

## Mount Greylock Regional School District School Committee

**Location:** Broadcast on YouTube from MGRS A109  
(\*public will not be allowed on site)

**Date:** Thursday, August 13, 2020  
**Time:** 6 pm

**Per Governor Baker's order suspending certain provisions of the Open Meeting Law, M.G.L. c. 30A sec. 20, the public will not be allowed to physically access this School Committee meeting.**

**The public can access the meeting virtually here:**

**MGRSD YouTube Channel at:** <https://www.youtube.com/channel/UCLR0nrLhpZHlyPFUhaMxPSg>  
**or watch the TV broadcast on WilliNet TV channel 1302 in Williamstown.**

Public comments may be sent to the school committee at [schoolcommittee@mgrhs.org](mailto:schoolcommittee@mgrhs.org) **up to 2 hours** before the meeting. Your emailed comment will be read aloud by the Chair. If you prefer to voice your public comment, please send an email of intent with your phone number and you will be called during the public comment portion of the meeting.

In your email, please be sure to include your name, town, (phone number), and agenda item that you are commenting on.

### Open and Executive Special Session Agenda

- I. Call meeting to order
- II. Mission: At Mount Greylock Regional School District, our mission is to create a community of learners working together in a safe and challenging learning environment that encourages restorative based processes, respect, inclusive diversity, courtesy, integrity, and responsibility through high expectations and cooperation resulting in life-long learning and personal growth.
- III. Public comment
- IV. Approval of minutes:
  - A. June 16, 2020
  - B. June 25, 2020
  - C. ~~July 9, 2020~~
- V. Superintendent Update
  - A. Reopening Plans **VOTE**
- VI. Subcommittee/Liaison Reports:
  - A. Policy Liaison
    - 1. Policy EBCFA- Face Coverings, First Read
    - 2. Policy EBC-S Emergency Plans: Interim Policy for COVID-19 Related Issues, Second Read **VOTE**

- VII.** Business Administrator Update
  - A.** SBC Slate update **VOTE**
  - B.** SBC Finance Subcommittee Reorganization **VOTE**
  - C.** MGRS Building Project Signing Authority **VOTE**
- VIII.** Motion to move into Executive Session with intent to return to Open Session per M.G.L. Chapter 30A, Section 21(a)(1) to discuss a complaint brought against the public body (Open Meeting Law Complaint filed July 28, 2020 by T. Daniels of iBerkshires against MGRSD School Committee);  
per M.G.L. Chapter 30A, Section 21(a)(2) to conduct strategy session in preparation for negotiations with non-union personnel (Interim Superintendent)
- IX.** Interim Superintendent contract discussion **VOTE**
- X.** Other business not anticipated by the Chair within 48 hours of the meeting
- XI.** Motion to adjourn

## **DRAFT**

### **Mount Greylock Regional School District School Committee Open & Executive Session**

Location: Remote meeting via Zoom Date: Tuesday, June 16, 2020

Per Governor Baker's order suspending certain provisions of the Open Meeting Law, M.G.L. c. 30A sec. 2, the public will not be allowed to physically access this School Committee meeting.

In Attendance:

Committee Members:

Jamie Art, Ali Carter, Christina Conry, Regina DiLego, Carrie Greene, Steve Miller,

Terranova joined at 6:06;

Others:

1 Call to order at 6:05.

DiLego moves to go into Executive Session with intent to return to Open Session pursuant to MGL Chapter 30A, Section 21(a)(2) to conduct contract negotiations with Non-Union Personnel (Business Administrator) Greene seconds, Art, Aye: Carter, aye; Conry, aye; DiLego, aye; Greene, aye; Miller, aye;.

2 Return to Open session at 6:13

3 Greene Moves that committee accept the employment contract for a Business Administrator between the District and Joseph Bergeron as presented, with employment to start July 1<sup>st</sup>; Terranova seconds, Art, Aye: Carter, aye; Conry, aye; DiLego, aye; Greene, aye; Miller, aye; Terranova, aye.

4 Greene Moves to adjourn, Miller seconds, Art, Aye: Carter, aye; Conry, aye; DiLego, aye; Greene, aye; Miller, aye; Terranova, aye.

Meeting Adjourned at 6:15.



## **DRAFT**

### **Mount Greylock Regional School District School Committee OPEN Session**

Location: Remote meeting via Zoom Date: Wednesday, June 25, 2020

Per Governor Baker's order suspending certain provisions of the Open Meeting Law, M.G.L. c. 30A sec. 2, the public will not be allowed to physically access this School Committee meeting.

In Attendance:

Committee Members:

Jamie Art, Ali Carter, Christina Conry, Regina DiLego, Carrie Greene, Steve Miller, Al Terranova,

Others: Adam Dupere, invited guest

Call to order at 6:00.

Miller Moves, Greene seconds, to go into Roll call in to Executive Session with an intent to return to open session per MGL chapter 30A, Section 21(a)(2) to conduct strategy session in preparation for contract negotiations with nonunion personnel (Superintendent) and to conduct strategy sessions in preparation for contract negotiation (vacation) with non-union personnel; Art, Aye; Carter, aye; Conry, aye; DiLego, aye; Greene, aye; Miller, Terranova, aye. All confirm they are alone.

In executive session at 6:02.

Back in open Session at 7:15.

1. 2019- 2020 Vacation Buyback. Miller Moves to approve the buyback of up to 12 vacation days for non-union administrative personnel for the 2019-2020 school year. Greene seconds. Art, aye; Conry, aye; Carter aye; DiLego, aye; Greene, aye; Miller, aye; Terranova, aye.
2. Terranova moves to adjourn. Miller seconds. Art, aye; Conry, aye; Carter aye; DiLego, aye; Greene, aye; Miller, aye; Terranova, aye.

Meeting adjourned at 7:17.

# MT GREYLOCK REGIONAL SCHOOL DISTRICT 2020 DRAFT REOPENING PLAN



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

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

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## Letter From the Interim Superintendent

Dear Mount Greylock Community,

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

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

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

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

Many aspects of both the in-person and remote models are subjects of collective bargaining. The plans presented below have not been bargained and cannot therefore be implemented until bargaining is completed.

Seasonal patterns of infectious diseases further complicate the planning and implementation. While the COVID-19 rates are currently low in Berkshire County and favor the implementation of an in-person model, the advent of flu season in November or December will present challenges to an orderly decision making process as we try to determine what is flu and what is COVID. We may well be forced to go entirely remote as flu season begins.

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

Sincerely,

Robert R. Putnam  
Interim Superintendent



## ACKNOWLEDGEMENTS

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

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

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

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

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

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

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

# EXECUTIVE SUMMARY

## RETURN OPTIONS

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

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

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

## PLAN SUMMARY

The Mount Greylock Regional School District has developed plans to start the school year on September 16, 2020 with two weeks of fully remote instruction. Groups of students, organized into their assigned cohorts, will be brought into the schools during those two weeks to meet teachers and receive intensive instruction in all of the safety protocols and the effective use of online learning tools. The only exception will be that PreK-1 will start the half day hybrid schedule starting September 16, 2020 because of their developmental stage and the separation of their classrooms from the rest of the school. The hybrid model will be fully implemented on October 1, 2020 pending community infection rates and student mastery of safety protocols.

The Mt Greylock Hybrid Model is best described as a Blended Synchronous Learning Model which just means that in-person and remote instruction takes place at the same time. This model addresses the needs of families that have opted for in-person learning for their children as well as the needs of those families that opted for remote instruction. All students, in-person and remote, will be assigned to classes. All classes will be divided into Group A or Group B which will enable us to schedule in-person learning in such a way as to reduce the number of students in a classroom thereby facilitating social distancing and contact tracing.

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

Teachers will deliver lessons developed on their learning platforms (Canvas, Google classroom, or Seesaw) from their computers from the front of the classroom to the students who will have their ChromeBooks on their desks. Teaching aids and digital materials will be broadcast to both the in-person and remote students using

Zoom. Group A and Group B students in grades 3-12 will be paired with each other or with a student who has opted for fully remote instruction. The pairs will be used to build break-out groups for online group work. These pairs will also give voice to the remote students because their “buddy” will read their comments or questions to the teacher.

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

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

- The decision to schedule AM/PM sessions as opposed to a full day AARBB schedule was based on a reckoning that elementary students would not well tolerate a full day of in-person learning given the constraints of social distancing. This decision is in the full explanation found below under the Hybrid Model description.
- Each class is divided into two groups; an A Group and a B Group which will reduce class size to 8-12 students.
- Group A will attend school from 8:45 To 11:15 on Mondays, Tuesdays, Thursdays, and Fridays and spend the rest of the school day working remotely. Group B will attend school from 12:35 To 3:05 on Mondays, Tuesdays, Thursdays, and Fridays and spend the morning working remotely. Both groups will work remotely on Wednesdays. This schedule, though tight, will enable the cleaning of classrooms between sessions.
- As part of the District’s commitment to food security, grab and go lunches, and breakfasts at Lanesborough Elementary will be provided on a schedule that allows for consumption at home regardless of the student’s cohort.
- In-person instruction will focus on core academics. Remote instruction will focus on specialist classes, extra help, and extended core subject work assigned during the in-person sessions.
- Scheduled remote office hours staffed by school personnel to check in and assist students with completing assignments.

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

- Each grade is divided into two groups; an A Group and a B Group which will reduce class size to 8-15 students. Cohorts would be designed to support math and world language assignments.
- An AARBB plan would be implemented. Group A will attend full days on Mondays and Tuesdays and work remotely Wednesday-Friday. Group B will attend full days on Thursdays and Fridays and work remotely Monday-Wednesday. Full, in-school days are understood to be 7:40 a.m. - 2:27 p.m.
- In-person days devoted to hands-on experiences and instructional guidance for core classes and academic support.
- 7th and 8th grades are located on the third floor.
- 9th grade housed on the second floor.
- Students grouped in cohorts of 8-15 stay together throughout the day, moving through a specific set of classrooms (to the degree possible) to limit commingling of cohorts. Students will follow a non-rotating schedule, inclusive of five core periods including academic support.
- Lunch will be in classrooms with the assigned cohort; this will not change.
- Three days of remote learning would be synchronous for the five core classes with opportunities for computer-based learning, remote office hours and support periods staffed by school personnel to check in and assist students with completing assignments.
- Three days of remote learning will incorporate synchronous and asynchronous instruction for Wellness and students' elective courses.

- While in school, students will participate in Social Emotional Wellness programming at least once a week.
- Canvas learning management system will be used to organize curriculum and instruction. The Google Suite will be employed as well as other learning tools (Flipgrid, Kahoot, Padlet, Quizlet, Membeam, et. al.) to facilitate learning.

**10-12 (Option 1A) Schedule for In-Person and Remote Learning at Mt Greylock Middle and High School**

- Students are together in person, but they are not seeing any teachers EXCEPT their science teacher in person.
- Students are established in cohorts based on science classes (in situations where students have two sciences, the lead core class will determine grouping; if they do not have a science class, students will be assigned a cohort).
- Science classes are split in half into Group A and Group B, producing cohorts of 6-13 students. These cohorts will remain together throughout the day, receiving remote synchronous instruction from their teachers with the exceptions of hands-on lab work during science periods.
- Students in grades 10-12 will occupy the first floor Academic Wing, as well as Arts, Technology, and Wellness spaces. They will use science labs on both the first and second floors.
- Group A will attend full days on Mondays and Tuesdays and work remotely Wednesday-Friday. Group B will attend full days on Thursdays and Fridays and work remotely Monday-Wednesday. Full, in-school days are understood to be 7:40 a.m. - 2:27 p.m.
- While in school, groups in grades 10-12 will follow a seven-period day while they remain in their assigned classroom. Cohorts are intentionally built on science classes so students can move to science rooms to participate in hands-on labs for two periods each day. Along with time to go outside before or after lunch, these two times are the only ones where students will leave the room to which their cohort has been assigned.
- While in school, students will participate in Social Emotional Wellness programming once a week.
- Canvas learning management system will be used to organize curriculum and instruction. The Google Suite will be employed as well as other learning tools (Flipgrid, Kahoot, Padlet, Quizlet, Membeam, et. al.) to facilitate learning.

**10-12 (Option 1B) Schedule for In-Person and Remote Learning at Mt Greylock Middle and High School**

- Students are together in person attending regularly scheduled classes.
- Each grade is divided in two alphabetically by last name creating two sections, Group A and Group B, which attend school in person on their assigned days as determined by their Group. This general halving will produce in-person classes of 6-13.
- Group A will attend full days on Mondays and Tuesdays and work remotely Wednesday-Friday. Group B will attend full days on Thursdays and Fridays and work remotely Monday-Wednesday. Full, in-school days are understood to be 7:40 a.m. - 2:27 p.m.
- Students in grades 10-12 will occupy the first floor Academic Wing, as well as Arts, Technology, and Wellness spaces. They will use science labs on both the first and second floors.
- While in school, groups in grades 10-12 will follow a seven-period day moving between classes practicing all health and safety precautions. Hallway supervision will be in place during this transition time.
- While in school, students will participate in Social Emotional Wellness programming once a week.
- Canvas learning management system will be used to organize curriculum and instruction. The Google Suite will be employed as well as other learning tools (Flipgrid, Kahoot, Padlet, Quizlet, Membeam, et. al.) to facilitate learning.

## DAILY EXPECTATION GRADES PREK-6

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

## DAILY EXPECTATION GRADES 7-9

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

## DAILY EXPECTATION GRADES 10-12

10-12 In-Person Learning Time ( <b>applies to both Option 1A and 1B</b> )	10-12 Remote Learning Time
<p>During their in-person time:</p> <ul style="list-style-type: none"><li>• Students will attend in-person instruction two full days each week and participate in remote instruction three days each week.</li><li>• All students will be assigned to a school-based cohort and remain in that cohort throughout each day.</li><li>• Attendance will be taken daily and during each learning period.</li><li>• Students will be learning using MGRSD curricula. With the exception of science lab work, instruction will largely follow a remote synchronous plan.</li><li>• Learning materials and supplies will not be shared - they will be assigned to individual students. Students will be assigned chromebooks that they will need to use both on and off campus.</li><li>• Classrooms will be set up with student desks in rows, with 6 ft. distance between seats, and facing in the same direction where possible.</li><li>• Mask breaks will be built into the schedule.</li><li>• Students will have lunch in the classroom.</li><li>• Students will follow safety protocols for using bathrooms using a classroom log to document their transitions.</li><li>• Students will follow safety protocols for using the bus; masks will be worn at all times while in transport. Students will not be allowed to change bus assignments to minimize contact unless extreme circumstances warrant it.</li><li>• Hallway transitions will be explicitly taught and adhered to.</li><li>• Students will observe social distancing guidelines.</li></ul>	<p>During their remote week:</p> <ul style="list-style-type: none"><li>• Students will attend synchronous instructional meetings on Wednesdays and at other times, as scheduled; science classes will provide scheduled asynchronous learning to accommodate hands-on lab work during Monday/Tuesday and Thursday/Friday in-person sessions.</li><li>• Attendance will be taken daily AND FOR EACH PERIOD.</li><li>• Students will be learning using MGRSD curricula.</li><li>• Zoom will be used for synchronous meetings/teaching. During Zoom sessions, students are required to have video activated so that faculty and paraprofessionals can see that they are present.</li><li>• While remote, students will independently complete work from in-person sessions as well as additional digital work assigned by their teacher.</li><li>• Student work will be graded using MGRS's traditional frameworks, and feedback will be offered as if they were in school.</li><li>• Classroom teachers will provide support during remote learning via email, phone, facetime or Zoom.</li><li>• Faculty will make contact with students and small groups will be established for differentiated supports.</li></ul>

## OPTION 2- REMOTE SYNCHRONOUS LEARNING MODEL

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

All students in grades 7-12, remote and in-person, will receive 5.5 hours of synchronous instruction a day delivered according to the school schedule. All students in grades PreK-6, remote and in-person, will receive 5 hours of synchronous instruction a day based on the school schedule. The schedule of classes will be based on the school schedule. Lessons will be recorded for those students who require asynchronous opportunities. Period/lesson attendance will be taken for all students and reported in Powerschool. Students will be assessed and receive grades/progress indicators based on their work.

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

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

## **WHAT FAMILIES CAN EXPECT**

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

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

## **FACILITY PREPARATION FOR IN-PERSON LEARNING IN THE MGRSD**

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

1. Facilitate stable, limited size groups of people wherever possible,
  - For entry and exit,



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

## WELLNESS PREPARATIONS FOR ALL LEARNING MODELS

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

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

- Massachusetts' Department of Elementary and Secondary Education (DESE):
  - <http://www.doe.mass.edu/covid19/>
- Centers for Disease Control and Prevention (CDC):
  - <https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools.html>
  - <https://www.cdc.gov/coronavirus/2019-ncov/downloads/community/School-Admin-K12-readiness-and-planning-tool.pdf>
- Massachusetts' Department for Public Health:
  - <https://www.mass.gov/info-details/covid-19-public-health-guidance-and-directives>
- Massachusetts' Department of Early Education and Care (EEC):
  - [https://eeclead.force.com/apex/EEC\\_ChildCareEmergencyReopenInfo](https://eeclead.force.com/apex/EEC_ChildCareEmergencyReopenInfo)
- The Parabola Project
  - [https://docs.google.com/document/d/1ktN9itnK9KjaSXihT97DQYOh7b\\_NQOPJV3NliKHkKQw](https://docs.google.com/document/d/1ktN9itnK9KjaSXihT97DQYOh7b_NQOPJV3NliKHkKQw)
  - [https://docs.google.com/document/d/1om9XvZtLEqXZzkL1Kb6zbIXn2dn7\\_VNL3Hi5RxIOmgk](https://docs.google.com/document/d/1om9XvZtLEqXZzkL1Kb6zbIXn2dn7_VNL3Hi5RxIOmgk)
  - [https://docs.google.com/document/d/1\\_56D2ZmEz8SVu8xfWMjw4kvxld8OCkK6UbwExp0YES8](https://docs.google.com/document/d/1_56D2ZmEz8SVu8xfWMjw4kvxld8OCkK6UbwExp0YES8)

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

### Mental Health

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

*Needs:* Purchase universal screener

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

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

### Preventing the Spread of Infection

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

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

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

### Institute Limited Contact Procedures

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

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

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

### Personal Protective Equipment

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

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

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

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

#### Possible COVID Case in School

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

#### Vaccinations Planning

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

#### Training

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

##### *Needs:*

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

#### Transportation

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

##### *Needs: TBD*

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

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

#### Arrival and Dismissal Procedures

TBD- school based

## **TECHNOLOGY PREPARATIONS**

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

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

## **CRITERIA FOR OPENING IN-PERSON**

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

## CRITERIA FOR CLOSING SCHOOL

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

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

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

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

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

- a. shut down the district for a short time (e.g. 1-3 days) for an extensive cleaning or other facility mitigation, or
- b. shut down the district for the longer duration of a 14-day quarantine period.

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

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

### Elementary School

At the elementary school level, students should be restricted to their grade level class to the greatest extent possible. In elementary and other school situations where the students are in self-contained classrooms for an extended period, all students/staff within this “cohort” are considered close contacts as they may have been within 6 feet of the person with a positive test result.

### Middle/High School

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

# MODELS

## IN-PERSON LEARNING MODEL

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

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

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

A full-time in-person model is not an option for September 2020. There are too many prerequisites that would need to be in place to ensure a safe reopening using this model. First, protocols for most all aspects of public schooling need to be revised and then systematically taught to students, staff, and families until such time that all parties can consistently execute those protocols necessary for a safe reopening of schools. Second, a full, in-person model of instruction would require hiring additional special education teachers in order to meet the needs of students within the confines of schedules as well as paraprofessionals for supervision. Third, bringing all students into the schools would make social distancing more difficult thereby limiting opportunities to train students in safety protocols. Finally, no school has ever operated under the constraints imposed by COVID-19 and the guidelines imposed by the Department of Elementary and Secondary Education; almost every aspect of public education needs to be retooled. Crowding the schools with all students would inhibit the experimentation and learning necessary to enable students, staff, and families to successfully navigate this new paradigm.

With 6 foot distancing and other safety considerations, bringing back students at the elementary and schools would require additional staff to reduce class sizes in two grades at Lanesborough Elementary and one grade at Williamstown Elementary, as well as additional staff for supervision in hallways. Additional custodial staff may be needed to handle regular, routine sanitation of bathrooms during the course of the day. There is not sufficient space in the middle/high school to bring back all students for courses with appropriate distancing.

Of course Mt Greylock Regional School District is planning for full-time in-person learning for students with disabilities whose IEPs required specialized instruction and related services, certain students requiring accommodations pursuant to § 504, students with limited English proficiency who require specialized



instruction, and students whose learning has been demonstrably and egregiously affected by the 3-month suspension of in-school, in-person instruction.

If we were to implement the model, it would incorporate the seven-period rotating schedule used over the past several years, however class periods would likely be lengthened slightly and morning break and directed study would be removed to reduce the amount of travel between classes and interaction between students. Lunches would be eaten in assigned classrooms. Wellness classes would focus on social emotional curricula, and physical interactions would be restricted to a limited series of activities.

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

A basic structure for operation would be:

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

## **HYBRID**

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

### **The Advantages of the Half-Day Model in PreK-6**

No hybrid learning model is flawless. Every hybrid learning model, when implemented, will create problems, especially problems of childcare and supervision, for a sizable percentage of families. Hybrid models have this in common with a fully remote learning model. Moreover, every model where direct contact occurs between and among students and adults runs some risk of offering an opportunity for the spread of contagion. This risk must be placed in balance against the risks to students of continued forced absence from school and social isolation..

The advantage of the half-day hybrid model is that it provides the best answer to three important questions:

- How can we maximize the instances of direct contact between students and teachers, so that social situations, including teaching and learning, can be more normal?
- How can we minimize the amount of time when students must be masked, thereby discouraging students from removing their masks because of discomfort or frustration? ‘
- How can we construct the school day so as to avoid creating the greatest opportunities for spreading the virus?

The Mount Greylock PreK-6 version of a hybrid learning model, all students will be in school every day, albeit for a half- rather than a whole day. This means that every elementary student will see her or his teacher every day when school is in session. Being in school only half a day means that students are required to be masked

only half the time masking is required in other hybrid models investigated. Students' need to use restrooms, thereby complicating the cleaning protocols that must be in place, will be lessened, though surely not eliminated.

Most important, with the exception of students who will be in school all day every day, food will not be consumed in school by the general population of students. As anyone who has spent time in schools knows, lunch periods are about as far from eating in orderly silence as one can imagine. These are lively occasions, and students, if they are to be able to eat and drink, must remove their masks to do so. The half-day model avoids the need for a large-scale daily social setting in which students' behavior can lead to the best opportunities for close and unmasked social contact.

## ELEMENTARY SCHOOL SAMPLE MODEL

Schedules have not yet been developed, but the following sample schedules give an idea of how the day would progress.

### Cohort A

	Monday	Tuesday	Wednesday Fully remote For Cohort A and B	Thursday	Friday
8:15-8:35	Arrival-Check in	Arrival-Check in		Arrival-Check in	Arrival-Check in
8:45-9:30	Mathematics	English	English	Mathematics	English
9:30-9:40	Mask Break	Mask Break	Screen break	Mask Break	Mask Break
9:44-10:20	English	Social Studies Science	Support or Enrichment	English	Social Studies Science
10:20-10:30	Mask Break		Screen break	Mask Break	
10:30-11:10	Social Studies Science	Mathematics	Mathematics	Social Studies Science	Mathematics
11:15	Dismissal	Dismissal	Support or Enrichment	Dismissal	Dismissal
12:35-45	Remote Special	Remote Special	Science	Remote Special	Remote Special
12:45-12:55	Screen break	Screen break	Screen Break	Screen break	Screen break
1:00-1:45	Remote Group Work	Remote Group Work	Social Studies	Remote Group Work	Remote Group Work
1:45-1:55	Screen break	Screen break	Screen Break	Screen break	Screen break
2:00-2:40	Remote Support and Enrichment	Remote Support and Enrichment	Support or Enrichment	Remote Support and Enrichment	Remote Support and Enrichment
2:40-2:50	Screen break		Screen Break		
2:50-3:05	Wrap Up-Reflection	Wrap Up-Reflection	Remote Wrap Up-Reflection	Wrap Up-Reflection	Wrap Up-Reflection

## 7-9 HYBRID Sample Schedule for In-Person and Remote

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

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

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

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

### **Transportation & the Half-Day Model**

The half-day hybrid model that the herein proposed will be a transportation-intensive undertaking. Two groups of Lanesborough and Williamstown Elementary students (Cohort s A and B) who require transportation to and from school will be transported to and from school for the start of the school day; one cohort (A) will be transported home at the end of the morning session. The B group will be transported to school for the afternoon session; and the B any students attending full day will be transported home at the end of the instructional day.

The buses transporting these students will have monitors. Monitors will have the responsibility not only of ensuring that safe distancing, following the DESE “Fall Reopening Transportation Guidance,” is maintained, and that every student on the bus wears a mask and keeps it on during the trip.

The bus operator will chemically clean each bus after each trip. Given that there will be four runs per day under the half-day hybrid model, that means that each bus will be cleaned four times daily.

### **Facility Cleaning & the Half-Day Model**

Because the school will be all but empty of students during the midday transportation period, the facility’s custodial staff will be able to clean all classrooms, restrooms, office spaces, and common areas before the start of the afternoon session, and again at the end of the day.

The protocols adopted for cleaning will be those identified by DESE in the “Developing operational protocols” section of DESE’s “Fall Reopening Facilities and Operations Guidance.” In particular, the cleaning solutions used will be those found on the United States Environmental Protection Agency website.

### **Services to Special Populations in the Half-Day Model**

The current plan is to address the needs of what we refer to here as “special populations.” These membership of these populations comprises students (a) with IEPs who require special instruction or related services in person, or both; (b) students whose first language is not English, or whose spoken language at home is not English, and are learning proficiency in the English language; (c) students whose § 504 plan requires in-school

services; and (d) students, whatever their income level, who have had an especially unsuccessful experience with remote learning in the last three-and-one-half months of the 2019-2020 school year. The identity of students in category (d) will be determined by assessments administered near the start of the instructional year by the students' teacher(s).

Under the plan submitted here, "special population" high-needs and students who can't access curriculum or students whose parents or guardians are willing to send them back to school when in-person instruction resumes will attend school all day, every day. This will enable these students to receive the mandated services which they are entitled to.

### **Parental Reservation of the Right to Fully Remote Learning**

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

## **REMOTE MODEL**

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

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

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

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

## **FULLY REMOTE LEARNING**

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

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

#### Students at Mount Greylock Regional School

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

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

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

### **After-School Activities**

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

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

Williams College's Center for Learning in Action has already been in conversations with building principals about continuing or establishing remote homework support and tutoring programs. It is also the district's intent to seek through collective bargaining to establish after-school and weekend positions for paraprofessional personnel to work with elementary level students who may desire or need (or both) assistance in core subjects, especially in reading, English language arts, and mathematics.

### **Student Support**

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

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

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

### **Assessments & Interventions**

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

## **OTHER**

Mount Greylock Regional School District is currently engaged in bargaining over many aspects of the plan. The bargaining will determine whether or not the plan described above is implemented. It is more accurate to say that many particulars described herein may have to be changed if the plan is to work. This plan **cannot** be implemented without a successful conclusion to bargaining.

Bargaining between the School Committee, as an employer, and the MGEA, as the exclusive representative of employees affected by these changes, is taking place pursuant MGL c. 150E § 6. This statute requires that the parties "negotiate in good faith with respect to wages, hours, standards of productivity and performance, and any other terms and conditions of employment, including without limitation, in the case of teaching personnel employed by a school committee, class size and workload . . . ." It is just such matters that are currently being negotiated. Until the negotiations are complete, or until a resolution of the core means of providing for instruction – remote and in-person – are reached separately, neither the Mount Greylock regional School District nor any similarly situated school district in Massachusetts can recommence instruction.



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

## On the Desktop - August 11, 2020

### Guidance for Districts and Schools on Interpreting DPH COVID-19 Metrics

Dear Superintendents, Charter School Leaders, Assistant Superintendents, Approved Special Education Schools, and Collaboratives,

There has been much discussion about COVID-19 health and safety metrics that can be helpful guidelines for when schools re-open this school year. Such metrics should serve as a guide as to whether schools should open using full-time in-person, hybrid, or remote models, and will also support future decision-making if the impact of COVID-19 requires us to switch between educational models throughout the school year.

Each Wednesday, the Department of Public Health releases its [Weekly COVID-19 Public Health Report](#) that contains critical metrics for each municipality. Effective this week, there will also be a color-coded indication posted for each municipality calculated on a rolling two-week basis.

- **Red** will designate communities with more than 8 COVID-19 cases per 100,000 residents.
- **Yellow** will designate communities that have more than 4 and up to 8 COVID-19 cases per 100,000 residents.
- **Green** will designate communities that have 4 or fewer COVID-19 cases per 100,000 residents.
- **Unshaded** will designate communities with small populations and fewer than 5 cases within the last 14 days.

Because the impact of the virus is local, the concept of this particular COVID-19 health/safety designation is focused on the municipal level.

Following the release of these updated metrics, we are providing districts and schools with initial guidance on how to interpret them for school settings. These guidelines were developed in consultation with our infectious disease physicians and other public health experts.

### General guidance for interpreting these metrics

While average daily cases per 100,000 over a two-week period is the metric that determines the color-coding for each community, districts and schools should also monitor whether cases are increasing or decreasing as compared to the prior period. The local test positivity rate also



remains an important metric to monitor. In consultation with local boards of health, districts should consider whether these additional metrics and underlying data may indicate other concerning trends.

Please note that districts should look at multiple consecutive weekly COVID-19 reports to assess trends in order to inform any changes to their learning model for the start of the school year or to make any changes during the year.

For regional schools and others that draw from multiple cities and towns, DESE will issue additional guidance that points to the appropriate data to view for your context.

### Guidance for using these metrics to determine local learning models

Based on these updated weekly COVID-19 metrics, DESE's guidance for how these data should inform each school and district's learning model is as follows:

New color-coded metric*		DESE expectation for learning model
<b>RED</b>	Average daily cases per 100,000 is <b>greater than 8</b>	<b>Remote</b>
<b>YELLOW</b>	Average daily cases per 100,000 is <b>between 4 - 8</b>	
<b>GREEN</b>	Average daily cases per 100,000 is <b>less than 4</b>	<b>Full-time in-person</b> <b>OR Hybrid</b> (if extenuating circumstances)
<b>UNSHADED</b>	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*

It is our expectation that districts' learning models will follow this color-coded metric unless there are extenuating circumstances identified after consultation with local boards of health. This includes reviewing additional metrics, such as whether cases are increasing or decreasing, the local test positivity rate, and other contextual factors. Please see the [attached slides \(download\)](#).

We understand that local school committees and governing boards, working with district and school leaders, have recently finalized or are about to finalize initial fall reopening plans. We expect these updated metrics and related guidance will support your decision-making both for school reopening and throughout the year if we encounter changing circumstances.





While districts and schools may choose to make immediate adjustments to initial fall reopening plans based on this data, districts may also wait for multiple data reports and allow for further time for consultation before making these updates.

We acknowledge that you have much to consider as to how best to serve our students in ways that are safe for students, teachers, staff, families, and the community at large. It is our hope that this additional guidance can support you in these critical decisions.

Sincerely,

Jeffrey Riley  
Commissioner

## With new color-coded metric from DPH / COVID-19 Command, DESE is issuing additional guidance for selecting a learning model

New color-coded metric*		DESE expectation for learning model
	Average daily cases per 100,000 is <b>greater than 8</b>	Remote
	Average daily cases per 100,000 is <b>between 4 - 8</b>	
	Average daily cases per 100,000 is <b>less than 4</b>	Full-time in-person OR Hybrid (if extenuating circumstances)
	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*

## Additional considerations

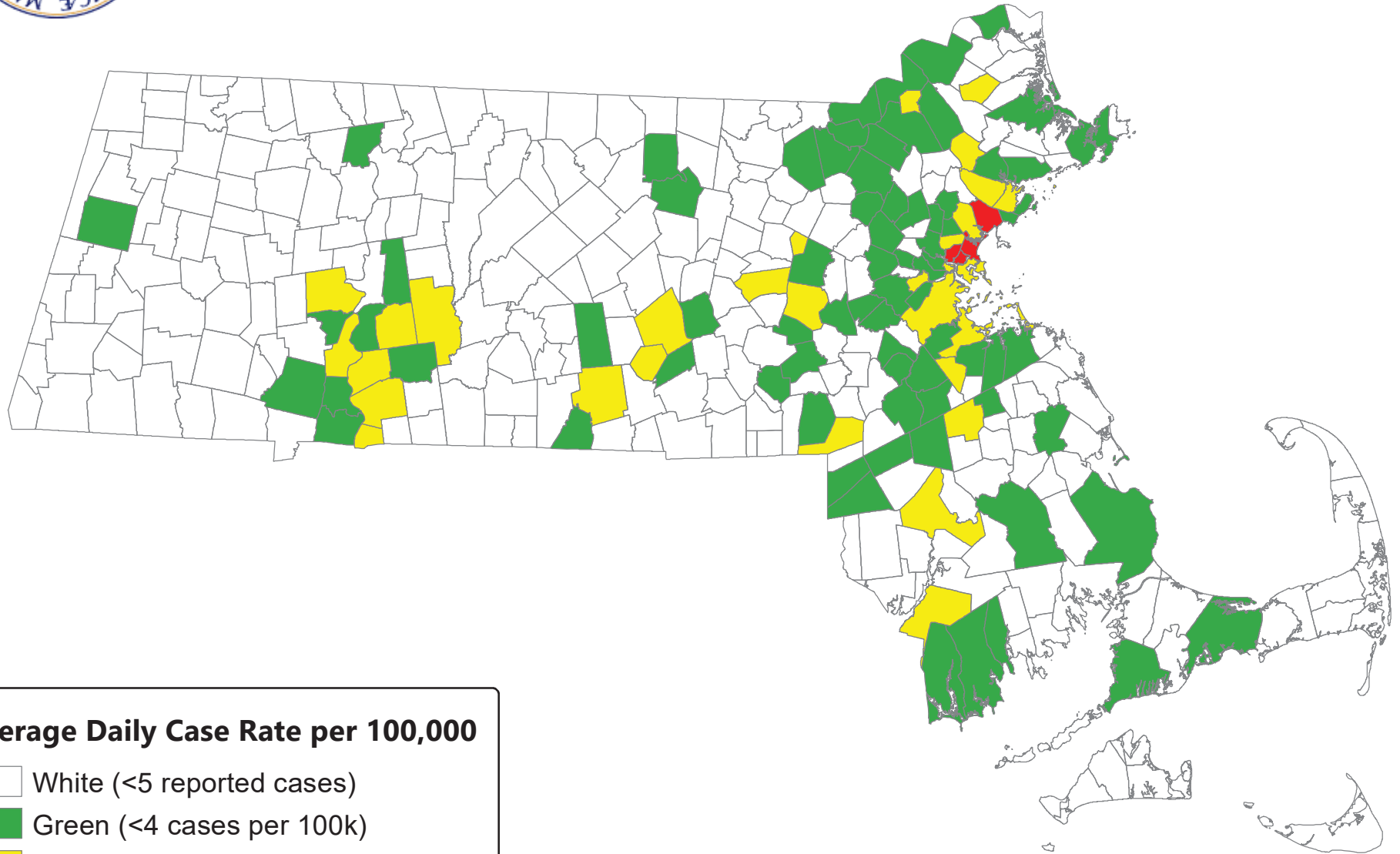
**Other metrics to review:** While average daily cases per 100,000 is the metric that determines the color coding for each community, districts / schools should also monitor whether cases are **increasing or decreasing** vs. the prior period. Monitoring **positive testing** also remains an important metric. In consultation with their local boards of health, districts should consider whether these additional metrics and underlying data may indicate other concerning trends. DESE will provide additional guidance on example scenarios regarding other metrics for districts to review.

**Multiple weeks of data is necessary to understand trends:** Districts should **look at multiple reports** to inform any changes to their learning model for the start of the school year or to make any changes during the year.

**Regional schools and others that draw from multiple cities/towns:** We will issue additional guidance that points you to the appropriate data to view for your context.



# Average Daily Case Rate (per 100,000) for COVID-19 in MA by City/Town Over Last Two Weeks 7/22/2020 - 8/5/2020



## Average Daily Case Rate per 100,000

- White (<5 reported cases)
- Green (<4 cases per 100k)
- Yellow (4 - 8 cases per 100k)
- Red (>8 cases per 100k)



## City and Town Data - 7/22/2020 through 8/5/2020

*Beginning August 12th, this data will be available on DPH's Weekly Public Health Report*

City / Town	Category	Total Case Count (Last 14 Days)	Average Percent Positivity (Last 14 Days)	Avg Daily Cases per 100k Population (Last 14 Days)
Abington	Green	6	1.7%	2.4
Acton	Less than 5	<5	0.6%	-
Acushnet	Less than 5	<5	1.9%	-
Adams	Less than 5	<5	0.0%	-
Agawam	Green	15	2.4%	3.7
Alford	Less than 5	<5	0.0%	-
Amesbury	Green	5	0.6%	2.1
Amherst	Green	12	1.5%	2.1
Andover	Green	9	0.9%	1.8
Aquinnah	Less than 5	<5	0.0%	-
Arlington	Less than 5	<5	0.5%	-
Ashburnham	Less than 5	<5	0.7%	-
Ashby	Less than 5	<5	0.0%	-
Ashfield	Less than 5	<5	0.0%	-
Ashland	Green	8	3.0%	2.9
Athol	Less than 5	<5	0.3%	-
Attleboro	Green	18	2.9%	2.8
Auburn	Yellow	10	2.4%	4.3
Avon	Less than 5	<5	1.7%	-
Ayer	Less than 5	<5	1.3%	-
Barnstable	Green	13	1.3%	2.1
Barre	Less than 5	<5	0.0%	-
Becket	Less than 5	<5	0.0%	-
Bedford	Green	8	1.2%	3.8
Belchertown	Yellow	11	2.6%	4.9
Bellingham	Less than 5	<5	0.2%	-

<b>Belmont</b>	Green	7	1.0%	1.8
<b>Berkley</b>	Less than 5	<5	3.5%	-
<b>Berlin</b>	Less than 5	<5	0.0%	-
<b>Bernardston</b>	Less than 5	<5	0.0%	-
<b>Beverly</b>	Green	13	1.3%	2.3
<b>Billerica</b>	Green	8	1.2%	1.3
<b>Blackstone</b>	Less than 5	<5	2.6%	-
<b>Blandford</b>	Less than 5	<5	0.0%	-
<b>Bolton</b>	Less than 5	<5	0.6%	-
<b>Boston</b>	Yellow	430	2.2%	4.4
<b>Bourne</b>	Less than 5	<5	0.2%	-
<b>Boxborough</b>	Less than 5	<5	1.2%	-
<b>Boxford</b>	Less than 5	<5	1.2%	-
<b>Boylston</b>	Less than 5	<5	0.8%	-
<b>Braintree</b>	Green	6	0.8%	1.1
<b>Brewster</b>	Less than 5	<5	1.4%	-
<b>Bridgewater</b>	Less than 5	<5	0.7%	-
<b>Brimfield</b>	Less than 5	<5	1.1%	-
<b>Brockton</b>	Yellow	72	5.1%	5.2
<b>Brookfield</b>	Less than 5	<5	2.6%	-
<b>Brookline</b>	Green	10	0.8%	1.1
<b>Buckland</b>	Less than 5	<5	0.0%	-
<b>Burlington</b>	Green	6	1.1%	1.6
<b>Cambridge</b>	Green	31	0.8%	2.0
<b>Canton</b>	Green	10	1.8%	3.1
<b>Carlisle</b>	Less than 5	<5	0.6%	-
<b>Carver</b>	Less than 5	<5	2.2%	-
<b>Charlemont</b>	Less than 5	<5	7.4%	-
<b>Charlton</b>	Yellow	10	1.8%	5.1
<b>Chatham</b>	Less than 5	<5	0.0%	-
<b>Chelmsford</b>	Green	7	0.9%	1.4
<b>Chelsea</b>	Red	95	4.9%	18.0
<b>Cheshire</b>	Less than 5	<5	0.0%	-
<b>Chester</b>	Less than 5	<5	0.0%	-

<b>Chesterfield</b>	Less than 5	<5	0.0%	-
<b>Chicopee</b>	Yellow	44	3.8%	5.5
<b>Chilmark</b>	Less than 5	<5	0.0%	-
<b>Clarksburg</b>	Less than 5	<5	0.0%	-
<b>Clinton</b>	Less than 5	<5	1.0%	-
<b>Cohasset</b>	Less than 5	<5	0.7%	-
<b>Colrain</b>	Less than 5	<5	0.0%	-
<b>Concord</b>	Less than 5	<5	0.5%	-
<b>Conway</b>	Less than 5	<5	0.0%	-
<b>Cummington</b>	Less than 5	<5	0.0%	-
<b>Dalton</b>	Less than 5	<5	1.0%	-
<b>Danvers</b>	Green	12	1.4%	3.0
<b>Dartmouth</b>	Green	7	1.7%	1.4
<b>Dedham</b>	Less than 5	<5	0.8%	-
<b>Deerfield</b>	Less than 5	<5	0.5%	-
<b>Dennis</b>	Less than 5	<5	1.3%	-
<b>Dighton</b>	Less than 5	<5	0.0%	-
<b>Douglas</b>	Less than 5	<5	0.0%	-
<b>Dover</b>	Less than 5	<5	0.0%	-
<b>Dracut</b>	Green	9	0.9%	2.0
<b>Dudley</b>	Less than 5	<5	1.2%	-
<b>Dunstable</b>	Less than 5	<5	0.0%	-
<b>Duxbury</b>	Less than 5	<5	0.6%	-
<b>East Bridgewater</b>	Less than 5	<5	2.5%	-
<b>East Brookfield</b>	Less than 5	<5	0.0%	-
<b>East Longmeadow</b>	Less than 5	<5	0.9%	-
<b>Eastham</b>	Less than 5	<5	0.9%	-
<b>Easthampton</b>	Green	8	2.0%	3.5
<b>Easton</b>	Green	7	1.1%	2.1
<b>Edgartown</b>	Less than 5	<5	0.0%	-
<b>Egremont</b>	Less than 5	<5	7.4%	-
<b>Erving</b>	Less than 5	<5	0.0%	-
<b>Essex</b>	Less than 5	<5	0.0%	-
<b>Everett</b>	Red	63	4.8%	9.3



<b>Fairhaven</b>	Less than 5	<5	0.6%	-
<b>Fall River</b>	Yellow	80	3.5%	6.4
<b>Falmouth</b>	Green	11	1.1%	2.5
<b>Fitchburg</b>	Green	11	1.4%	1.9
<b>Florida</b>	Less than 5	<5	0.0%	-
<b>Foxborough</b>	Less than 5	<5	0.3%	-
<b>Framingham</b>	Yellow	44	2.8%	4.2
<b>Franklin</b>	Green	11	1.3%	2.3
<b>Freetown</b>	Less than 5	<5	2.5%	-
<b>Gardner</b>	Less than 5	<5	0.5%	-
<b>Georgetown</b>	Yellow	7	3.4%	5.6
<b>Gill</b>	Less than 5	<5	0.0%	-
<b>Gloucester</b>	Green	8	1.1%	2.0
<b>Goshen</b>	Less than 5	<5	0.0%	-
<b>Gosnold</b>	Less than 5	<5	0.0%	-
<b>Grafton</b>	Less than 5	<5	1.0%	-
<b>Granby</b>	Yellow	6	3.4%	7.0
<b>Granville</b>	Less than 5	<5	0.0%	-
<b>Great Barrington</b>	Less than 5	<5	0.4%	-
<b>Greenfield</b>	Green	7	1.0%	2.9
<b>Groton</b>	Less than 5	<5	0.3%	-
<b>Groveland</b>	Less than 5	<5	0.0%	-
<b>Hadley</b>	Less than 5	<5	0.0%	-
<b>Halifax</b>	Less than 5	<5	0.0%	-
<b>Hamilton</b>	Less than 5	<5	1.6%	-
<b>Hampden</b>	Less than 5	<5	0.0%	-
<b>Hancock</b>	Less than 5	<5	16.7%	-
<b>Hanover</b>	Less than 5	<5	1.6%	-
<b>Hanson</b>	Less than 5	<5	0.0%	-
<b>Hardwick</b>	Less than 5	<5	2.0%	-
<b>Harvard</b>	Less than 5	<5	0.0%	-
<b>Harwich</b>	Less than 5	<5	0.7%	-
<b>Hatfield</b>	Less than 5	<5	1.0%	-
<b>Haverhill</b>	Green	20	1.1%	2.2

<b>Hawley</b>	Less than 5	<5	0.0%	-
<b>Heath</b>	Less than 5	<5	0.0%	-
<b>Hingham</b>	Green	10	2.2%	3.0
<b>Hinsdale</b>	Less than 5	<5	1.4%	-
<b>Holbrook</b>	Less than 5	<5	1.2%	-
<b>Holden</b>	Less than 5	<5	0.0%	-
<b>Holland</b>	Less than 5	<5	4.0%	-
<b>Holliston</b>	Green	5	1.6%	2.6
<b>Holyoke</b>	Yellow	41	2.3%	7.1
<b>Hopedale</b>	Less than 5	<5	0.5%	-
<b>Hopkinton</b>	Less than 5	<5	0.6%	-
<b>Hubbardston</b>	Less than 5	<5	0.9%	-
<b>Hudson</b>	Less than 5	<5	0.2%	-
<b>Hull</b>	Yellow	6	2.7%	4.3
<b>Huntington</b>	Less than 5	<5	0.0%	-
<b>Ipswich</b>	Green	6	1.5%	3.2
<b>Kingston</b>	Less than 5	<5	2.2%	-
<b>Lakeville</b>	Less than 5	<5	0.0%	-
<b>Lancaster</b>	Less than 5	<5	1.2%	-
<b>Lanesborough</b>	Less than 5	<5	0.0%	-
<b>Lawrence</b>	Yellow	97	3.5%	7.9
<b>Lee</b>	Less than 5	<5	1.1%	-
<b>Leicester</b>	Less than 5	<5	1.9%	-
<b>Lenox</b>	Less than 5	<5	2.3%	-
<b>Leominster</b>	Green	14	1.9%	2.5
<b>Leverett</b>	Less than 5	<5	0.0%	-
<b>Lexington</b>	Green	5	0.9%	1.0
<b>Leyden</b>	Less than 5	<5	0.0%	-
<b>Lincoln</b>	Less than 5	<5	1.5%	-
<b>Littleton</b>	Less than 5	<5	0.6%	-
<b>Longmeadow</b>	Yellow	9	2.4%	4.1
<b>Lowell</b>	Green	30	1.1%	1.8
<b>Ludlow</b>	Green	5	0.8%	1.7
<b>Lunenburg</b>	Less than 5	<5	0.7%	-

<b>Lynn</b>	Red	225	6.1%	15.9
<b>Lynnfield</b>	Less than 5	<5	1.0%	-
<b>Malden</b>	Yellow	44	3.3%	4.6
<b>Manchester</b>	Less than 5	<5	0.0%	-
<b>Mansfield</b>	Green	10	2.0%	3.0
<b>Marblehead</b>	Green	9	1.4%	3.3
<b>Marion</b>	Less than 5	<5	0.6%	-
<b>Marlborough</b>	Yellow	26	1.8%	4.3
<b>Marshfield</b>	Less than 5	<5	0.0%	-
<b>Mashpee</b>	Less than 5	<5	1.3%	-
<b>Mattapoisett</b>	Less than 5	<5	0.7%	-
<b>Maynard</b>	Yellow	7	2.2%	4.8
<b>Medfield</b>	Less than 5	<5	0.3%	-
<b>Medford</b>	Green	29	1.3%	3.4
<b>Medway</b>	Less than 5	<5	0.3%	-
<b>Melrose</b>	Green	10	1.6%	2.5
<b>Mendon</b>	Less than 5	<5	0.7%	-
<b>Merrimac</b>	Less than 5	<5	0.7%	-
<b>Methuen</b>	Green	18	2.0%	2.4
<b>Middleborough</b>	Green	5	1.1%	1.3
<b>Middlefield</b>	Less than 5	<5	0.0%	-
<b>Middleton</b>	Yellow	6	2.9%	4.2
<b>Milford</b>	Green	13	2.0%	3.2
<b>Millbury</b>	Green	7	2.6%	3.7
<b>Millis</b>	Less than 5	<5	1.5%	-
<b>Millville</b>	Less than 5	<5	3.1%	-
<b>Milton</b>	Green	9	1.4%	2.2
<b>Monroe</b>	Less than 5	<5	0.0%	-
<b>Monson</b>	Less than 5	<5	0.4%	-
<b>Montague</b>	Less than 5	<5	0.0%	-
<b>Monterey</b>	Less than 5	<5	0.0%	-
<b>Montgomery</b>	Less than 5	<5	0.0%	-
<b>Mount Washington</b>	Less than 5	<5	0.0%	-
<b>Nahant</b>	Less than 5	<5	2.8%	-

Nantucket	Less than 5	<5	0.7%	-
Natick	Green	7	0.8%	1.4
Needham	Green	15	1.9%	3.7
New Ashford	Less than 5	<5	0.0%	-
New Bedford	Green	43	2.2%	3.1
New Braintree	Less than 5	<5	5.3%	-
New Marlborough	Less than 5	<5	4.8%	-
New Salem	Less than 5	<5	6.3%	-
Newbury	Less than 5	<5	0.5%	-
Newburyport	Less than 5	<5	0.3%	-
Newton	Green	24	0.9%	1.9
Norfolk	Less than 5	<5	1.9%	-
North Adams	Less than 5	<5	0.6%	-
North Andover	Green	7	0.6%	1.7
North Attleborough	Green	9	1.8%	2.1
North Brookfield	Less than 5	<5	2.7%	-
North Reading	Less than 5	<5	0.8%	-
Northampton	Yellow	20	1.8%	4.9
Northborough	Less than 5	<5	0.4%	-
Northbridge	Less than 5	<5	1.1%	-
Northfield	Less than 5	<5	0.0%	-
Norton	Less than 5	<5	0.9%	-
Norwell	Less than 5	<5	0.9%	-
Norwood	Green	10	1.7%	2.4
Oak Bluffs	Less than 5	<5	0.0%	-
Oakham	Less than 5	<5	1.4%	-
Orange	Less than 5	<5	0.8%	-
Orleans	Less than 5	<5	0.8%	-
Otis	Less than 5	<5	0.0%	-
Oxford	Less than 5	<5	0.6%	-
Palmer	Less than 5	<5	1.3%	-
Paxton	Less than 5	<5	1.7%	-
Peabody	Yellow	41	2.5%	5.3
Pelham	Less than 5	<5	0.0%	-

<b>Pembroke</b>	Green	5	1.9%	1.9
<b>Pepperell</b>	Less than 5	<5	1.9%	-
<b>Peru</b>	Less than 5	<5	0.0%	-
<b>Petersham</b>	Less than 5	<5	0.0%	-
<b>Phillipston</b>	Less than 5	<5	0.0%	-
<b>Pittsfield</b>	Green	11	1.3%	1.8
<b>Plainfield</b>	Less than 5	<5	0.0%	-
<b>Plainville</b>	Less than 5	<5	3.0%	-
<b>Plymouth</b>	Green	9	0.8%	1.0
<b>Plympton</b>	Less than 5	<5	0.0%	-
<b>Princeton</b>	Less than 5	<5	0.0%	-
<b>Provincetown</b>	Less than 5	<5	0.5%	-
<b>Quincy</b>	Yellow	62	3.2%	4.4
<b>Randolph</b>	Yellow	24	3.3%	5.0
<b>Raynham</b>	Less than 5	<5	1.7%	-
<b>Reading</b>	Less than 5	<5	0.7%	-
<b>Rehoboth</b>	Less than 5	<5	2.2%	-
<b>Revere</b>	Red	122	6.0%	14.3
<b>Richmond</b>	Less than 5	<5	0.0%	-
<b>Rochester</b>	Less than 5	<5	0.0%	-
<b>Rockland</b>	Less than 5	<5	1.4%	-
<b>Rockport</b>	Less than 5	<5	0.5%	-
<b>Rowe</b>	Less than 5	<5	0.0%	-
<b>Rowley</b>	Less than 5	<5	1.5%	-
<b>Royalston</b>	Less than 5	<5	0.0%	-
<b>Russell</b>	Less than 5	<5	9.5%	-
<b>Rutland</b>	Less than 5	<5	0.0%	-
<b>Salem</b>	Yellow	35	2.4%	5.6
<b>Salisbury</b>	Less than 5	<5	0.5%	-
<b>Sandisfield</b>	Less than 5	<5	1.6%	-
<b>Sandwich</b>	Less than 5	<5	0.2%	-
<b>Saugus</b>	Yellow	31	4.4%	7.8
<b>Savoy</b>	Less than 5	<5	0.0%	-
<b>Scituate</b>	Less than 5	<5	1.1%	-

Seekonk	Less than 5	<5	2.6%	-
Sharon	Green	10	1.6%	3.9
Sheffield	Less than 5	<5	1.0%	-
Shelburne	Less than 5	<5	0.0%	-
Sherborn	Less than 5	<5	0.7%	-
Shirley	Less than 5	<5	0.6%	-
Shrewsbury	Green	14	1.2%	2.5
Shutesbury	Less than 5	<5	0.0%	-
Somerset	Less than 5	<5	1.1%	-
Somerville	Green	32	1.1%	3.0
South Hadley	Green	8	2.0%	3.2
Southampton	Less than 5	<5	0.6%	-
Southborough	Less than 5	<5	0.3%	-
Southbridge	Green	8	1.4%	3.4
Southwick	Less than 5	<5	0.4%	-
Spencer	Green	6	2.1%	3.7
Springfield	Yellow	94	2.7%	4.2
Sterling	Less than 5	<5	0.0%	-
Stockbridge	Less than 5	<5	0.0%	-
Stoneham	Green	11	2.0%	3.5
Stoughton	Green	13	1.1%	3.4
Stow	Less than 5	<5	0.9%	-
Sturbridge	Less than 5	<5	1.5%	-
Sudbury	Green	5	1.1%	2.0
Sunderland	Less than 5	<5	1.0%	-
Sutton	Less than 5	<5	1.3%	-
Swampscott	Green	7	2.0%	3.6
Swansea	Less than 5	<5	1.1%	-
Taunton	Yellow	49	2.8%	6.1
Templeton	Less than 5	<5	0.0%	-
Tewksbury	Green	8	0.7%	1.9
Tisbury	Less than 5	<5	0.2%	-
Tolland	Less than 5	<5	0.0%	-
Topsfield	Less than 5	<5	1.1%	-

<b>Townsend</b>	Less than 5	<5	0.5%	-
<b>Truro</b>	Less than 5	<5	2.0%	-
<b>Tyngsborough</b>	Less than 5	<5	1.2%	-
<b>Tyringham</b>	Less than 5	<5	0.0%	-
<b>Upton</b>	Less than 5	<5	0.5%	-
<b>Uxbridge</b>	Less than 5	<5	0.7%	-
<b>Wakefield</b>	Green	9	1.0%	2.4
<b>Wales</b>	Less than 5	<5	2.0%	-
<b>Walpole</b>	Less than 5	<5	0.3%	-
<b>Waltham</b>	Green	12	0.9%	1.3
<b>Ware</b>	Less than 5	<5	1.0%	-
<b>Wareham</b>	Less than 5	<5	1.1%	-
<b>Warren</b>	Less than 5	<5	0.8%	-
<b>Warwick</b>	Less than 5	<5	0.0%	-
<b>Washington</b>	Less than 5	<5	0.0%	-
<b>Watertown</b>	Less than 5	<5	0.9%	-
<b>Wayland</b>	Less than 5	<5	1.1%	-
<b>Webster</b>	Less than 5	<5	0.8%	-
<b>Wellesley</b>	Green	6	0.8%	1.4
<b>Wellfleet</b>	Less than 5	<5	0.0%	-
<b>Wendell</b>	Less than 5	<5	0.0%	-
<b>Wenham</b>	Less than 5	<5	1.7%	-
<b>West Boylston</b>	Less than 5	<5	2.3%	-
<b>West Bridgewater</b>	Less than 5	<5	0.4%	-
<b>West Brookfield</b>	Less than 5	<5	0.0%	-
<b>West Newbury</b>	Less than 5	<5	3.8%	-
<b>West Springfield</b>	Green	15	2.3%	3.6
<b>West Stockbridge</b>	Less than 5	<5	0.0%	-
<b>West Tisbury</b>	Less than 5	<5	0.6%	-
<b>Westborough</b>	Less than 5	<5	1.1%	-
<b>Westfield</b>	Green	20	2.2%	3.4
<b>Westford</b>	Green	10	1.6%	3.1
<b>Westhampton</b>	Less than 5	<5	0.0%	-
<b>Westminster</b>	Less than 5	<5	0.0%	-

<b>Weston</b>	Less than 5	<5	0.7%	-
<b>Westport</b>	Green	5	1.8%	2.1
<b>Westwood</b>	Green	5	1.2%	2.4
<b>Weymouth</b>	Green	22	1.9%	2.8
<b>Whately</b>	Less than 5	<5	7.1%	-
<b>Whitman</b>	Less than 5	<5	1.0%	-
<b>Wilbraham</b>	Less than 5	<5	0.9%	-
<b>Williamsburg</b>	Less than 5	<5	1.5%	-
<b>Williamstown</b>	Less than 5	<5	0.0%	-
<b>Wilmington</b>	Less than 5	<5	0.4%	-
<b>Winchendon</b>	Less than 5	<5	0.8%	-
<b>Winchester</b>	Less than 5	<5	0.1%	-
<b>Windsor</b>	Less than 5	<5	0.0%	-
<b>Winthrop</b>	Yellow	13	3.9%	4.9
<b>Woburn</b>	Green	16	1.8%	2.8
<b>Worcester</b>	Yellow	151	2.5%	5.6
<b>Worthington</b>	Less than 5	<5	0.0%	-
<b>Wrentham</b>	Yellow	11	4.2%	7.0
<b>Yarmouth</b>	Less than 5	<5	0.8%	-



**From:** [Childsy Art](#)  
**To:** [School Committee](#)  
**Cc:** [Putnam, Robert](#)  
**Subject:** Fwd: brief reopening thoughts after yesterday's superintendent fireside chats  
**Date:** Saturday, August 1, 2020 3:33:50 PM

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Dear members of the school committee,  
I thought I'd share with you some thoughts I sent along earlier this week to Dr. Putnam.  
Thank you in advance for helping our district figure out the best plans for starting the school year.

Best,  
Childsy Art

----- Forwarded message -----

From: **Childsy Art** <[childsy@aya.yale.edu](mailto:childsy@aya.yale.edu)>  
Date: Wed, Jul 29, 2020 at 3:00 PM  
Subject: brief reopening thoughts after yesterday's superintendent fireside chats  
To: <[rputnam@mgrhs.org](mailto:rputnam@mgrhs.org)>, Jake Schutz <[jschutz@mgrhs.org](mailto:jschutz@mgrhs.org)>, Elea Kaatz <[ekaatz@williamstownelementary.org](mailto:ekaatz@williamstownelementary.org)>, Nolan Pratt <[npratt@lanesboroughschool.org](mailto:npratt@lanesboroughschool.org)>

Hi Dr. Putnam (and Jake, Elea, and Nolan),

Thank you so much for your appearances yesterday - I was able to watch the second one and found it approachable and helpful. Thank you to all of the administrators for all of their hard work this past month and for what I'm sure will be even more intensive work over the next months. I'm a parent of a recent MG graduate and a rising 10th grader, and I'm also a local pediatrician and one of the 2 school physicians for WES and MG, and I've been serving with Nolan and Elea on the Wellness Reopening Committee.

I'm writing to advocate for a scheduled move from the initial hybrid model to an in-person model for the elementary schools. I completely understand your reasons for leaning towards starting with the hybrid model for all -- it will be a huge undertaking to train everyone in the new protocols for in-person learning and it stands to reason that starting with only half the population would improve teachers' and staff members' ability to teach the students the new expectations. Likewise, I completely agree that making sure there is a real emphasis on developing the remote learning curricula and procedures is of utmost importance as it is very likely to be needed in some capacity (for full remote or hybrid model, but even for the in-person model for if and when students are quarantined at home due to a contact).

However, I am wondering if the actual reopening plan can include a preferred timeline (perhaps one month) for the elementary schools to go from the hybrid model to an in-person model if the transmission rates in the community remain low. I feel that the elementary schools are well positioned for in-person learning for these 4 main reasons: 1) it sounds as if both buildings have the space to accommodate the full population of students with 6 foot distancing - perhaps using alternative spaces (such as the library or auditorium) as extra classrooms, 2) the data seems clear that children spread COVID far less readily than teenagers and adults, 3) elementary schools are much more able to keep pods together and decrease mixing of students with teachers and aides remaining with their classes throughout the day than at the high school where students are taking a wide variety of courses, and 4) having young children learning from home longer than is absolutely necessary wreaks havoc on their families far more so than for middle and high schoolers, most of whom can be expected to be somewhat independent in their learning and not require childcare.

The unknown aspect to this pandemic's course in northern Berkshire county is daunting,

but at the moment, we are in a really good place! My practice, Northern Berkshire Pediatrics, has had 2 positive tests out of 171 tests we've completed since the pandemic began, and even those 2 were in May when we were first able to test, and neither child was ill! Since then our testing has ramped way up, and we have tested every patient we could with any symptoms compatible with COVID, and they've all been negative. We've also had no providers or staff members contract COVID to date. Obviously this all could change, but given that testing is now widely available in Massachusetts (and we are hoping we will have a machine for onsite rapid testing this fall), and contact tracing is in place, with the extensive measures of mask-wearing and hand hygiene and distancing the district is putting into place, the idea that we would go from where we are now to a Florida-type situation without warning seems extremely unlikely.

I realize that you all are balancing the needs of many and are having many difficult conversations, but I couldn't help but put my voice into the mix.

Thank you again for your willingness to step in to help our district in these crazy times, and to all of you for your dedication and hard work.

Best,  
Childsy Art, MD  
Northern Berkshire Pediatrics

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Childsy

**From:** [Childsy Art](#)  
**To:** [School Committee](#)  
**Cc:** [Putnam, Robert](#)  
**Subject:** Fwd: perspective on the remote-only plan for 10-12th grade  
**Date:** Saturday, August 1, 2020 3:36:50 PM

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Hello again,  
Attached is a separate email I sent regarding the remote-only plan for 10-12th graders.  
Best,  
Childsy

----- Forwarded message -----

From: **Childsy Art** <[childsy@aya.yale.edu](mailto:childsy@aya.yale.edu)>  
Date: Fri, Jul 31, 2020 at 3:08 PM  
Subject: perspective on the remote-only plan for 10-12th grade  
To: <[rputnam@mgrhs.org](mailto:rputnam@mgrhs.org)>  
Cc: Jake Schutz <[jschutz@mgrhs.org](mailto:jschutz@mgrhs.org)>, Joelle Brookner <[jbrookner88@gmail.com](mailto:jbrookner88@gmail.com)>, <[kjones@mgrhs.org](mailto:kjones@mgrhs.org)>, <[gobrien@mgrhs.org](mailto:gobrien@mgrhs.org)>, MacDonald, Mary <[mmacdonald@mgrhs.org](mailto:mmacdonald@mgrhs.org)>

Dear Dr. Putnam,

Like many in the community, I was surprised and disappointed to read in iBerkshires that the current preferred plan for reopening includes having the 10th-12th grade students return to school in an exclusively remote format. I certainly understand and recognize that you and all of the administrative team have an incredibly complicated task that will not satisfy everyone. I appreciate all of the time and thoughtful energy I know you have all been putting into making these plans. My hope is that you will strongly consider a hybrid model for these grades, or at least a timeline for a transition to a hybrid model.

I write to you as a parent of a rising sophomore, but also as a local pediatrician, one of the two school physicians for Mt. Greylock and WES, and a member of the Wellness Reopening Committee. I have real concerns about the mental health of the 15-17 year old students if they are unable to attend school in person at all this year. My partners and I have absolutely seen a rise in depression and suicidality among our teenage patients since the pandemic and stay-at-home orders began. Many have had good coping skills and are learning to live with uncertainty, but I worry that the prolonged isolation from their peers, as well as the lack of structure and routine they depend on, may begin to affect the mental health of even these more resilient students.

The DESE reopening guidance is clear that no one mitigation strategy is sufficient, and that a combination of many will substantially reduce the risk of COVID-19 transmission. The section on Student Groups (page 10) makes it clear that middle and high schools are not expected to keep their students in the same cohorts throughout the day. There will be more mixing of students, which is why the other mitigation strategies are so important. The mask wearing, the spacing out of desks, the staggered schedules, the outdoor learning when possible, the reduced number of students in the building at any one time, the frequent hand hygiene, etc., are all things that would be done because the pod concept doesn't work for the higher grades. I'm concerned that it sounds like the Instructional Committee based their recommendations for a remote-only model on the fact that "necessary grouping in cohorts

would substantially reduce the variety and diversity of schedules" without taking into consideration that the state does not feel that grouping in cohorts is necessary at the high school level.

As I know you know, the rates of COVID in Berkshire County are exceptionally low right now. As I mentioned in another email, my practice has conducted 175 PCR tests since May, and only 2 have been positive, both in May. If we can't have the high school students in the building at least some of the time now, when will we be able to? We can't count on any particular timeline for a safe, effective, widely available vaccine to arrive and solve this issue for us. We are in a position where we have the ability to safely return the teenagers--who thrive on social interaction and structure--to the building at least part-time, and I hope that you will consider changing to a hybrid model or having a planned timeline to transition to a hybrid model.

Thank you again for stepping in to help our district at this unbelievably stressful time.

Best,  
Childsy Art, MD  
Northern Berkshire Pediatrics

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Childsy

### **EBCFA - FACE COVERINGS**

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

A face covering that covers the nose and mouth must be worn by all individuals in school buildings, on school grounds and on school transportation, even when social distancing is observed. Exempted from this policy are students in Grade 1 and below.

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

The individual:

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

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

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

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

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

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

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

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

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

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

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

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

SOURCE: MASC – August 2020

**EBC-S EMERGENCY PLANS: INTERIM POLICY for COVID-19 RELATED ISSUES**

The School Committee recognizes the many disruptions to all aspects of society caused by the COVID-19 pandemic, and in particular to education. Students, families, and staff were forced to adjust to a rapidly changing set of challenges when schools closed from mid-March until June and schools needed to switch to remote learning. These challenges continue as the District plans for the new school year. The Committee recognizes: the concerns of students and families; the need to ensure the health and safety of students and staff; the disruption of the traditional school day and year; the challenges of lack of adequate internet access for many of our students and teachers; the uncertainty of funding; and the growing number of issues that will affect public education.

Therefore, the school committee establishes an emergency, interim policy to:

- promote public safety and the health and safety of students and faculty,
- maintain to the extent possible the high and efficient level of educational services,
- ensure support for students in general and in particular for those at highest risk educationally as well as those at social and economic risk, and
- comply with the emergency orders of the governor and adhere to the extent possible, to the guidance of the Department of Elementary and Secondary Education (DESE) and other agencies of state and federal government, and expedite the safest strategy for returning students to school.

The School Committee will approve the final plan submitted to DESE which will outline the Districts' strategy for returning students to school and the Committee will, in collaboration with the Superintendent, make such modifications to the "back to school plan," and district policies as may become necessary. The School Committee will also authorize the Superintendent to suspend, revise or create protocols to facilitate implementation of the plan and ultimately the safe return to school.

The Superintendent will designate the appropriate staff members to oversee the safe administration of COVID-related policies during the period of the pandemic emergency and shall make such recommendations to the School Committee as needed.

The School Committee will authorize the Superintendent to act expeditiously in executing the "back to school" plan in accordance with current laws and regulations and will, where noted, authorize the Superintendent to suspend, revise, or recommend policies, rules and protocols as needed to serve the best interests and safety of students, their families, and the community.

The "back to school" plan shall constitute the policy of the School District during the pandemic emergency, and the Superintendent shall exercise the authority provided in law to carry out the plan as needed.

The Superintendent, with the advice and consent of the School Committee, may suspend or modify individual District policies to address the COVID-19 emergency as declared by the Governor. Such suspension of policy shall expire upon the end of the emergency as declared by the Governor.

The goal of emergency pandemic policies shall be to:

- ensure the safety and health of students, faculty, staff, and all persons who may come in contact with them;
- provide the most effective educational services as possible to students under the circumstances;
- authorize changes to operating protocols as needed to open and operate schools effectively from various venues or platforms;
- conduct the district business and operational functions of the district as efficiently as possible;
- allow the superintendent and staff to act quickly to carry out a “back to school” plan and,
- facilitate the re-establishment of a safe and productive school day and year.

Subject to guidance from DESE, state and federal laws, and the provisions of collective bargaining agreements where applicable, the “back to school plan” may address, and the Superintendent may need to make changes, that affect:

- School calendar
- Time on learning
- Student assignment to schools
- Class size
- Attendance
- Transportation and busing
- Pivoting between in-school and remote learning based on COVID-19
- Home schooling, as well as families opting for remote learning for health reasons
- Grading and retention
- Graduation requirements
- Discipline and suspension
- Job descriptions
- Attendance and participation in extracurricular activities
- Visitors to school buildings
- Illness and contact tracing
- Operations and facilities maintenance

As such, the School Committee grants authority to the superintendent to suspend or revise the policies relating to the above listed topics for the duration of time in which the emergency declaration relating to COVID-19 is in effect or upon revision of this policy by the School Committee. In all cases the privacy and rights of students shall be upheld.



Any changes that need to be made due to the COVID-19 pandemic shall be communicated in a timely fashion.



**Mount Greylock Regional School District**  
**1781 Cold Spring Road**  
**Williamstown, MA 01267**  
**413-458-9582**  
**FAX (413) 458-9581**  
[www.mgrhs.org](http://www.mgrhs.org)

## Mt. Greylock Regional Building Committee Membership

As of August 13, 2020

Designation	Name/Title	Address	Phone	Voting Member?
SBC member who is MCPPO pending	Joseph Bergeron	1781 Cold Spring Rd Williamstown, MA 01267 (w)	413-458-9582 x.4005 (w)	Yes
Local Chief Executive Officer	Robert Putnam, Building Committee Co-chair	1781 Cold Spring Rd Williamstown, MA 01267 (w)	413-458-9582 x.4000 (w)	Yes
Local Budget Official or member of Local Finance Committee	Stephen Wentworth, Lanesborough Finance Committee	1325 Churchill St. Lanesborough, MA 01237	413-443-3278	Yes
Town Admin/Manager or equivalent position	Hugh Daley, Williamstown Selectman	106 Southworth St Williamstown, MA 01267	413-652-1788	Yes
School Committee member(min of one)	Steven Miller	16 John St Williamstown, MA 01267	617-835-3982	Yes
School Committee member	Alfred Terranova	1321 Churchill St Lanesborough, MA 01237	413-464-2809	Yes
School Committee member	Regina Dilego, Building Committee Co-chair	110 Old State Rd Lanesborough, MA 01237	413-443-0455	Yes
School Committee member	Carrie Greene	229 Bridges Rd. Williamstown, MA 01267	413-262-9694	Yes
School Committee member	Christina Conry	98 Silver St Lanesborough, MA 01237	508-243-6612	Yes
School Committee member	James Art	40 Mt. Williams Dr Williamstown, MA 01267	413-884-5237	Yes
School Committee Member	Alison Carter	28 Bingham St. Williamstown, MA 01267	650-862-9637	Yes
Superintendent of Schools	Robert Putnam	1781 Cold Spring Rd Williamstown, MA 01267 (w)	413-458-9582 x.4000 (w)	NA

**Mt. Greylock Regional School District**  
School Building Membership, cont.

<b>Designation</b>	<b>Name/Title</b>	<b>Address</b>	<b>Phone</b>	<b>Voting Member?</b>
Local Official responsible for Building Maintenance	Tim Sears, Director of Buildings and Grounds	1781 Cold Spring Rd Williamstown, MA 01267 (w)	413-458-9582 x.1231 (w)	Yes
Representative of Office authorized by law to construct school (i.e. signing documents)	Robert Putnam	1781 Cold Spring Rd Williamstown, MA 01267 (w)	413-458-9582 x.4000 (w)	NA
Representative of Office authorized by law to construct school (i.e. signing documents)	Regina Dilego	110 Old State Rd Lanesborough, MA 01237	413-443-0455	NA
School Principal	Jacob Schutz, Principal, Mt. Greylock Regional School	1781 Cold Spring Rd Williamstown, MA 01267 (w)	413-458-9582 x.1013 (w)	Yes