

East Meadow School

COVID Return to School Plan 2020-2021

Updated November 12, 2020

The East Meadow School return to school plan is aligned to the Granby School District plan and follows the guidelines outlined by the Massachusetts Department of Elementary and Secondary Education to identify the best ways to resume safe and effective teaching and learning.



Phased In Hybrid Model

DAILY SCHEDULE

Start and End Time - Remains the same. Drop-off at 8:15 am and pick-up at 2:40 pm

Students have been placed into one of 3 cohorts. They are Cohort A, Cohort B, and the Full Remote Cohort

COHORTS

Students have been placed into one of 3 cohorts. They are Cohort A, Cohort B, and the Full Remote Cohort

Cohort A will be dropped off at East meadow at 8:15 and dismissed at 2:40 on Monday and Tuesday.

GROUP B will be dropped off at East meadow at 8:15 and dismissed at 2:40 on Thursday and Friday.

The Fully Remote Cohort will receive instruction from their teacher on their assigned days.

All Cohorts will learn remotely together on Wednesday.

CLASSROOM ROOM INSTRUCTION and DAILY ROUTINE

To minimize the number of students who would be potentially exposed in the event of a COVID-19 event, students will be in the same group / classroom group throughout the day.

- Art, PE, and media teachers will deliver instruction in their own appropriately distanced classrooms .
- Students will participate in appropriate socially distant physical education classes which will take place outside or in the gymnasium.
- Students will be at least 6 feet apart while they are eating and snacking and all facing the same direction .
- Activities that require sharing of any equipment, or that would require proximity to other students, are not part of the curriculum.
- Swings, the slide or turn about will be disinfected after each recess outside.
- Preschool has designated bins for each student and cohort to use and will be disinfected before the use the next day.
- Socially distant activities will make up the core of the classes (to be determined based by guidance).

Desks will be 6 feet apart . Please see the attached chart with the max number of desks in each room at 6 feet apart.

All desks will face in the same direction.

Student lockers or storage cubicles will not be used at this time based on current recommendations..

Students at the elementary school will remain with the same grade level cohort for the entire day. When moving from one space to another (e.g., recess/specials) students will keep a 6 foot distance. Each hallway will include an area with markings 6 feet to assist students with proper social distancing while they travel between locations. Students at East Meadow travel with a teacher or staff member at all times who will wait for the hallway to be clear, instruct students to stay to the right and stay 6 feet apart. Teachers have been given 6 foot pool noodles to use as a visual to help remind students of what 6 feet looks like. A piece of rope with tape every 6 feet will be used to line up students in the cafeteria and lines have been painted on the sidewalk outside to assist students while lining up to come in.

CHROMEBOOK USE AND CLEANING

Students will use their assigned chrome book.

Cleaning will be done once or twice a week by school staff. *We need to define staff

Instructions will be sent home on keeping chromebooks clean.

Students should be shutting their chromebooks down each night. This will allow them the time to update when they power up each day.

Please remind students to treat the Chromebooks with care and respect.

We have had a few returned already that have been broken or damaged. It costs approximately \$300 to replace one of them.

Please use this link if you are having problems with the Chromebook to request assistance.

<https://forms.gle/5UJWsRtotFPih3iY9> This link can also be found on the school website.

EMERGENCY EVACUATION DRILL

Any emergency evacuation will supersede the directional flow of the hallways, and will revert to the proper evacuation route previously assigned to each classroom. - we will work with first responders to be sure we meet all requirements.

DRINKING FOUNTAINS

Students will be asked to bring their own water bottle preferably with a built-in straw to school each day. Drinking fountains that require contact for use will be closed. Students may use motion activated bottle filling stations when filling cups, water bottles, or other containers.

FOOD AND BEVERAGE

Water or like beverages may be consumed where a bottle has the use of a straw to go under the mask. Food may be consumed during supervised meals or break times where students are 6 feet apart. In the case where students require sustenance for medical purposes, and cannot be 6 feet apart, they should consume their food in the well clinic. When possible, these students should find a space 6 feet apart in the classroom. We advise students to have a healthy breakfast to sustain them for the day.

VENTILATION

Teachers will increase outdoor air circulation by opening windows when possible. Interior doors may remain propped open during the day to reduce the number of people touching the door and to increase ventilation.

LUNCH

Until Phase 5 of the timeline, Kindergarten, Grade 1 and Grade 2 will all eat in the cafeteria every day.

When we get to Phase 5 and 6, students in grades 3,4,5 and 6 will eat in the cafeteria one day and then in their classrooms the second day. Students will walk to the cafeteria to pick up their lunches on the classroom days. This will take place before the assigned class is seated in the cafeteria. .

The allergy policy is still in effect in the educational setting to ensure the safety of students and staff.

RECESS

Outdoor recess will run on a staggered schedule that allows for one group at a time to play in a designated area. The district will apply the targeted use of disinfectants on hard surfaces frequently touched by many people outdoors. For more information on cleaning and disinfection of outdoor equipment, please see the section on cleaning and disinfecting.

OUTDOOR SPACES

Each class will be assigned a space outside to use for assigned breaks, outdoor learning, snack time etc.

HEALTH AND SAFETY REQUIREMENTS

MASKS AND FACE COVERINGS

Masks and face coverings are among the **most critical** components of risk reduction for transmitting COVID-19. Masks/face coverings protect the general public against COVID-19 infection, with a recent retrospective study estimating near 80% effectiveness in reducing COVID-19 transmission, especially when worn prior to symptom onset. **All students are required to wear a mask/face covering that covers their nose and mouth.** Students with medical, behavioral, or other challenges who are unable to wear masks/face coverings may have the option of wearing a face shield. **Adults, including all educators and staff, are required to wear masks/face coverings.** The only exceptions to mask/face covering requirements will be for those individuals who cannot wear a mask/face covering due to medical conditions, disability impact, or other health/safety factors. Mask breaks will take place outdoors or while eating snacks or lunch. During mask breaks students will be six feet apart. Mask breaks will ideally occur outside (weather permitting), under the supervision of an adult. If it is not possible for students to be outside during a mask break, students will be in a room with windows open for ventilation.

Families are expected to provide masks/face coverings for students. Extra disposable masks will be available in the event a student forgets their mask. **Families should wash reusable masks daily.** If a family is unable to afford masks, they should contact their building principal. **Masks/face coverings must be worn by everyone on a school bus at all times.**

We will provide training and visuals for teachers and students on how to properly don and doff their masks during mask breaks.

PHYSICAL DISTANCING

Physical distancing is an important practice that helps mitigate transmission of the virus. While the U.S. federal CDC has recommended maintaining a physical distance of six feet between individuals, the World Health Organization guidance states approximately three feet. There is no precise threshold for safety. Studies suggest that physical distancing of three feet or more leads to reduced transmission, with additional distance providing additional protection. It is important to note that six feet distancing is emphasized in public health advisories especially when no mask/face covering is worn. American Academy of Pediatric [guidance](#) indicates “spacing as close as 3 feet may approach the benefits of 6 feet of space, particularly if students are wearing face coverings and are asymptomatic.” The [Lancet](#) published a systematic review of 172 studies and found that current policies of at least 1 m (3 ft. 3 inches) are associated with a large reduction in infection, and distances of 2 m might be more effective.

We will assign classroom spaces with the goal of achieving as much physical distance between students as possible with a minimum physical distance of six feet. We will consistently implement other mitigating measures in addition to physical distancing (hand hygiene, respiratory etiquette, cleaning and disinfecting, masks/face coverings).

The recommendations for physical distancing for in-person learning in the fall are predicated on the Commonwealth continuing to progress through phases of reopening with low COVID-19 prevalence into the fall and winter. Where the community prevalence of COVID-19 is a concern, increased distancing will need to be considered and may necessitate the implementation of a hybrid model.

HAND HYGIENE

[Handwashing](#) removes pathogens from the surface of the hands. While handwashing with soap and water is the best option, alcohol-based hand sanitizer may be utilized when hand washing is not available. Students and staff are required to exercise hand hygiene upon arrival to school, before and after eating, following bathroom use, before and after removing PPE, after removing a soiled mask and prior to donning a new mask, and before dismissal. When handwashing, individuals should use soap and water to wash all surfaces of their hands for at least 20 seconds, wait for visible lather, rinse thoroughly, and dry with individual disposable paper towels

[Hand sanitizing](#) is required if handwashing is not feasible. Hand sanitizer should contain at least 60 percent ethanol or at least 70 percent isopropyl content.

FAMILY SUPPORT

Information will be shared with families such as social stories, information sheets, videos etc. to be reviewed and practiced at home with all students.



Consequences for NonCompliance with Health and Safety Requirements

Conferences with student, parents setting clear expectations,

SUPPLIES

Teachers will provide a supply list for the materials each student will need as there will not be any sharing of materials, ex. Glue sticks, dry erase markers, erasers etc.

These supplies will be in a personal container labeled with their name on it. All supply lists will be on the district website.

ABSENCE NOTIFICATION

Parents and caregivers will be required to notify the office of daily absences and reasons surrounding it. Nurses will follow up as needed. We will work on setting up an online notification form to assist families in communicating with the school.

VISITORS

Entry into school buildings will remain restricted until further notice. School buildings remain closed to the public unless an individual has made an appointment for business that cannot be handled remotely. Visitors will not be allowed to enter classrooms under any circumstances.

ISOLATION ROOM

Per the CDC guidelines we are required to have a designated COVID-19 Medical Waiting Room separate from the nurse’s office. A student who shows any COVID-19 symptoms during the school day will be brought to the Isolation room for isolation until they can be picked up by a family member. Please see the medical protocols for more information.

PRESCHOOL

The Preschool Program: Granby Public Schools provides an integrated preschool program for our youngest students with and without disabilities. An integrated program allows students with special needs to gain the benefits of peer models in the Least Restrictive Environment (LRE). The GPS Integrated Preschool Program has two AM sections and one PM section. Each section can have up to 15 students; seven (7) with IEPs and eight (8) peers. Given the reduced capacity of our classrooms, section maximums will be reduced to 12 students at this time. Enrollment in the preschool program is on-going as students are referred from Early Intervention as children approach their third birthday. Referrals from parents, pediatricians, and other community agencies may also occur at any time throughout the year. Given the nature of the half day, AM and PM programs, toys and other materials will not be shared between groups until they are cleaned and/or sanitized. Between AM and PM cohorts, surfaces will be cleaned and sanitized following our cleaning and disinfecting protocols.

SCHOOL CALENDAR

The school calendar has been adjusted to allow for the additional days of professional development. Teachers reported prior to students (new teachers report August 24 & 25, all teachers report August 26th and all students begin learning on September 15.

Dates that students returned are noted in **RED**.

<p>September 15, 2020 Phase 1 Implemented</p>	<p>All students begin Remote Learning</p>
<p>September 28, 2020 Implemented</p>	<p>Kindergarten Screening (Monday, September 28 – Monday, October 5) 1 Teacher with 1 student per each classroom per hour. No screening on 9/30 deep clean day. After screening Kindergarten students would return to remote learning until phase 2..</p> <p>Students in greatest need of additional support (Complex and Significant High Needs – defined as: ABA students, Structured Learning Center, Pre-K Special education students) as identified through Director of Pupil Services through an agreed upon set of criteria participate onsite with in-person instruction - with consultation of medical personnel based on medical metrics.</p>

<p>* 1 week after first day of in-person instruction October 5th</p>	<p>Grade 1 Screening (Monday, October 5 – Tuesday, October 13) 1 Teacher with 1 student per each classroom per hour. No screening on 10/7. After screening Grade 1 would return to remote learning until phase 3.</p> <p>Grade 2 Screening (Monday, October 5 – Tuesday, October 13) 1 Teacher with 1 student per each classroom per hour. No screening on 9/23. After screenings Grade 2 would return to remote learning until phase 4. .</p>
<p>* Phase 2 3 weeks after in-person instruction began October 19 Preparing for implementation</p>	<p>Pre-K peer partners participate onsite with in-person instruction with an am/pm schedule with a cap of 12 total students.</p> <p>Kindergarten Cohorts A/B participate onsite with in-person instruction in the agreed upon hybrid model.</p> <p>*Students identified as having Significant and Complex High Needs, disengaged in Remote Learning, will be referred to the East Meadow student support team (as determined by teachers, administration and pupil services) for in-person instruction/support - with consultation of medical personnel based on medical metrics.</p>
<p>* Phase 3 3 weeks after Phase 2 November 12</p>	<p>Grade 1 Cohorts A/B participate onsite with in-person instruction in the agreed upon hybrid model.</p> <p>*Students identified as having Significant and Complex High Needs, disengaged in Remote Learning, will be referred to the East Meadow student support team (as determined by teachers, administration and pupil services) for in-person instruction/support - with consultation of medical personnel based on medical metrics.</p>
<p>* Phase 4 3 weeks after Phase 3</p>	<p>Grade 2 Cohorts A/B participate onsite with in-person instruction in the agreed upon hybrid model.</p> <p>*Students identified as having Significant and Complex High Needs, disengaged in Remote Learning, will be referred to the East Meadow student support team (as determined by teachers, administration and pupil services) for in-person instruction/support - with consultation of medical personnel based on medical metrics.</p>
<p>* Phase 5 3 weeks after Phase 4</p>	<p>Grades 3 & 4 Cohorts A/B participate onsite with in-person instruction in the agreed upon hybrid model.</p> <p>*Students identified as having Significant and Complex High Needs, disengaged in Remote Learning, will be referred to the East Meadow student support team (as determined by teachers, administration and pupil services) for in-person instruction/support - with consultation of medical personnel based on medical metrics.</p>

*** Phase 6
3 weeks after Phase 5**

Grades 5 & 6 Cohorts A/B participate onsite with in-person instruction in the agreed upon hybrid model.

REMOTE LEARNING

This remote learning plan is designed for when the entire school and/or district must be in remote learning. There will be a district-wide remote learning plan for those parents who choose remote learning when the rest of the school and/or district is using the hybrid, or in person plan.

In the East Meadow Elementary School full remote learning model, students will interact with teachers virtually each day. Remote learning will consist of a combination of independent work, virtual group work, small and whole group synchronous (real time) learning activities, and support from their assigned classroom teacher. Students will engage in synchronous (real time) learning with their teachers for a total of at least two hours per day, (morning meeting, direct instruction, group work and recorded lessons) with the teacher dividing the time into manageable blocks to meet their students' needs. Teachers will use a common template for daily communication which will be explained to both students and parents.

Access to Remote Learning

Google Classroom

All teachers are expected to create, maintain, and use a Google Classroom, They may also use other more age-appropriate applications such as ClassDojo or other approved software. Access to these will be shared with students, their Special Education teachers, their EL teachers, assigned paraprofessionals, and the building principal. Information will also be shared with parents.

Students will be assigned a district chromebook, a district gmail addresses and log-ins so they and their parents/guardians can access the instruction in the google classroom and communicate with teachers. We will be using a software package allowing all students easy access to all sites.

Teachers

Students should submit work through Google Classroom and other platforms used by the teacher. Feedback should be provided electronically whenever possible to reduce contact and transitions usually associated with paperwork.

Instruction and Professional Development

We acknowledge the challenges that teachers will face due to the need to continue remote learning during in-person learning, as well as through the new paradigm of physically-distance learning. Regardless of what model we end up using, some remote instruction will need to take place. During hybrid learning, half of the class will engage in learning via Google Classroom along with ClassDojo, or other approved applications, while the other half is in person. This means that these platforms must have all content, assignments and instructions posted so students learning remotely can remain engaged.

Class platforms will need to be designed to provide background, context, and informational content using short lessons, videos, etc. Additionally, rigorous assignments with clear instructions and expectations will be developed and posted in a Google slide presentation. When possible, teachers should design high-quality group work via Google Meets or Zoom if approved at a time when the teacher can be available for feedback or redirection if needed.

Prior to the students' return to learning in the fall, teachers will receive professional development on the creation and use of Google Classroom, Zoom, Google Meet, Google Slides, Google Forms, and any other technology the district or school is requiring. Teachers will also have access to a Google Classroom, maintained by the Curriculum and Technology Integration Coordinator, where they can access tutorials and other materials that can offer support and ideas for how to effectively use these and other tools for instruction. Time is built into the remote and hybrid models for teachers to collaborate, plan, and receive support from staff if needed.

In the Remote Learning Model

Teacher(s) will:

- Communicate regularly with parents/families regarding learning expectations, availability and opportunities for support through the use of ClassDojo, Google Classroom, phone, and/or email;
- Provide parents/families and students with contact information, availability, and clear expectations regarding communication;
- Engage in professional development in technology if needed;
- Post assignments daily by 8:30AM with clearly defined due dates and expectations on Google Classroom and/or ClassDojo;
- Offer synchronous learning and/or student support for a total of at least two hours per student per day during regularly scheduled times. Teachers can choose to offer whole- group, small-group, or individual support and instruction based on the needs of their students. All students will be kept on mute unless they are speaking;
- Collaborate with colleagues to create engaging curriculum and ensure consistency in grading practices;
- Create Google Slides and post them to Google Classroom;
- Update grades regularly in Google Classroom;

- Provide real-time (individual and/or small group) feedback during scheduled office hours and virtual feedback through Google Classroom;
- Communicate regularly with paraprofessionals about expectations, goals, student needs, and other relevant information;
- Record and submit student attendance.

Social Workers will:

- Be available to support and promote all students' physical and mental health.
- Design and implement a program to ensure the social-emotional needs of all students and staff are being addressed in a timely manner;
- Be available to co-teach lessons with content staff, i.e. social-emotional learning opportunities;
- Conduct classroom check-ins regarding social-emotional wellbeing on a regular basis;
- Support staff in developing and implementing trauma informed instructional practices;
- Meet weekly with the Social Emotional Team (SET).

School Nurses will:

- Design and implement a process to ensure the medical and overall well being of students that are to be addressed in a timely manner and will maintain regular follow-ups with families.
- Document all nursing activities in the district's electronic health records "SNAP."
- Case manage medically fragile and high-risk students
- Provide on-going support, education, and resources to families in need
- Maintain medical records in SNAP
- Provide health education to students, families and school staff.
- Attend virtual and in-person SST, IEP, and medical 504 meetings as indicated.
- Write healthcare plans and medical 504s on individual students based on their own unique healthcare needs.
- Participate in on-going professional development and training opportunities

Paraprofessionals will:

- Be given devices to support their assigned responsibilities;
- Provide academic and emotional support to students both in-person and remotely;
- Work with students in small groups or one-on-one, in person or in breakout rooms virtually;
- Participate in professional development on the use of Google Classroom, Zoom, Meet, and other relevant technologies;
- When appropriate, assist the teacher in monitoring students' needs and engagement;
- Communicate observations and concerns to the teacher.

Students will:

- Attend scheduled learning times; if not able to attend scheduled times to contact teacher for make up

- Complete work and activities posted by teachers in Google Classroom;
- Participate in Wellness activities;
- Adhere to an on line (Google Meet, Zoom, technology use) expectation and behavior policy set forth by the district. Although students are at home, they are still expected to behave as if they are in school. The policy can be found here: [Policy & Practices for online Class Sessions](#)
- Follow the district Chromebook policies;
- Submit work via Google Classroom or other assigned platform;
- Contact teachers/counselors for social emotional and academic support or ask parents to do so;
- Work independently outside of specified class meetings.

Parents will:

- Participate in a Google Classroom tutorial;
- Check Google Classroom, ClassDojo, emails, voicemails at least weekly for updates; streamlined into one section parents.
- Attend a scheduled pickup time to receive their child’s Chromebook and sign an acknowledgement form that it has been received, as well as receive other materials;
- Ensure that an adult is present during virtual, live learning sessions;
- Communicate appropriately with teachers if concerns arise;
- Report their child(ren)’s attendance; keep the school informed of any possible COVID related illness and travel plans. Effective August 1st, all travelers entering Massachusetts—both out of state residents and Massachusetts residents returning home—must comply with a new travel order. This includes students returning to campuses for the fall semester.
- Read and sign the acceptable use and remote learning expectations policy.

HYBRID LEARNING

In the event that public health metrics change resulting in changes to health and safety requirements that make it impossible for all students to participate in in-person learning, the district will implement hybrid learning. In our East Meadow Elementary School’s hybrid learning model, students will interact with teachers and peers both virtually and in-person.

When in the building, all in-person protocols will be followed.

In order to minimize the number of students in the school and in class at one time, students will be broken into two cohorts. Cohort A will attend school in person while Cohort B learns remotely.

IN-PERSON HYBRID SCHEDULE

8:15-2:40

	Monday	Tuesday	Wednesday	Thursday	Friday
Every Week	Cohort A	Cohort A	All Remote/ Building Cleaning	Cohort B	Cohort B

The district will consider the developmental needs of students when creating cohorts, and family members will be scheduled into the same cohort. Services for students with significant needs will be prioritized in decision making. High Needs students, some students with disabilities, and English Learners will have the option of being in school every day. On their remote week, if these students attend in person, they will remain in the classrooms where they receive ESL or IEP services rather than core classes, unless social distancing space allows it.

In addition to offering students and staff the opportunity to engage face-to-face and virtually, the hybrid model will also allow for scheduled and in-depth cleaning of areas of the school used by students and staff. When students are present for face-to-face instruction/support they will be able to be separated by six feet in all classrooms.

In the Hybrid Model

Teachers will:

- Provide parents/families and students with contact information, availability and clear expectations regarding communication;
- Conduct face-to-face instruction with students on Monday, Tuesday and Thursday, and Friday;
- Conduct virtual office hours, collaborate with colleagues to plan lessons, and engage students in remote learning on Wednesdays
- Post all assignments and related materials in Google Classroom;
- Provide regular feedback to students and parents on progress;
- Communicate regularly with parents/families regarding learning expectations, and opportunities for support;
- Communicate regularly with paraprofessionals about expectations, goals, student needs, and other relevant information;
- Record and report student attendance for both in-person and remote instruction.

Social Workers will:

- Be available to support and promote all students' physical and mental health.
- Design and implement a program to ensure the social-emotional needs of all students and staff are being addressed in a timely manner;
- Be available to co-teach lessons with content staff, i.e. social-emotional learning opportunities;
- Conduct classroom check-ins regarding social-emotional wellbeing on a regular basis;
- Support staff in developing and implementing trauma informed instructional practices;

- Meet weekly with the Social Emotional Team (SET).

School Nurses will:

- Teach health education courses as assigned
- Consult with school physicians, administrators, school committee, and Board of Health as necessary to establish, review, and revise policies, procedures, and specific programs for comprehensive school health services.
- Assume responsibility for continuing own education: obtain expert consultation, supervision, and peer review as needed.
- Conduct school programs of immunization, physical exams, and state-mandated health screenings as directed.
- Provide direction and assistance to substitute school nurses.
- Perform technical nursing services as prescribed by a physician or healthcare provider and necessary to maintain medical fragile children in the school setting.
- Demonstrate knowledge of, and ability to administer medications appropriately, in keeping with the school policy/protocol on administration of medication in the school setting.
- Participate in virtual and in-person team evaluations, conferences, and meetings including but not limited to SST, IEP, and 504s on all children with medical problems.
- Complete accident reports and maintain a log of health clinic activity.
- Design and implement a process to ensure the medical and overall well being of students that are to be addressed in a timely manner and will maintain regular follow-ups with families.
- Document all nursing activities in the district's electronic health records "SNAP."
- Case manage medically fragile and high-risk students
- Provide on-going support, education, and resources to families in need
- Maintain medical records in SNAP
- Provide health education to students, families and school staff.
- Write healthcare plans and medical 504s on individual students based on their own unique healthcare needs.
- Participate in on-going professional development and training opportunities
- Provide disease and infection prevention and response measures in the educational setting and contact tracing activity in the educational setting as indicated.

Paraprofessionals will:

- Be given devices to support their assigned responsibilities;
- Provide academic and emotional support to students both in-person and remotely;
- Work with students in small groups or one-on-one, in person or in breakout rooms virtually;
- Participate in professional development on the use of Google Classroom, Zoom, Meet, and other relevant technologies;
- When appropriate, assist the teacher in monitoring students' needs and engagement;
- Communicate observations and concerns to the teacher.

Students will:

- Attend classes during scheduled learning times;

- Adhere to an online(Google/Zoom) learning expectation and behavior policy set forth by the district. Although students are at home, they are still expected to behave as if they are in school. The policy can be found here: [Policy & Practices for Google/Zoom Class Sessions](#)
- Follow the district Chromebook policies; These policies will be updated before the start of school.Submit work via Google Classroom or any other assigned platform;
- Contact teachers/counselors for social emotional and academic support or ask parents to do so;
- Report symptoms of illness to their teacher during in-person learning;
- Work independently outside of specified class meetings to complete the assigned curriculum.

Parents will:

- Participate in a Google Classroom tutorial;
- Check Google Classroom Class Dojo, emails, and voicemails at least weekly for updates;
- Attend a scheduled pickup time to receive their child’s Chromebook and sign an acknowledgement form that it has been received, as well as receive other materials;
- Communicate appropriately with teachers if concerns arise;
- Report their child(ren)’s attendance; any possible symptoms of COVID related illness and any travel per the state requirements
- Read and sign the acceptable use and remote learning expectations policy.
- Perform daily morning temperature checks prior to sending their student(s) to school and keep their child/ren home if they are running a fever;Effective August 1st, all travelers entering Massachusetts—both out of state residents and Massachusetts residents returning home—must comply with a new travel order. This includes students returning to campuses for the fall semester.
- Ensure students arrive to school with appropriate PPE;

Special education and related services

Students with disabilities, particularly preschool-age students and those with significant and complex needs, should be prioritized for receiving in-person instruction during the 2020-2021 school year. These students should receive as much in-person instruction as is feasible within the health and safety parameters in effect at each particular time. Even if schools or districts are operating in a hybrid or remote model, educators and administrators must make every effort to continue to provide up to full-time in-person instruction to such students.

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. To the extent possible, related services will be scheduled for days when students are in the building to maximize the amount of in-person special education services provided.

All identified high needs students will attend school 4 days per week during the hybrid model. Students will attend Monday, Tuesday, Thursday, and Friday. Wednesdays will be a remote learning day as schools will take part in deep cleaning.

Quick Guide to Our 3 Plans

Remote	Hybrid	In Person
<ul style="list-style-type: none"> • After hours/emergency contact: William Lataille or Scott Taylor • 4 virtual sessions per week • Established schedule • “Live” instruction for each student for a total two hours per day • Teachers have scheduled “office hours” for support • Use of Google Classroom or ClassDojo • Supplemental instruction using various learning platforms • Social Workers/Dean Check-ins • Chromebooks will be provided to all students • Attendance expectations • Consistent grading expectations K-6 • Grades will be uploaded regularly 	<ul style="list-style-type: none"> • After hours/emergency contact: William Lataille or Scott Taylor • In-person health, safety, and transportation protocols followed when students and staff are in the building • 2 Days per week for in-person learning • Wednesdays will also be for cleaning and sanitizing the building • Established schedule • Teachers will have scheduled time blocks for support • Use of Google Classroom and ClassDojo • Supplemental instruction using various learning platforms • Social Workers/Dean Check-ins • Support provided by social workers /Dean using Zoom or Google Meet • Chromebooks will be provided to all students in grades K-6 • Attendance expectations • Consistent grading expectations K-6 • Grades will be updated regularly 	<ul style="list-style-type: none"> • Staggered arrival. Cohort A (first arrival, first dismissal) Cohort B (second arrival, second dismissal) • Conduct regular classes and specials • Regular teacher assignments • Instructional staff will have at least a 8 x 10 ft. space • Classroom seating will be separated 6 ft. apart • Masks required • Daily reminders for student and staff precautions, hand washing, mask wearing, social distancing

Travel Order:

Just a reminder to our families and staff, all visitors entering Massachusetts, including returning residents from a red designated state, who do not meet an exemption, are required to:

*Complete the Massachusetts Travel Form prior to arrival, unless you are visiting from a lower-risk state designated by the Department of Public Health.

*Quarantine for 14 days or produce a negative COVID-19 test result that has been administered up to 72-hours prior to your arrival in Massachusetts. If your COVID-19 test result has not been received prior to arrival, visitors, and residents must quarantine until they receive a negative test result.¹

Here is the link of the red states:

<https://www.mass.gov/info-details/covid-19-travel-order#lower-risk-states->

Please contact your School Nurse and School Main Office staff if you are returning from a red state so that school staff can follow up with you. Thank you.

East Meadow Room Capacity

Presented to School Committee August 2020

Room	Grade	MAX # of students/room at six feet
16	PK	12
18	PK	12
17	K	14
20	K	12
22	K	12
23	1	15
26	1	13
27	1	15
23	2	15
25	2	15
120	2	12
122	3	12
108	3	12
112	3	12
130	4	12
132	4	12
134	4	12

138	5	12
140	5	12
146	6	12
148	6	12
136	ABA	12
142	Small Group	6
144	Small Group	6
15A	Small Group	2
15B	Small Group	2
19	Small Group	4
21	Small Group	4
125	Small Group	3
124	Small Group	8
128	Small Group	8
150	ART	12
Cafeteria-updated November 12, 2020 2 students per table- all facing the same direction.		
Total cafeteria seats: 37		