

Elm Street School Reopening Plan

2020-2021

The safety and well-being of students , families, and staff has been our top priority. We are focused not only on the physical health, safety, and nutrition , but also the social-emotional and mental health needs of all.

Equity is a top consideration in our planning efforts.

Maintaining connections between school staff, students, and families is paramount, particularly for the most vulnerable members of our school community.

As an educational institution, we will commit to a growth mindset in order to effectively navigate these unprecedented times.

Routines and Procedures

Sub-Domain	Hybrid (remote learning & in-school)
Drop-off / Pick-up of Students	<ul style="list-style-type: none">● Bus Drop-off will continue to be in the rear of the building As in years past, buses will enter via Cross Street, past HMS and down behind Elm Street <u>Morning Drop-off</u><ul style="list-style-type: none">● Parent/Family Drop-off Locations -<ul style="list-style-type: none">-Grade 4 students will enter the front door on the HMS school side (it will be clearly marked)-Grade 2 students will enter through the Main Entrance-Grade 3 students will enter through the front door closest to the staff parking lot ● Family drop-off will be in front, directly in

front of Elm Street. Cones and staff will be present to help facilitate a safe unloading. UNDER NO CIRCUMSTANCES, SHOULD A STUDENT BE DROPPED OFF ON THE OPPOSITE SIDE OF THE STREET.

Students will enter through clearly marked entrances :

Grade 4 = far front entrance, closest to HMS

Grade 2 = center doors

Grade 3 = far right door, closet to staff parking lot

•Large Buses

-To the best of their ability, students should be seated on the bus in the following configuration:

Grade 4 in front

Grade 2 in middle

Grade 3 in rear

-Grade 4 students will disembark the bus and use the lower entrance outside Room 101, by the shed. They will proceed up the stairs, to the 3rd floor, and then to their classroom.

-Grade 2 students will disembark the buses and proceed to the entrance by rooms 114 & 115. They will enter the school through the Auditorium, and then into the hallway to their classrooms.

-Grade 3 students will disembark at the ramp and use the center doorway, then the stairwell to their immediate right.

•Mini-Buses:

Mini-bus students will disembark at the rear middle door and enter the school through the center door, where staff will be awaiting them

Afternoon Dismissal:

-All students will wait in their homeroom for dismissal.

-All mini buses/Guild/MOC students will be called down first, as in the past, at 1:45pm. Assigned Bus Coordinators will facilitate an orderly transition and departure.

Student Walkers/Pick-ups:

-All Walkers/Pickup students will be dismissed at 2:00pm.

-4th grade stairwell by HMS

-3rd grade stairwell by staff parking lot

-2nd grade at Main Entrance

As in the past, students must wait on the outside stairs until a trusted adult can be identified.

-Families will need to socially distance while waiting outside.

-Students will be dismissed from their assigned doors in small waves, maintaining social distancing

-Any changes in dismissal need to be shared with the office at least an hour before dismissal (1:00pm), so the office can transfer the message to the classroom teacher in time.

Bus Dismissal:

-All large buses will be called down at 2:05pm. Three buses will be dismissed at a time. Students will exit the same way they entered the building -

-4th grade at the door closest HMS

-3rd grade at middle doors

2nd grade at the door by 114

Bus Coordinators will be on hand to make sure students are loaded at the proper bus.

-Students riding buses will be called down by Bus # (starting at 2:05p) Buses can queue up three at a time. We will load all three buses and then send them along, queuing up

	<p>the next three and so on.</p> <p>-We will take buses as they arrive, so there is no particular order required. If the buses are in a different order one day, it shouldn't matter since we are dismissing from classrooms. The Bus # and location will be shared via intercom. Students should again use the rear stairwells only to report to their buses. Staff will be present to guide them and display Bus #s so students know they are in the correct locations.</p> <p>-Attendance should be taken as students board the bus.</p> <p>-There will be no additional riders to the bus nor any changes in buses once hybrid starts.</p> <p>-The only changes we can allow will be in a child IS a bus rider and the change in dismissal is that they will be a pick-up that day.</p>
<p>Cleaning & Disinfection</p>	<ul style="list-style-type: none"> ● Staff will be responsible for the cleaning and sanitization of surfaces <i>within</i> their classrooms. Cleaning supplies will be provided. <p>-General guidance on frequency of cleaning will be provided</p> <p>-Larger sanitization projects and high-touch surfaces (door handles, light switches, handrails, bathrooms, etc) will be frequently sanitized by custodial staff.</p>
<p>Signs & Messaging</p>	<ul style="list-style-type: none"> ● Clearly mark: <ol style="list-style-type: none"> 1. Entrances 2. Exits 3. Flow of traffic <p>-Hallways will mimic a “street” with tape running down the middle to help students maintain a right of way. Social distancing dots will be used to help students maintain 6 feet.</p> <ul style="list-style-type: none"> ● Reminders for handwashing inside and

	<p>outside bathrooms and classrooms</p> <ul style="list-style-type: none"> • Clear identification of handwashing areas/stations • Hand washing stations in a monitored area <ul style="list-style-type: none"> • Shut off bubblers/water fountains/water refill • Discourage “cut-through” spaces (i.e. only students reporting to Room 114 and the guidance office will be allowed in the Auditorium)
<p>Student Registration & Enrollment</p>	<ul style="list-style-type: none"> • Should remain online • No school tours (use virtual) • No in-person meet & greets
<p>School Schedule</p>	<p>Hybrid Schedule</p>
<p>Facilities</p>	<p>-Hand sanitizing stations by every entrance/exit upon student arrival</p> <p>-Hallways - “Streets” will include signage and directional arrows</p> <p>Stairwells: Front and Rear staircases located at the far ends of the building (not the center door) are needed for arrival and dismissal. During the day, Front stairwells will be designated as UP and Rear stairwells will be designated as DOWN (this does not apply in the case of an emergency such as a fire drill)</p> <p>Bathrooms: signage about occupancy (no more than 3) protocols and handwashing will be posted.</p> <p>Water Fountains: will not be used, rather bottle filling stations will be installed</p> <p>Lockers: Lockers may be utilized for student storage and room storage. They do represent a high touch surface though and they should be wiped down each day.</p>
<p>Learning Spaces</p>	<p>-Classrooms will be cleared of unnecessary furniture and items, optimizing space for students to maintain 6 foot social distancing guidelines.</p> <p>-Evacuation routes previously designed will NOT change. Teachers will evacuate students as safely and timely as possible.</p>

	<ul style="list-style-type: none"> -Shared classroom materials such as rugs, stuffed animals, and pillows will be removed. -Center learning will be utilized as much as possible and center materials will rotate as opposed to students, allowing the small pod to stay put. Center materials should be sanitized in between student use -Spaces within the classroom will be identified for student mask break time. -Signage will be prominently displayed for mask break protocols -All windows in the classroom should remain open <i>as much as possible</i> to provide fresh air and fresh air circulation/movement -As colder temperatures approach, this may not be as possible. -Student learning materials will not be shared as much as possible. All students will receive a basket that will house their pencils, pens, highlighters, etc. All consumables will be assigned to specific students to discourage shared usage. -Students may use the lockers to house their coats and bags - teachers must sanitize after each use -Student cohorts will need to share desks. Desks should be sanitized at the end of the day, and especially on Wednesdays for when the next cohort of students enter the building
<p>Breakfast/ Lunch</p>	<ul style="list-style-type: none"> -Breakfast and lunch will both be eaten in the classrooms -Totes will be delivered to assigned areas outside of the elevator. Meals will be distributed via the teacher. -Teachers will be trained in the appropriate professional development for the distribution of meals.

	<p>-While eating, proper mask protocols must be followed - mask must be placed on a paper towel with the outside of mask down, fold in half touching ear loops and fold in half so that the inside of the mask is inside the fold.</p> <p>-Students must maintain a 6 foot social distance</p> <p>-Students should wash or sanitize their hands prior to and immediately after eating and per handwashing protocol.</p> <p>-Additional garbage cans will be provided in the hallways for waste.</p> <p>-Students and teachers must clean desks after meals</p>
RECESS	<p>-Recess has been redesignated as “Mask Break” time. Teacher teams/pods are encouraged to take some time together, but maintain separation from other teacher teams/pods. When deemed appropriate, teachers may take their students outside for fresh air and an opportunity to run around. The playground structures will remain closed for the time being. However, social distancing games will be developed and taught for students to receive socialization and exercise.</p> <p>-If students can maintain a 10 foot social distance (minimum), they may use this time as unmasked time. Otherwise, students will be monitored for adherence to masking requirements and at least 6 feet of distancing</p>
Visitors to schools / Main office	<p>-Outside visitors will be limited to the extent possible.</p> <p>-Outside vendors that NEED access will be permitted through proper channels and access</p> <p>-The Main Entrance will only be allowed and</p>

	<p>all visitors will be buzzed into the building. Office staff will utilize two-way communication to properly vet visitor access, asking for name, purpose, and ID when needed.</p> <p>-Outside counselors will utilize remote counseling means as opposed to in-person counseling.</p> <p>-All visitors who enter the building must utilize the ID scan. This will provide them with a Visitors badge and provide for contact tracing.</p> <p>-All visitors must wear a mask and maintain 6 feet social distancing</p>
Field Trips (off-campus)	<ul style="list-style-type: none"> • Transportation is high risk so recommend against
Policy Modifications (as needed)	<ul style="list-style-type: none"> - Student Mask protocol - Staff Mask protocol - When to Visit the Health Office and The Medical Waiting Room (Rooms 106 & 107) - Student and Staff hand washing procedure - Persons with possible Covid19

Mental Health

Sub-Domain	Hybrid (remote learning & in-school) More Risk
Strategies for reconnecting with peers & adults (supportive relationships)	<ul style="list-style-type: none"> • Morning meeting with teachers and counselors • Connect via phone or video every student in your homeroom <ul style="list-style-type: none"> • Some transitional activities with all students - The First 6 Weeks • School counseling curriculum • Community building activities (school performance, sports--- some virtual?)

	<ul style="list-style-type: none"> • Teachers working with students to document their experience (for kids to process the last few months)
Tier 1 Support (all students)	<ul style="list-style-type: none"> • SeeSaw /Google classroom/Class Dojo posts ; access to school counselor office without penalty (attendance) Mindfulness online activities during lunch / recess
Tier 2 Support (some students)	<ul style="list-style-type: none"> • Monthly workshops for students to help with things like stress management, anxiety, academic support • Virtual lunch bunch • PBIS lessons on social skills online Telehealth with therapists - Collaboration with therapists by counselor(as applicable)
Tier 3 Support (few students)	<ul style="list-style-type: none"> • Zooms, Google Hangouts, virtual support Virtual Group counseling by adjustment counselor and/or psychs-- low buy-in Telehealth with therapists - Collaboration with therapists by counselor <p>Counseling tab on website to include community resources such as Youth Mobile Crisis</p>
Crisis Intervention Protocols	<p>Counseling tab to include community resources such as Youth Mobile Crisis</p> <p>Follow current crisis protocols with increased protective gear when in school</p> <p>Designated crisis team for each grade level to decrease contamination</p> <p>Counseling tab to include office hours and google phone numbers for online</p> <p>Preventions / Interventions determined for each high risk student (one page for staff)</p>
Community-based referrals	<p>Counseling tab provide list of community resources</p> <p>Therapy referrals paperwork placed online for access by families/guardians</p>

Academic/Instruction

Sub-Domain	Hybrid (remote learning & in-school) More Risk
Classroom configuration (social distancing)	<ul style="list-style-type: none"> • Desks 6 feet apart in grid or isolation • Minimize number of students whenever possible. Districts method of splitting students will require a new redistribution of students <ul style="list-style-type: none"> • Staff/Students must wear masks • Classrooms at Grade 2 should remain self-contained. Students in Grades 3 & 4 remain in their classroom and the teacher will change classrooms • During transitions, hallways/stairwells will be one-way; they will be marked accordingly. The process of marking hallways and stairs should begin in summer of 2020. • Hybrid models utilize face to face interactions - google hangout and/or video lessons into schedules. • For classes requiring shared equipment use, students may need to have their own set of classroom supplies provided or clear protocols will need to be established prior to the start of the school year relative to cleaning materials consistent with Health Dept. Guidance. • No shared drinking such as use of bubblers or hydration stations. These areas should be removed or blocked from access with a physical or visual barrier prior to students entering school. <ul style="list-style-type: none"> • Schedule families who have multiple children to be in the school on the same schedule • Additional time necessary for transitioning safely off and on busing, to lunch, and to bathrooms will impact the amount of time students are actually in the classroom and learning. To maintain safe distancing it is likely that students will need to transition from and to buses separately at staggered times. • Initial training will need to be provided to students on COVID-19 safety (e.g. how to wash your hands for our youngest students). <ul style="list-style-type: none"> • Taped/Recorded instruction via Screencastify or YouTube vs. streamed live content may be utilized if there are persistent technology issues
General Education	<p><u>All Classroom teachers:</u></p> <p>-Teachers must plan for 5 hours of learning/day for students for 5</p>

**Teacher -
Academic
Expectations**

**Grade 2
Power
Standards**

**Grade 3
Power
Standards**

**Grade 4
Power
Standards**

days per week. The curriculum should cover grade level content, with extra attention given to the power standards identified by the state.
*Times below are dependent on agreed upon Hybrid Schedule and may be changed to reflect time on learning.

The 5 hours should include (to the best of our ability):

1. UA / PATHS (30-40 minutes each- 2x week each)*
2. FOUNDATIONS (40 minutes) for Grades 2 & 3 only
3. ELA (75 minutes)
4. Math (75 minutes)
5. History /Science (40-45 minutes- 2x week each alternating)
7. Technology -LEXIA/ZEARN/FS2B/Other (20 minutes - 4x week)*
8. Writing Lab (45 minutes - 4x week) - Grade 4 only

-All Teachers must take daily attendance using Rediker for in-person learners, Assignment completion/feedback can serve as attendance for online learners.

Remote/Hybrid Learning Platforms:

Grade 2:

-Will utilize SeeSaw as the main remote/hybrid learning platform and Class Dojo as both a behavior/PBIS data collection tool and communication tool with families.
-Foundations consumables (Gr 2) for in-person learning and at home learning will be provided for staff and students. Online FOUNDATIONS will also be provided.
Screen-castify/ YOUTUBE will be available for staff to record asynchronous lessons

Grade 3 and Grade 4:

-Will utilize Google Classroom as the main remote/hybrid learning platform and Class Dojo as both a behavior/PBIS data collection tool and communication tool with families.
Foundations consumables (Gr 3) for in-person learning and at home learning will be provided for staff and students. Online FOUNDATIONS will also be provided.
-Screen-castify or YOUTUBE will be available for staff to record asynchronous lessons.

All teachers on SeeSaw and Google Classroom will (as long as functionality allows):

-Personalize Homepage to make welcoming and accessible:

1. Picture of yourself; 2. Bio;
3. Welcoming message;
4. schedule for live (synchronous) lessons;
5. explanation of expectation for work completion,
6. how it will be assessed,
7. how will feedback be given,
8. attendance,
9. access to lesson if absent;
10. access to lessons and rubrics;
11. Link to Power Standards;
12. Office Hours,
13. technology requirements,
14. tips and how to use

-ELA and Math Lessons should be planned and designed using either the [Gardner Public Schools ELA Lesson Plan template](#) or the [Gardner Public Schools Math Lesson Plan template](#)

-Lessons should be designed with a gradual release of responsibility (i.e I Do, We Do, You do) whenever possible

-Teachers should plan a combination of **synchronous** lessons and **asynchronous** lessons every week

- Teacher teams/pods should work together to create an appropriate calendar/schedule for students to receive synchronous lessons every day. This is especially necessary with teacher teams in Grades 3 and 4. These calendars/schedules need to be shared with the administration.

-Teachers should consider their audience and the maturation of students when developing synchronous learning lessons. 30 minutes does not need to be 30 minutes solid - movement breaks are encouraged, even in Remote learning.

HYBRID SCHEDULING AND COHORT CONSIDERATIONS:

COHORT A:

-In-Person lessons on Monday and Tuesday

-Synchronous or Asynchronous lessons on Wednesday

-Asynchronous lessons tied to In-person learning using appropriate online platform (SeeSaw / Google Classroom) on Thursday and Friday

COHORT B:

-In-Person lessons on Thursday and Friday

-Synchronous or Asynchronous lessons on Wednesday

-Asynchronous lessons tied to In-person learning using appropriate online platform (SeeSaw / Google Classroom) on Monday and Tuesday

COHORT C:

- In-Person lessons on Monday, Tuesday, Thursday and Friday
- Synchronous or Asynchronous lessons on Wednesday
- Asynchronous lessons tied to In-person learning using appropriate online platform (SeeSaw / Google Classroom)

COHORT D:

- Fully Remote Monday-Friday
- Synchronous and Asynchronous opportunities through Live-Streaming and online learning platforms (SEESAW and Google Classroom)

Response to Intervention

- Once an appropriate amount of data is collected, and groups can be determined, RTI will take place on **Mondays/Tuesdays/Thursdays/Fridays**. Similar to last year's schedule, Grade level RTI will take place at specific times. Teachers, ESPS, RBTS, Tutors will all take part in providing RTI to their group of students.
- An RTI schedule will be determined by administration in conjunction with staff.

Synchronous Learning :

Staff will follow the school's Hybrid Learning Schedule.

Wednesdays

On Wednesdays, teachers will be expected to:

- Provide 5 hours of learning opportunities for students
- Each day will start with Morning Meeting and set the stage for 100 synchronous minutes of learning for the day (20 of which can be Morning Meeting)
- Provide "Office Hours" for students
 - Participate in common planning = 40 minutes
 - Participate in professional development when applicable.
 - Participate in meetings when applicable
 - Provide check ins with students and provide set office hours

Asynchronous Learning:

- Screencastify/ YOUTUBE can be utilized for all teachers to record lessons and instruction for students to first view and then complete assignments using SEESAW or Google Classroom. Other materials that can be, will be uploaded to these platforms. Teachers may also choose to use much of the material that is provided through these platforms as supplemental materials to WONDERS / FOUNDATIONS / EUREKA MATH

	/ MYSTERY SCIENCE
<u>Attendance</u>	<p>-Attendance will be taken both in-person (Cohort A/B/C) and remotely (Cohort D). Teachers will use the regular Rediker attendance for in-person learners</p> <p>-The Hybrid schedule will provide for more synchronous time on learning for Cohort D students, so teachers will need to take classroom attendance throughout the day to calculate daily attendance for Cohort D</p>
UA Teachers	<p>-UA teacher will still be assigned to a Grade Level in each term.</p> <p>Art = Grade 2 (Term 1) Grade 3 (Term 2) Grade 4 (Term 3)</p> <p>Music= Grade 3(Term 1) Grade 4 (Term 2) Grade 2 (Term 3)</p> <p>PE = Grade 4 (Term 1) Grade 2 (Term 2) Grade 3 (Term 3)</p> <p>-All UA teachers will take part in RTI when available and conduct lessons as directed by Coaches and Teachers</p> <p>-In the event there are absences of teachers in the building, UA teachers may be called upon to provide coverage for their grade level</p>
Tutors/ESPs	<p>-All Tutors/ESPs must be available to teachers, colleagues, and administration during their contracted work hours whether in Remote or Hybrid Learning. Unpaid and paid lunch time may need to be adjusted and may not be a consistent time as teacher schedules and student learning dictates. However, it will be provided.</p> <p>-All Tutors/ESPs will be assigned to specific classrooms to provide additional support in specific academic areas and in lesson delivery</p> <p>-All Tutors/ESPs will provide RTI according to the building schedule</p> <p>-Provide in-school and online support for students (online support to be provided during school hours to those students not in attendance)</p> <p>-Participate in the synchronous lessons teachers develop</p>

	<p>-Participate in applicable meetings</p> <p>-Support staff will be assigned a “Secondary assignment” to assist with Sub. Sep classrooms if staff absences are an issue. These staff will report to the Sub. Sep. classroom to begin the day. If the teacher of the Sub. Sep. classroom is in ratio, and there is no need for additional staff, those support staff members may then proceed to support their assigned classrooms.</p>
RBTs	<p>-Provide in-school and online support for students (online support to be provided during school hours to those students not in attendance)</p> <p>-Support Special Education teacher with addressing IEP goals</p> <p>-Collect data on student goals and plans</p>
Counselors	<ul style="list-style-type: none"> ● Have a set schedule that includes classes, office hours, etc. ● Reach out to families to assess needs and risks. ● Develop clear referral protocols for staff to refer at risk students. ● Reach out to families that have not been participating in remote learning, track contact/interventions to assess educational neglect. ● Perform traditional job functions (attend IEP, 504, SST meetings, make referrals). ● Weekly contact with assigned teachers.
EL Teachers	<ul style="list-style-type: none"> ● Create unit plans that account for in-person and remote learning structures utilizing Seesaw/Google Classroom and Zoom; ● Collaboratively plan for in-person and remote lessons and lesson delivery that meets the hybrid schedule ● Assist remote learning students during the remote learning-response blocks of time
Developmental Considerations (e.g. elementary)	<ul style="list-style-type: none"> ● Age and developmental ability levels of students relative to the implementation of in person vs. virtual learning. We need to prioritize the needs of students who cannot benefit from virtual instruction

<p>vs. high school students)</p>	
<p>Staffing</p>	<ul style="list-style-type: none"> ● Confirmed Cases of COVID-19 will be cause for teacher absence and may require the reassignment of staff for a period of time ● Significant consideration of nursing absence and shortage of substitute nursing and impact on the need to close school and implement COVID-19 preparedness plan. <ul style="list-style-type: none"> ● Provide technology needs for staff/teachers. ● Provide supports for the impact on teacher availability due to teachers with children not having access to child care. -Support staff will be assigned a “Secondary assignment” to assist with Sub. Sep classrooms is staff absences are an issue. These staff will report to the Sub. Sep. classroom to begin the day. If the teacher of the Sub. Sep. classroom is in ratio, and there is no need for additional staff, those support staff members may then proceed to support their assigned classrooms.
<p>Special Education</p>	<ul style="list-style-type: none"> ● Students with disabilities who require direct service or instruction outside of the regular education classroom, regardless of grade level, will need in-school support. During summer of 2020, space will need to be identified where those services can be provided as substantially separate programs may require additional classroom space. ● These students would attend school daily Monday/Tuesday/Thursday/Friday (not Wednesdays to start) ● Substantially separate programs have a high number of support staff and require additional space to ensure space (6 ft.) recommendations are implemented and class size limitations are considered. <ul style="list-style-type: none"> ● Students with significant medical needs and risks must be considered relative to use of masks and PPE. District identifies this vulnerable population to provide additional safety precautions for staff.
<p>Professional Development</p>	<ul style="list-style-type: none"> ● PD needed for staff on different educational platforms/software: SeeSaw, Google Classroom, Class Dojo, Rediker/PlusPortals, Google Meets, Screencasting programs, FUNDATIONS, LinkIT Testing Platform and Data Reports, District Mandated PD, etc.). ● Training for staff in use of PPE and implementation of COVID-19 Preparedness Plan. ● Provide technology training in supporting teachers for video recorded or video live instruction modalities. ● Parents provided training on how to use platforms such as Google Classroom and other technology resources so that they can support the youngest learners who cannot

	navigate this technology independently <ul style="list-style-type: none"> • Provide teacher training in areas where prior experience or training in subject matter is not evident.
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<h2>Food Services</h2>

Sub-Domain	Hybrid (remote learning & in-school) More Risk
PPE and other equipment	<ul style="list-style-type: none"> • Masks, face shields, plexiglass, vinyl floor markers, non-contact hand sanitizing stations at each cafe entrance. • Need for multiple delivery carts to classrooms.
Food Distribution	<p>-Breakfast and Lunch will both be served in the classrooms</p> <p>-Kitchen staff will prepare totes and deliver them to designated area outside elevators on each floor for Breakfast. Student volunteers may collect the totes as in years past.</p> <p>-Totes will be handled by as few individuals as possible and wiped down after delivery and use.</p> <p>-Lunches for the entire school will be 11:30-12:00pm. Lunch service will have a table at each grade level with lunch options available for students.</p> <p>-Only students who require school lunch will be called down by homeroom to make their choice and then return to homeroom to eat.</p> <p>-Proper trash receptacles will be provided at each floor - no food/garbage should be disposed of in the classroom trash bins.</p> <ul style="list-style-type: none"> • Plan for 'open site' feeding' if the option is available through USDA, making meals

	<p>available for pick up to any child living in the district that is remote learning.</p> <ul style="list-style-type: none"> ● Possibility of sending a meal home with a student that will be remote learning the following day.
Seating of Students	<p>Students will only eat in their classrooms during designated times in the day.</p> <p>-Students should maintain 6 foot social distancing as this is an unmasked time.</p>
Cleaning & Disinfection	<ul style="list-style-type: none"> ● Regular staff and custodial cleaning of kitchens. ● Increased sanitation of high touch areas with proper approved cleaners. ● If utilizing cafeteria seating, custodians would need to disinfect tables and seats in between each seating.
Schedules/ Routines	<ul style="list-style-type: none"> ● Kitchen staff will be reduced to accommodate distribution of meals to Cohort D
Professional Development/ Training	<ul style="list-style-type: none"> ● Staff returning earlier to schools (August) for necessary training and setting up for changes in serving protocols. ● Local Board of Health will review with staff. DESE, SNA, JSI training likely provided.
Students with allergies	<ul style="list-style-type: none"> ● Students with allergies will receive separate lunches as denoted by white paper bags with their names clearly labeled

Technology

Sub-Domain	Hybrid (remote learning & in-school) More Risk
Hardware	<ul style="list-style-type: none"> ● Continuation of 1:1 GPS Chromebook program ● Chromebook loan program for PreK-8 students in need ● Maintain staff devices

Support	<ul style="list-style-type: none"> ● Additional time for teacher PD/training ● How-to resources linked to helpdesk ● Teacher technology survey to gauge support needs ● Technology support resources for parents
Software	Approved online tools
Classroom Management	Grade 2 = SeeSaw /Class Dojo Grades 3 & 4 = Google Classroom / Class Dojo -Zoom /Google Meet / Screencastify
Special Ed	Assistive technology to be provided per IEP
Attendance Monitoring/ Tracking	<ul style="list-style-type: none"> ● Rediker Attendance (in school) Classroom assignment (remote)
Instruction for students who are out of school for extended periods of time	<ul style="list-style-type: none"> ● Zoom / Google Meet for class participation ● Live-streaming /Synchronous options for classroom instruction ● Recorded teaching/instruction videos with Screen-castify