels of support are given will be worked out at each building level, depending on how schools open in the fall (all in, hybrid, or remote). It is likely that small group sessions will run via ZOOM.

Learning Luggage

With the likely possibility that they will be engaged in remote learning at points throughout the year, students will need access to materials comparable to what they would have been using in school in order to continue their learning (i.e. math workbooks, science journals, small whiteboards and markers as well as individual sets of art supplies). Some of these materials are items most families have at home or could easily get (these materials would be provided for families with financial need). Other materials, such as math workbooks, are bought through the schools; these materials will be provided to students in bags, or "learning luggage."

Some learning luggage will travel between home and school daily. This will include a device and materials at the classroom teacher's discretion for what students will need to use at home in the afternoon to continue learning.

Some learning luggage is designated to stay at home for students to use for their special subjects activities in the afternoon. Students who are participating in the after school Park and Rec program will need to bring their special subject learning luggage to school in order to be able to participate in the afternoon instruction.

Remote Learning (Remote Learning Academy)

All schools and districts are required to have a comprehensive plan for delivering special education instruction and services remotely. This model must be available for individual students who are not returning in-person, and for all students in the event of future classroom or school closures due to COVID-19. Remote learning in the school year 2020-2021 is expected to be more robust than the models of remote learning implemented in the Spring of 2020 when schools and districts did not have time to fully plan for the changes in instruction and service delivery due to emergency school closures.

Students who have opted for remote learning will receive instruction as part of the Remote Learning Academy. This instruction will be outside of their regular classroom for all core subjects and they will attend specials in the afternoon with their assigned building-based class. These students will become part of their regular classroom if/when the district determines that all schools will be remote for an extended period of time. These students may become part of their regular classroom at certain periods during the year when families will have the opportunity to re-evaluate their choice to be fully remote.

Zoom

All staff who Zoom will be assigned a CPS Zoom account which they should use to Zoom with students. Parents must sign an acceptable use policy that outlines Zoom expectations in order for their child to participate in Zoom. Teachers should review Zoom expectations with students in the first days of school. Teachers may remove their masks to Zoom if they are alone and the door is closed.

PreK-5 Student Zoom Expectations

When an elementary student participates in a Zoom call, they are engaged in classroom learning. Therefore, the same expectations for classroom behaviors apply in the Zoom classroom including:

- Students must enter the Zoom meeting on time and remain for the entire session (whenever possible).
- Students must be prepared with the materials they will need for the lesson.
- Students must be sitting up, dressed for school, and not eating.

- Parents, siblings, and pets should not be on-screen unless invited by the teacher or necessary to support a brief technical aspect of the call.
- Enabling the video camera is encouraged. If enabled, students may not change their background during the Zoom meeting.
- Students are encouraged to work in a quiet, distraction-free space, with earbuds or a headset. The student’s device should be on a flat surface.
- All rules of student and teacher privacy apply to Zoom meetings. Participants, parents and guardians may not save, record, share, or post any Zoom session or any photos from a session.

Willard Online Meeting Expectations

Arrive on time (when possible)	Find a quiet, distraction free spot to learn. Pay attention to your background.
Turn video on. Allow Zoom permission to access your camera	Wear appropriate clothing (no PJs!)
When you enable video, make sure your entire face is visible	Be attentive and listen to teacher and classmates
Do not eat or drink during class Always keep drinks away from your computer	Be prepared with materials for learning
Wear earbuds or headset (if possible)	Follow class behavior expectations
Mute your microphone	Respect privacy - no photos or video recordings allowed
Unmute your microphone when it is your turn to speak	
Type questions in the chat Think before you type	

Zoom Acceptable Use Policy:

The first breach of the acceptable use policy will be addressed by the teacher. Any further infractions will be documented and addressed within 24 hours by the building administrator. The teacher will be informed of action taken in a timely manner.

Teachers must read a privacy disclaimer at the start of each Zoom session:

“We are now going to begin a remote session that uses video. Just like when we are together at school, we must respect the privacy and intellectual property rights of our school community including teachers and students. By participating in remote learning today, you agree that you may not save, record, share, or post this session or any photos from this session. I also agree that I will not save, record, share or post this session or any photos from this session. All school rules apply to this remote classroom session and

we must treat each other respectfully during our time together. If you or your parents do not agree to these rules, you should disconnect from this session. Work on other assigned work until I can follow up with an alternative assignment."

IJNDB - EMPOWERED DIGITAL USE POLICY

Purpose

The School Committee recognizes the need for students to be prepared to contribute to and excel in a connected, global community. To that end, the district provides ongoing student instruction that develops digital citizenship skill sets for using technology as a tool. Information and communication technology are an integrated part of our curriculum across subjects and grades in developmentally appropriate ways and are aligned with the Massachusetts Curriculum Frameworks and standards, including seeking knowledge and understanding; thinking critically and solving problems; listening, communicating, and interacting effectively; and engaging and competing in a global environment.

Availability

The Superintendent or designee shall implement, monitor, and evaluate the district's system/network for instructional and administrative purposes.

All users shall acknowledge that they understand that using digital devices, whether personal or school owned, and the school district network is a privilege and when using them in accordance with School District guidelines they will retain that privilege.

The Superintendent or designee shall develop and implement administrative guidelines, regulations, procedures, and user agreements, consistent with law and policy, which shall include but not be limited to the following:

- Digital devices, software, and networks shall be used in school for educational purposes and activities.
- An individual's personal information (including home/mobile phone numbers, mailing addresses, and passwords) and that of others shall be kept private.
- Individuals will show respect for themselves and others when using technology, including social media.
- Users shall give acknowledgement to others for their ideas and work.

- Users shall report inappropriate use of technology immediately.

These procedures shall be reviewed annually by district administration together with students and teachers and shall provide a springboard for teaching and learning around topics such as internet safety, digital citizenship, and ethical use of technology.

SOURCE: MASC

Approved June 12, 2018

Special Education

[DESE released guidance regarding special education services on July 9, 2020.](#)

Highlights of that document include the following. Additional information will be provided in August.

Delivery of IEP Services

Students must receive all services documented in their IEPs through in-person instruction, remote instruction, or a combination of both, with a strong emphasis on providing in-person instruction to the greatest extent possible, while abiding by the current necessary health and safety requirements.

Parent Engagement

The Department strongly recommends that schools and districts cultivate excellent two-way communication with families. We believe in this approach and continually look to create these connections.

Initial Evaluations, Reevaluations and IEP Team Meetings

IEP Teams must continue to conduct annual review Team meetings as they are due, in accordance with [603 CMR 28.04 \(3\)](#). Districts are advised to update the IEP as though the student will be attending school full time in-person; however, given the unpredictable nature of the COVID-19 virus, schools and districts must be prepared to be adaptable in their approach to delivery of IEP services, based on the current health information and trends at that time. As was the case when schools closed in March, any changes to service delivery should be documented in writing to the parent.

One-to-One Devices

The district has leased Macbooks for all students K-5. Parents will be required to sign a contract and acceptable use policy.

WHOLE CHILD

A balanced approach focused on the well-being of children's emotional and social needs serves as the umbrella to all of the other plans. The district had deemed the need to critically focus on mental health prior to the school closure. That priority remains as high as we return knowing the needs may result from the impact of the extended health crisis.

Social-Emotional Well Being, Learning and Culture

For Reluctant Attenders

There will be a designated spot for students exhibiting reluctance coming into the building that will be staffed and located in a place that offers students privacy while also enabling expected social distancing guidelines to be supported while entering the building. Parents/guardians should park their cars and escort their student to this area. Consistent protocol will be utilized to support these students, along with signage to help communicate drop off expectations.

[Tricky Morning Drop Off Protocol](#)

For absent students due to reluctance attending school

We understand that entering the school building may pose additional challenges for some students during this time, especially when it is following an extended period of time at home. We want to be planful and supportive to ensure that those students have what they need in place to attend school with as little difficulty or distress as is possible.

We ask that parents reach out to school and let their child's teacher know about difficulty in attending as soon as possible. Please complete the following form to alert the mental health team to your child's needs:

[Caregiver Concerns Form](#)

A member of the student's mental health/educational or administrative team will reach out to connect in a supportive and solution focused fashion to problem solve together. The student will be asked to check in with a member of their team via Zoom to be a part of the plan for successful re-entry.

It will be important for school and parents to work as a team in supporting students who may be struggling with anxiety coming into school during this time. Some of the things that adults can do to support children in managing these feelings are:

- Act as an empathic listener when children are sharing their thoughts and feelings, knowing that it is normal for feelings to change often.
- Offer reassurance or encouragement as needed.

- Gently include some of the positive aspects of the return to school, while being careful not to minimize feelings.
- Knowing that children often take their emotional cues from key adults in their lives; it will be important to remain calm, listen, and reassure them.
- Parents might find the following article helpful in supporting their children regarding anxiety they might be experiencing at the start of the school year.
- <https://www.health.harvard.edu/blog/back-to-school-anxiety-2018082314617>

How we will best respond to reluctant mask wearers.

The following protocol has been developed so that parents, students and teachers/staff have a shared understanding of our approach.

- All students and staff must wear a mask in the building at all times. Students will be given age appropriate mask breaks throughout their morning.
- If a child is not wearing a mask, the teacher tells the student to put their mask back on.
- Students who struggle to keep their mask on will be offered a mask break outside. A check In with parents and their team will occur to help make a plan for students to keep their masks on throughout the morning.
- If the child refuses, the Principal or Assistant Principal is engaged. If they are unavailable, members of the mental health team are notified.
- The child must step into the hallway and the teacher monitors from an appropriate distance until another adult arrives.
- The child is encouraged to put on a mask by the responding adult. That adult may take the child outside for a mask break. If the child still refuses to put on their mask, the child will be sent home. Child will wait for the parent in an isolation area.
- If after a considerable amount of problem solving ideas have been tried without success for students refusing to wear a mask, then remote-learning options will be explored.

Re-entry to school following a student's COVID absence.

A member of the student's team (teacher, tutor, administrator or mental health team) will connect with the student's parent via phone call or zoom to plan for re-entry. If necessary, more support will be offered to the student directly via a virtual discussion to address any worries and plan for a smooth and comfortable re-entry back into class.

- Sample framework for this check-in might include a short outlined conversation consisting of the following to gather needed information in supporting the student.
 1. How are you feeling about coming back to school?

2. Anything that you need to feel comfortable in returning to school?
3. Offering information about supports available in the building and how to access them.

Social Emotional Curriculum

Open Circle is a social, emotional learning (SEL) curriculum designed for use in grades K-5 and is implemented with fidelity by classroom teachers at Willard. For the first six weeks, Open Circle will be implemented daily in classrooms, as we focus intently on the importance of social/emotional connection, relationship building and self-regulatory skill building.

Open Circle was designed at Wellesley College & focuses heavily on the importance of school as a kind, caring and inclusive community. Open Circle guides students to further develop the 5 core competencies of social emotional learning; self awareness, social awareness, self management, relationship skills, and responsible decision making.

If you are interested in learning more about Open Circle detailed information can be found on their website.

<https://www.open-circle.org/our-approach/programming>

RESOURCES

Report of the [District COVID-19](#) Task Force
[Parent COVID Contract](#)
[Child COVID Contract](#)