

RETURN
TO
LEARNING



MONOMOY

REGIONAL SCHOOL DISTRICT

Back-to-School Plan 2020-2021



Approved by the
Monomoy Regional
School Committee
August 6, 2020





MONOMOY
REGIONAL SCHOOL DISTRICT



BACK-TO-SCHOOL PLAN 2020-2021

Overview

- The health and safety of students and staff is the top priority
- The first day for students is September 14, 2020
- MRSD will exceed state's standards, with masks required for all students and staff and 6-foot distancing in classrooms
- Families choose from two learning options:
 - **In-Person Learning:** Preschool-Grade 7 in school every day; Grades 8-12 in school 2 of every 3 days
 - **Distance Learning:** Available to all students Preschool-Grade 12
- Protocols for movement, distancing, cleaning, and wellness will guide structure of in-person learning

**Read the full MRSD Back-to-School Plan
at www.monomoy.edu**

RETURN TO LEARNING



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REGIONAL SCHOOL DISTRICT



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SUPERINTENDENT'S MESSAGE

Dear Monomoy Community,

In June 2020, the Massachusetts Department of Elementary and Secondary Education (DESE) released [reopening guidance](#) for schools, with an expectation — for educational, social-emotional, and safety reasons — that children be back in classrooms to start the 2020-2021 school year. Within this guidance was a requirement for social distancing of at least 3 feet and wearing of masks for staff and students in grades 2-12, and to organize schools to minimize cohort interactions. This guidance was developed with medical and public health professionals based on what has been demonstrated to reduce the possibility of COVID-19 transmission in schools and the greater community.

I am proud to say that Monomoy's reopening plan, outlined on the following pages, has been developed on even a higher safety standard than the guidance put out in June by DESE. Our plan maintains a minimum of 6-foot spacing in our classrooms and requires masks for all children and staff. The plan also incorporates details, developed by public health officials and vetted by our nurses, on how our schools would respond should a suspected case of COVID be identified among a member of staff or our student body. Our reopening plan is designed to be flexible, should our schools need to pivot quickly to full distance learning for all based on a resurgence of viral transmission in our area.

Our communities, region, county, and state have made tremendous strides in reducing the spread of the virus over the past months. It will require parents and children actively taking measures to socially distance and wearing masks in public to prevent viral transmission over the next several months, in order to maintain these positive trends. Finally, it will take parents, teachers, nurses, and administrators working together to see schools open and remain open.

It has been impressive to see how Monomoy's staff, families, and our community have rallied together in the face of this pandemic. We will emerge on the other side of this global challenge even stronger. Reopening our schools won't be easy, but together we can do this safely, and in the process support both our students and their families. We are Sharks; we are up for the challenge.

Sincerely,

Dr. Scott Carpenter, Superintendent
Monomoy Regional School District

ACKNOWLEDGEMENTS

The planning required to address complex challenges, like educating students and protecting public safety during a pandemic, requires the vision, wisdom, and talents of many. We are grateful for the educators, nurses, support staff, and administrators who have given their time and talents this summer and over the past spring to address challenges and develop plans to safely reopen schools and, as needed, operate remotely. Thank you to all those who have been involved with this problem-solving and partnership. Special thanks to the members of our Reopening Team, who spent the week of July 20, 2020, collaborating on the details behind this plan and for their co-authorship. I'm also grateful for the input and thoughts from the Monomoy Regional Education Association in refining and clarifying this plan.

<p>David Alexander, Assistant Principal, Monomoy Regional High School</p> <p>Ellen Bearse, MRSD Human Resources</p> <p>Jim Birchfield, MRSD Director of Instructional Technology</p> <p>Kelma Dever, Team Chair, Chatham/Harwich Elementary Schools</p> <p>Abby Dudley, Assistant Principal, Monomoy Regional Middle School</p> <p>Cheryl Dufault, MRSD Nurse Leader/MRHS Nurse</p> <p>Scott Carpenter, Superintendent of Schools</p> <p>Carol Fiocco, Nurse, Monomoy Regional Middle School</p>	<p>Karen Guillemette, MRSD Athletic Director</p> <p>Sharon Hughes, Assistant Principal, Harwich Elementary School</p> <p>Joy Jordan, MRSD Community Engagement Coordinator</p> <p>Michael MacMillan, MRSD Business Manager</p> <p>Melissa Maguire, MRSD Director of Student Services</p> <p>Kara McDowell, Team Chair, Monomoy Regional Middle School</p> <p>Robin Millen, Principal, Chatham Elementary School</p> <p>Mary Oldach, Principal, Harwich Elementary School</p>	<p>Adam O'Shea, Principal, Monomoy Regional Middle School</p> <p>Jennifer Police, Principal, Monomoy Regional High School</p> <p>Sara Sears, Nurse, Monomoy Regional High School</p> <p>Marc Smith, MRSD Director of Curriculum, Instruction and Assessment</p> <p>Holly Tavano, Nurse, Harwich Elementary School</p> <p>Lori Thomas, Team Chair, Monomoy Regional High School</p> <p>Holly Thyng, MRSD Data, Compliance, and Assessment Specialist</p> <p>Rick Travers, MRSD Facilities Director</p>
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Finally, Monomoy's students, staff, parents, and caregivers deserve tremendous thanks for their support and patience as we've navigated this challenge over the past several months. I have appreciated your emails, impromptu chats, and insights you provided in our virtual conversations as we experienced distance learning. I know that by working together we will emerge from this even stronger than ever.

With gratitude, Dr. Carpenter

GUIDING PRINCIPLES AND PRIORITIES

The process of developing this Back-to-School Plan has been informed by our existing [Strategic Plan](#) as well as the following Guiding Principles:

- **Safety First and Foremost** — Science and medicine will guide our decision-making when it comes to operational planning and decisions regarding health and safety. Educating students, staff, and families about proper health and safety protocols is an integral part of a successful school reopening.
- **Equity and Access for All** — We will maintain the same expectations for learning across all models. All educational decisions will continue to be guided by the MRSD Strategic Plan and we will work to ensure equitable access for all. The district will take deliberate steps to support those students who have experienced the most learning loss.
- **Teaching and Learning** — We will continue to provide a high-quality engaging learning experience for all. We do not want any child in this district to lose a year of instruction and it is imperative that we move the curriculum forward.
- **Social and Emotional** — We value connection and relationships between students, staff, and families (ideally this is done in person, but face to face is a must). We will be thoughtful about how to support the social-emotional needs of our students as we reopen, purposefully integrating the [5 Core Competencies](#) into our instructional planning.
- **Structural** — We will design a system that allows us to flexibly shift in response to the needs of the present. We will allow families an opportunity to express voice and choice within the system. We understand that the educational model we decide on affects the lives (personal, professional, familial) of those in our community.
- **Communication** — We will be transparent in our decision-making process, being clear about what it is we know and what it is we don't yet know. Effective reciprocal communication (involving both listening and information sharing) between home and school is vital to success as we manage schools amid a pandemic.

DATA INFORMING OUR PLANS

Monomoy has collected a variety of information to better understand our school community's remote learning experience and implementation challenges in Spring 2020. We gathered data through various means, recognizing that this is a complex situation that needs to be understood from many perspectives. The data collections described below are enriched by the feedback we receive through stakeholders' emails and other communications, and ongoing discussions with students, staff, and families. Further, we take the present COVID-19 context — and the assumption that the pandemic likely will remain well into the 2020-2021 school year — and factor it into the analysis. The lessons learned during the 2019-2020 school year, along with further developments over the summer, will continue to inform our planning for the upcoming school year.

- **Parent Surveys** — Surveys were administered throughout the spring and used as a tool to gather perspectives from a broad range of stakeholders. We administered two parent surveys, one in March 2020 and another in June 2020. The first survey focused on initial experiences with distance learning and was used to inform adjustments made during the spring. The second focused on both distance learning and on planning for the fall. [Results of both parent surveys can be accessed here.](#)
- **Conversations with the Superintendent** — As a complement to parent surveys, the Superintendent held virtual conversations with families, staff, and community members in May 2020 and June 2020. These conversations served as a focus group of sorts, allowing for a rich exchange of information from participants that is not always feasible through surveys.
- **Administrative Conversations with Staff** — Administrators in each building had numerous conversations with staff to get input on experiences and recommendations.
- **Social-Emotional Considerations** — The past months have been filled with uncertainty, loss, and grief for families. In addition to the loss of activities, events, and routines, many families also experienced financial stress, health concerns, and loss of loved ones. It is important to acknowledge that and address those concerns. Our relationships will be more essential than ever as we resume school this fall. Educators and students will need to focus on their relationships

with each other, establishing their learning community and school climate and culture. Social-emotional supports will be critical to the success and wellbeing of our students.

- **Other Considerations** — Beyond the experiences of our students, staff, and families, MRSD also considered information from many other sources and consulted experts across disciplines, as we developed back-to-school plans for the upcoming school year. Examples include:
 - Massachusetts Department of Elementary and Secondary Education [guidance](#)
 - COVID-19 cases and trends
 - Best practices from our nursing staff, the local Boards of Health, the MA Department of Health, DESE, and the CDC
 - Current inventory of personal protective equipment (PPE) and future needs
 - Assessment of facilities and spaces
 - Enrollment and allowable class sizes
 - MRSD curriculum, instruction, and assessments
 - Budgetary and fiscal constraints
 - State and federal guidelines and requirements
 - Examples of plans from other states, districts, and countries
 - Special population needs
 - Developmental needs of students
 - Busing and transportation
 - Staffing patterns and personnel
 - Technology

EXECUTIVE SUMMARY

For those who prefer an abbreviated version of our MRSD Back-to-School Plan, this section lays out a brief summary. Further details can be found later in this Plan:

- In keeping with the State’s recent reduction to the required number of school days to allow for additional professional development for teachers, MRSD plans to welcome students on September 14, 2020 (Kindergarten on September 16, 2020, Preschool on September 21, 2020). [A copy of the revised MRSD 2020-2021 School Calendar as approved by the School Committee can be found here.](#)
- The health, safety, and wellbeing of our students and staff is our top priority. **In Monomoy, we are exceeding the State’s public health and safety expectations.** Whenever possible, all students and staff will practice 6 feet of social distancing, and students in all grades will wear face masks.
- We also recognize the important role school plays in our communities. In addition to providing education, socialization, and more to our students, our schools also provide much-needed food services and other supports for families, and in many cases, an ability for parents and caregivers to work and provide for their families. Schools truly support entire families and communities, and we take that role seriously.
- Monomoy faculty and staff have learned a great deal in the past few months. We recognize that we may be engaged in this new way of learning for the next few years or until a vaccine is found and manufactured. Since the emergency school closure in March, we have offered and supported numerous opportunities for professional development that were well-attended by staff who learned new and advanced skills. There will be additional professional development for staff as we prepare to launch the 2020-2021 Back to School Plan.
- Now that we have increased our capacity to address our students’ needs in a remote learning environment, you can expect changes in the fall. The teaching and learning experience in September will be different from the remote learning you experienced during the emergency closure that began in March.
- Some epidemiological studies suggest we could experience a “second wave” of the pandemic. Everyone should prepare for a return to full remote learning if the health indicators dictate.

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- MRSD will adhere to the health protocols for responding to COVID-19 scenarios in schools, as issued by DESE on July 17, 2020. [The full protocols can be found here.](#)
 - We plan to start the 2020-2021 school year with two models:
 - **OPTION A: In-Person Learning.** This model will feature in-person schooling in accordance with a number of health and safety guidelines, including 6 feet of separation between students, masks for all students and adults, and more. For Preschool through Grade 7, in-person school will happen every day in Monomoy's classrooms, with class sizes that allow us to maintain 6 feet of distance. For Grades 8 through 12, in-person school will involve a combination of learning within the high school's classrooms and participating in those classes from home through live streaming from the classroom. High school students will attend classes in person at MRHS two out of every three days.
 - **OPTION B: Distance Learning.** Students (Preschool through Grade 12) who participate in this model will engage in 100% remote (synchronous and asynchronous) learning experiences. This option is designed specifically to respond to the needs of those students and families who are immunocompromised or have other familial health concerns. Option B also may be appropriate for students who thrive in a remote learning environment.

Families will be given an opportunity to select their chosen model for each of their students. The [preference selection form](#) will open to families on August 5, 2020, and families must submit their preference by August 12, 2020.

The Superintendent held a listening session with the joint School Councils on August 4 and an online parent meeting on August 5 to get feedback on the draft Back-to-School Plan, with an additional parent forum on August 10 to answer follow-up questions and offer clarifications.

INITIAL STATE GUIDANCE ON SCHOOL REOPENING

On June 25, 2020, Governor Baker and Massachusetts Department of Elementary and Secondary Education shared initial [reopening of school guidance](#). Additional updates to the guidance can be found on the [DESE website](#). The DESE guidance sets forth several guidelines for public schools, including but not limited to the following: all students in grades 2 through 12 will wear face masks in school; all students and staff will stay 3 to 6 feet apart; districts should organize middle and high schools to minimize interactions between cohorts.

The health, safety, and wellbeing of our students and staff is our top priority. When developing our district's plans, we are adhering to a higher standard, requiring masks for staff and students at all grades and providing a minimum of 6-foot spacing in our classrooms.

We know that some epidemiological studies suggest we could experience a "second wave" of the pandemic in the fall. **It is important to keep in mind that the health metrics may dictate a full return to remote learning, and we should all be prepared to make a rapid transition if needed.** Conversely, we should not lose sight of the fact that once the virus has run its course or a vaccine is made available, we may be able to return to school as we once knew it under pre-COVID-19 conditions.

OUR RETURN TO LEARNING OPTIONS

As we plan for our return to learning for the 2020-2021 school year, the MRSD team has worked hard to create options that fit the needs of our students, staff, and families. We recognize that each family may have different concerns, needs, and priorities. In creating these plans, our focus has been on protecting the health and safety of students, staff, families, and our community, along with ensuring that our students receive the best education possible under less-than-ideal circumstances.

Option A — In-Person Learning

Compared to many school districts, MRSD has smaller, more supportive, class sizes. Because of our small class sizes, we have the capacity to have all students in Preschool through Grade 7 attend school in person each day, even while maintaining safe distancing.

Students participating in in-person learning will attend school in their assigned building. There will be numerous health and safety guidelines in place, created using guidance from DESE, CDC, local boards of health, and our own Health Services Department, including students spaced at least 6 feet apart, masks worn by all students and staff, an overall reduction in contact among students, and more.

- For Preschool through Grade 7, in-person school will happen every day in Monomoy's classrooms, with class sizes that allow us to maintain 6-foot distancing.
- For Grades 8 through 12, in-person school will involve a combination of learning within the high school's classrooms and participating in those classes from home through live streaming from the classroom. High school students would attend classes in person at MRHS two out of every three days.

(See schedules below for further information.)

For now, our focus is on the framework of the model, and more specific details will follow as we have them available.

Here is what you can expect in this in-person model:

- For the students in Preschool through Grade 7, adjustments will be made to daily schedules and practices to minimize physical contact and maximize learning.
- The student population in Grades 8 through 12 will be divided into three cohorts, with students attending school in person approximately 3 to 4 days per week, on a rotating schedule. Learning will happen at home on the alternating days.
 - Cohorts will be diverse, inclusive, and heterogeneous (mixed ability groups). The learning students do during the in-person days will be the same for all cohorts. The learning students do during the remote days will be the same for all cohorts.
- One of the benefits of this model is that we will be able to build on what we have learned and convert quickly to a remote teaching and learning model should the health metrics indicate the need to be fully remote.

Option B — Distance Learning

The Monomoy Distance Learning Plan is designed specifically to respond to the needs of those students, families, and staff who are immunocompromised. Some families may prefer full remote learning due to concerns about the health of their child or family members in high-risk categories. Students who are thriving in the remote learning environment and prefer a non-traditional school experience also may wish to consider this option; however, placements are not guaranteed. For the majority of students, the In-Person option is likely to provide more personal connections and curricular supports, as compared to the Distance Learning option. The Distance Learning Program is open to students in Preschool through Grade 12.

- For students in Preschool through Grade 7 participating in the Distance Learning Program, students will have a dedicated remote learning teacher and will have synchronous and asynchronous learning, activities, and assignments throughout each day, in keeping with the appropriate curriculum plan and standards. Participation in the lessons and assignments will be required.
- For students in Grades 8 through 12 in the Distance Learning Program, students will participate in lessons streamed by the teacher, engaging in the same learning and activities as the students attending class in person, in keeping with the appropriate curriculum plan and standards. Participation in the lessons and assignments will be required.

In Conversations with the Superintendent, survey responses, email, and other forms of communication, many students, staff, and families expressed a desire for more mandatory, synchronous learning opportunities. Students participating in the Distance Learning Plan — as well as high school students on Distance Learning Days — will be working independently from home and participating in synchronous activities with their teachers and fellow classmates.

At all levels, our instruction and approach will include an awareness of the need to support all students socially and emotionally. Activities will consistently include Morning Meetings or Homeroom every day at the elementary and middle school levels. These synchronous learning activities/meetings will not be optional. All students on Distance Learning plans/days will be expected to attend these daily activities and others assigned by their teachers, along with their peers. A primary goal of these synchronous activities, beyond their obvious academic value, is the opportunity for students to engage with their classmates and teachers. The regular teacher contact with students helps to build and maintain relationships and provide support as needed.

Students at all levels will be expected to attend any synchronous instructional activities their teachers organize throughout the day. These types of activities will vary by grade level and content area, but may include read-alouds, previewing content or concepts that will be covered during the week, lab demonstrations, teacher-led group discussions, individual or small group activities, and other experiences. Project-based learning will be used to highlight student voice and choice, presentations, culminating activities, and a general focus on joy in learning and socialization/relationship building.

The guidance from DESE encouraged districts to create plans for fully in-person, fully remote, and a hybrid. Taking into account our building capacity and our commitment to meet the accepted distancing standard of 6 feet, we determined that our in-person model would rely on some rotation among our high school students. We also created a fully remote model for families that need that option.

When faced with the challenges presented by the COVID pandemic, we must be thoughtful about where we focus the district's resources. We are not able to include all experiences that we had in the past while also operating both in-person and distance learning models of learning. In both models, the curriculum across all grade levels will focus on core academic subjects in order to narrow any gaps remaining from Spring 2020 and to maximize the educational focus of the return to learning under untraditional conditions. When we are on the other side of this pandemic, we look forward to resuming all curricular and extracurricular activities that our students previously enjoyed.

Families must select the chosen model for each of their students

The [preference selection form](#) opened to families on August 5, 2020, and families must submit their preference by August 12, 2020. As we will plan staffing based on the chosen program, it is important that this selection is thoughtfully made by families. There may be limited opportunities for staff to teach fully remotely. The model as detailed incorporates a remote elementary school teacher, a remote middle school ELA teacher, a remote middle school math teacher, and a remote middle school science teacher. This form also asks families to indicate whether they will require bus transportation to and from school.

Families are guaranteed the opportunity to change the selected learning model for their student at the semester break. If families wish to change the model prior to that, they can contact the school principal to discuss options and availability. Availability will be limited and the ability to make changes will be determined by the dynamic number of students in each model.

SCHOOL DAY SCHEDULES

On July 27, 2020, the Commissioner of Education announced a reduction in the required number of school days (from 180 to 170) to allow for additional professional development for teachers prior to the start of the school year. As such, MRSD plans to welcome students on September 14, 2020 (Kindergarten on September 16, 2020, Preschool on September 21, 2020), pending approval of the revised draft calendar by the School Committee. [A copy of the MRSD 2020-2021 School Calendar can be found here.](#) The MRSD 2020-2021 School Calendar was approved by the Monomoy Regional School Committee on August 6, 2020.

These schedules were created using the best information available, however, once more details on transportation and other logistics are known, they may be slightly adjusted. Mask breaks will also be built into the day for all students attending in-person school.

Elementary School Schedule

ELEMENTARY SCHOOL IN-PERSON LEARNING SCHEDULE

7:35 a.m.	Arrival - Buses, Parent Drop-off
8:15 a.m.	Morning Meeting
8:30 a.m.	Instruction begins
1:50-2:20 p.m.	Dismissal begins - Buses, Parent Pick-up

ELEMENTARY SCHOOL DISTANCE LEARNING SCHEDULE

8:15 a.m.	Morning Meeting - participate online Combined - possibly multi-age
8:30 a.m.	Synchronous instruction begins
8:30 a.m.-1:30 p.m.	Synchronous and asynchronous lessons, scheduled by grade level groups (3 hours with no less than 1 hour of math)
1:30 p.m. - 2:20 p.m.	Student Support and Daily Closing Activities

Early Release Wednesdays will occur twice per month; [see calendar for dates](#)

Middle School Schedule

MIDDLE SCHOOL IN-PERSON LEARNING SCHEDULE

8:55-9:15 a.m.	Arrival - Buses, Parent Drop-off Homeroom
9:15 a.m.	Instructional Time Begins
11:30 a.m.-1:45 p.m.	Lunch Window
3:15-3:30 p.m.	Dismissal - Buses, Parent Pick-up

Early Release Wednesdays will occur twice per month; [see calendar for dates](#)

MIDDLE SCHOOL DISTANCE LEARNING SCHEDULE

8:45-9:00 a.m.	Advisory/Check-in
9:00 a.m.-1:30 p.m.	Instructional Day
1:30-1:45 p.m.	Daily Closing Activities
Afternoon	Independent work time



High School Schedule

HIGH SCHOOL IN-PERSON LEARNING SCHEDULE

8:45-10:05 a.m.	Teacher Prep	
8:45-10:35 a.m.	Student asynchronous seminar class	
10:05-10:35 a.m.	Teacher communication with families	
10:20 a.m.	Arrival - Buses, Drop-offs	
10:35-11:55 a.m.	A Day: Class A	B Day: Class D
12-1:50 p.m.	A Day: Class B	B Day: Class E
Lunch	1st Lunch 12:00-12:25 p.m. 2nd Lunch 12:30-12:55 p.m. 3rd Lunch 1:00-1:25 p.m.	
1:55-3:15 p.m.	A Day: Class C	B Day: Class F
3:15 p.m.	Dismissal begins - Buses, Pick-ups	

Early Release Wednesdays will occur twice per month; [see calendar for dates](#)

HIGH SCHOOL DISTANCE LEARNING SCHEDULE

8:45-10:05 a.m.	Teacher Prep	
8:45-10:35 a.m.	Student asynchronous seminar class	
10:05-10:35 a.m.	Teacher communication with families	
10:35 a.m.	Synchronous instruction begins	
10:35-11:55 a.m.	A Day: Class A	B Day: Class D
12-1:50 p.m.	A Day: Class B	B Day: Class E
1:55-3:15 p.m.	A Day: Class C	B Day: Class F

Student cohorts will be determined based on last name to ensure that families with students in multiple grade levels will be following the same learning schedule.

Cohort Name (identifies the student's distance learning day)	Student last name begins with ...
Tiger	A-F
Thresher	G-N
Mako	O-Z

Sample 6-day cycle when student is distance learning

Monday	Tuesday	Wednesday	Thursday	Friday	Monday
Tiger	Thresher	Mako	Tiger	Thresher	Mako

Distance Learning Program:

If families wish to participate in full-time distance learning for the fall, Monomoy Regional High School will provide a synchronous learning experience that mirrors the school day from 10:35-3:15. Students will be required to remotely follow their schedule (3 classes per day) to concurrently participate in the live instruction that is happening at school with their peers.

Students will be required to submit assignments electronically and will participate in assessments as determined by the teacher.

IN-PERSON LEARNING CODE OF CONDUCT

For the 2020-2021 school year, in-person learning is a privilege.

- We are all responsible for protecting our own health and the health of others.
- Wearing masks and practicing physical distancing, washing hands and/or using hand sanitizer, and cleaning one's desk/workspace are expected and are considered in the same way as other classroom rules and guidelines.
- Families are asked to provide a mask for their child each day (and ideally send a backup with the student).
- The school will have some masks on hand for times when a student forgets their mask or it becomes unusable during the school day.
- There will be visual indicators of appropriate distancing guidelines and movement protocols, and students will be expected to adhere to those.
- Repeated failure to adhere to safety protocols will result in communication home, meetings between principals and parents/guardians, and potential placement in the Distance Learning Plan.
- Students will be expected to be ready to participate in class and on independent work.
- All school rules in the Student Handbook apply during in-person learning.

DISTANCE LEARNING CODE OF CONDUCT

For the 2020-2021 school year, distance learning attendance, participation, and assignments are mandatory and will be graded, just as they are for students attending school in person.

- Student attendance is required at all distance learning sessions.
- Students must be dressed appropriately for school.
- Student work will be graded.
- All student cameras must be on and the student must be visible to the teacher.
- Students are not permitted to use cell phones or other electronic devices (beyond their Chromebook or computer) during synchronous learning sessions.
- The background and the environment in which the student is learning should be appropriate for school.
- Student first and last names must appear in their Google Meet sessions.
- The student's microphone should be muted but available when needed to ask or answer questions, and students must be prepared to respond verbally to the teacher unless otherwise directed.
- Students must be attentive to learning and must not multitask.
- Students should sit upright and respectfully as they would in a classroom.
- Students are not permitted to record synchronous learning sessions.
- All school rules in the Student Handbook apply during distance learning.

Parent Guidelines for Distance Learning

- Synchronous learning sessions do not replace parent/guardian/family supervision.
- In order to preserve the confidentiality of other children in virtual classrooms, the student's workspace should allow enough privacy so that parents/guardians/siblings are not listening to classroom conversations, unless explicitly granted permission by the teacher.

TEACHING AND LEARNING

Throughout the COVID-19 pandemic and related school closures this spring, MRSD remained committed to providing a high-quality engaging learning experience for all. As we move into a new school year under these challenging conditions, we extend that commitment to ensuring that no Monomoy student will lose a year of instruction as we prioritize moving the curriculum forward.

Given the differences between a remote and in-person approach to learning and the suddenness of the closures, the District needed to quickly evolve and adapt teaching and learning practices. This evolution necessitates a redesign of our curriculum, significant adaptation or creation of new teaching materials, and creating new professional learning opportunities to enhance the capacity of our staff.

Based on family survey responses and comments collected during Conversations with the Superintendent, some challenges faced prior to school closure continued to be challenges during remote learning, including differentiation, accessibility, teacher feedback, and consistency. Although remote learning was challenging for some, parents and students also shared several positive examples of effective approaches and experiences. Families also reported that remote learning provided more direct access to curriculum and instruction, more communication with educators and support staff, the opportunity to see what their child is learning, and more flexibility for students. The switch to remote learning also led all staff to adopt technology-based learning management tools.

While planning for the 2020-2021 school year, MRSD will seek opportunities to grow from these positive examples and target areas of challenge, aiming for better consistency and communication. We will continue to provide targeted high-quality professional learning for our staff.

A Process for Identifying Learning Gaps

During the period of emergency closure, families and staff expressed concern that their students were potentially falling behind, as were families across the Commonwealth and nationwide. We are in the midst of a pandemic, we share these concerns, and we are working proactively to address them.

In the spring, all educators PK-12, worked from priority standards identified by DESE as essential to the conclusion of the 20-19-2020. During staff training in August, educators will learn how to modify their lessons and activities to account for learning

that may have been lost in the Spring, providing “just in time” teaching that is necessary for students to take on new, grade-level content. Additionally, they will be engaged in professional learning to support both remote learning and flipped learning environments. This training will continue throughout the year, with the expectation that regular educators work collaboratively with their special education and English Language Learner (ELL) counterparts to co-plan lessons that support learning for all students.

The goal in all of this is to develop a curriculum that is flexible and sustainable under learning conditions that are unusual and challenging for all involved. One significant difference from the learning that happened in the spring is that expectations will be very different for student learning. Assignments will not be optional, and the focus will be on both social-emotional wellbeing of the students (a major focus of our work in the spring) and their academic progress.

Feedback, Grading, and Assessments

A new and significant challenge noted by families was related to the optional nature of learning activities offered during the closure. Accountability for learning is important and the optional nature of work during the spring was a challenge for many students, staff, and families. It is important to remember that the focus of much of the work in the spring was to facilitate student engagement, support them emotionally, and to provide maximum flexibility for families and staff during a stressful and uncertain time.

We also know that meaningful educator feedback is critical to learning. Data collected throughout the spring indicates our families and students are looking for more frequent and detailed feedback from educators and our educators are craving this as well.

Feedback to students comes in a variety of forms (both formal and informal) and has a variety of purposes. The most useful for teachers and students is feedback that helps inform instruction and meet learners where they are. This information also provides needed feedback for students and families so they may also reflect on how they are progressing and make adjustments.

In terms of more formal reporting of grades, as curriculum and instruction is modified for the upcoming school year, students, families, and staff should anticipate that participation will be expected from all students and they will receive feedback from teachers in both informal and formal/traditional ways (grades).

Personnel and Staff Support

There will be an additional 10 professional development days added to the beginning of the school year, based on an agreement between DESE Commissioner

Riley and state teachers' unions. Given the unprecedented transitions our schools need to make during these times, this professional development time will allow in-person teachers to adapt to teaching with all spaced at least 6 feet apart. Our in-person teachers also will get additional professional development with regard to posting course content, in case students are sick or quarantined, and in teaching remotely should Monomoy need to close its classrooms again. Distance learning teachers will have professional development to support their modification of pedagogy to support both learning and the social-emotional wellbeing of children remotely.

Social-Emotional Learning

We begin this school year with the understanding that the past six months have been tumultuous for students, staff, families and our community. There has been much uncertainty, loss, and grief. In addition to the loss of activities, events, and routines, many families also experienced financial stress, health concerns, and loss of loved ones. The social-emotional health of our students and staff will continue to be a focus, with an emphasis on strong and healthy relationships and a positive school climate and culture. Social-emotional learning will be critical to the success and wellbeing of our students.

A core Monomoy value is connection and relationships between students, staff, and families. While ideally this is done in person, we will ensure that students engaged in distance learning will also have face to face, regular contact with peers and teachers. The [5 Core Competencies](#) will continue to be thoughtfully integrated into our instructional planning.

Performing Arts, Physical Education, and Visual Arts

Monomoy prides itself on offering our students well-rounded, diverse educational experiences, including visual and performing arts, physical education and wellness, and more. During this unprecedented period, we will be focusing our district resources on the core academic curriculum. Some art and wellness opportunities that have been available to students in the past may only be available in a modified format or remote option, or temporarily unavailable during distance learning. When we emerge from the current conditions, we plan to fully restore all of the opportunities and experiences our students have enjoyed in past years.

HEALTH, SAFETY & WELLBEING

How the COVID-19 Virus Spreads

Coronaviruses are respiratory viruses and are generally spread through respiratory secretions (droplets from coughs and sneezes) of an infected person to another person. There is preliminary evidence that airborne transmission — in which the virus spreads in the much smaller particles from exhaled air, known as aerosols. Because of this, it is important to do what we can to improve ventilation of indoor spaces and encourage outdoor activities when possible. Given the nature of the pandemic, we know it is impossible to completely eradicate the risks associated with COVID-19. In Massachusetts, however, we have seen evidence that risk can be mitigated if we engage in good respiratory hygiene, proper handwashing, maintaining appropriate social distances, wearing a covering on the face to stop the spread of germs, avoiding touching our eyes, nose, mouth or face, and, most importantly, by staying home when we are sick. We expect that all students and staff will incorporate these healthy practices, making them a part of their daily routine when we begin the 2020-2021 school year.

Personal Protective Equipment (PPE) Preparedness

MRSD has on hand or on order the supplies that will help to keep our staff and students healthy and safe. Supplies purchased or ordered to date include the following:

- Nitrile and vinyl gloves
- N95 Masks
- Masks (adult and child-size)
- Face Shields
- Eye Goggles
- Plexiglass barriers
- Disposable gowns
- Infrared Thermometers
- Hand Sanitizer, Cleaning Products, and Facial Tissues (Classroom)
- Hand Sanitizer Dispensers (Common Areas)
- Hand Sanitizer Refills

School Safety Protocols

The MRSD team, in collaboration with our school nurses and local health departments, has been developing protocols to keep our students and staff safe. Staff members will meet over the summer to learn and review safety protocols, ensuring that we create the safest return to school possible. As recommended by the CDC and DESE, detailed safety protocols are being developed to address the following:

- What to do if sick - steps to take if a child or staff member is sick and presents with COVID-19-like symptoms;
- Handwashing and proper respiratory hygiene;
- Instruction on masks/face coverings (how to do, wear, remove, and store);
- Student transportation options and capacities;
- Safe ways for students to enter and exit the school building and classrooms;
- Safe ways for students to eat lunch (most likely in classrooms);
- Plans to monitor bathrooms, disable air dryers/water fountains, provide paper towels;
- Administrator safety protocols and/or procedures;
- Frequent risk assessment checks by administrators to ensure that all safety measures are being followed and supplies are in stock.

School Attendance Guidelines

- Staff and families are encouraged to perform health self-assessments before coming to school. [Staff Health Self-Assessment](#). [Student Health Assessment](#)
- Students and staff must stay home if they do not feel well. This is very important in preventing the spread of COVID-19.
- Given the nature of this public health crisis, all absences — student and staff — must be accurately reported to the school so that proper documentation and records can be kept and so that our school can help protect the safety and wellbeing of all. Absences must be reported even for those participating in Distance Learning Programs/Days.
- Students and staff with a temperature above 100.4 degrees should not attend school until they have been fever-free (under 100.4 degrees) for three (3) days* without the use of medication such as Tylenol, Motrin, Advil, or Ibuprofen.
*Subject to updates from CDC guidance.
- Students and staff members should not return to school until they have met the criteria established by the Massachusetts Department of Health to [Discontinue Home Isolation](#) and [Quarantine](#). Students and staff will check with their school

nurse prior to returning as well. A safe return to school is based on symptoms, duration of symptoms, test results, and clearance by MRSD.

When a Student or Staff Member becomes Ill

- MRSD will adhere to the DESE protocols and decision tree for management of a variety of COVID-19 scenarios. [Full detailed protocols can be found here.](#)
- Any student or staff member exhibiting COVID-19-like symptoms must stay home. Staff and families should not come to school if they become sick with COVID-19 [symptoms](#), test positive for COVID-19, or have been [exposed](#) to someone with COVID-19 symptoms or a confirmed or suspected case. Staff and families will be asked to report any illness or symptoms that precludes them from attending school, to be able to identify symptom surveillance.
- Staff and [children](#) with COVID-19 [symptoms](#) (such as fever, cough, or shortness of breath) at school will be separated from well students/staff. Individuals who are sick will be triaged by the school nurse and asked to either go home immediately or to a healthcare facility depending on the severity of the symptoms. Any individual who becomes sick at school will be triaged for further medical assessment and testing based on their symptoms. They will be asked to follow [CDC guidance](#) for caring for oneself and others who are sick.
- Each school will have a designated “quarantine area,” where staff and/or students will be triaged and assessed for an appropriate disposition. Sick students and staff will be separated from well students and staff.
- School nurses and other healthcare providers should use [Standard and Transmission-Based Precautions](#) when caring for sick people. See also [What Healthcare Personnel Should Know](#), a protocol that explains what we need to know about caring for patients with confirmed or possible COVID-19 infection.
- If the nurse/school personnel are calling an ambulance or bringing someone to the hospital, they will alert the dispatcher that the person may have COVID-19.

Emergency Contacts: Families must provide the school nurse with at least four emergency contacts, indicating individuals who will be able to come to the school and pick up their child if they become sick during the school day. Dismissing sick children (and staff) in a timely fashion (within 30 minutes) is imperative for the safety of all.

Clean and Disinfect

- Close off areas used by a sick person and do not use these areas until after [cleaning and disinfecting](#).
- Ensure [safe and correct use](#) and storage of [cleaning and disinfection products](#), including storing products securely away from children.

Clean and Sanitized Restrooms

We continue to follow the guidance from the Centers for Disease Control, which includes the ongoing maintenance of restrooms, ensuring they have functional toilets, clean and disinfected surfaces, and handwashing supplies. We will continue to take the following precautions:

- Ensure that we operate with functional toilets.
- [Clean and disinfect](#) regularly using [EPA-registered disinfectants](#) that are effective against SARS-CoV-2, the virus that causes COVID-19, particularly high-touch surfaces such as faucets, toilets, doorknobs, and light switches.
- Clean, and disinfect restrooms repeatedly throughout the day.
- Instructions for proper hand washing will be posted in restrooms.
- Follow the [Guidance for Cleaning and Disinfecting](#) to develop, implement, and maintain a plan to perform regular cleanings to reduce the risk of exposure to COVID-19.
- Regularly stock with supplies for handwashing, including soap and paper towels for drying hands or hand sanitizer with at least 75% alcohol and no-touch trash cans.

Notify Health Officials and Close Contacts

- In accordance with state and local laws and regulations, school nurses/administrators should notify the local health department, staff, and families immediately of any case of COVID-19 while maintaining confidentiality in accordance with the [Americans with Disabilities Act \(ADA\)](#) and [HIPAA](#).
- The Monomoy Nursing Team will work collaboratively with the local departments of health to identify individuals who have tested positive and/or who had [close contact](#) with a person diagnosed with COVID-19. Individuals and families will be instructed to stay home and [self-monitor for symptoms](#), following [CDC guidance](#) if symptoms develop.

EQUITY AND STUDENT ENGAGEMENT

During this period of school closure, some students and families have been more vulnerable than others. COVID-19 has exacerbated systemic inequities that have existed for decades, and the pandemic has created new gaps, as well. The development of our plan for the coming school year maintains our focus on the historically marginalized and the most vulnerable groups in our schools, while closely monitoring the impact on traditionally successful groups.

It is our collective responsibility to ensure that all students get what they need to learn and thrive. We continue our efforts at addressing equity for all learners, an effort that we noted as a major goal of our [Strategic Plan](#) in the fall of 2018, and one that takes on new meaning in this environment. The coming school year will push us to expand our understanding of success beyond traditional notions of student achievement and will provide us unique possibilities to pursue the elements of a Monomoy education that we highlighted long before COVID-19 forced us to shift our thinking, including the following:

- Cultivating essential personal qualities, such as a curious and questioning attitude, a caring and compassionate spirit, and a lifelong joy of learning.
- Promoting students' abilities to think deeply; value civil discourse, and participate in informed debate.
- Providing opportunities for students to create and innovate.
- Exploring different cultures, ideas, and beliefs as well as understanding our own culture, beliefs, and biases that shape the way we view the world.
- Caring for yourself and others, and protecting our world and its inhabitants — a final point that takes on a new connotation in our current context.
- Monomoy will continue community partnerships to provide necessary support for families. We also will continue to adapt our provision of specialized supports for our students who need them, including the introduction of teletherapy for students with disabilities this fall.

English Language Learner Supports

Monomoy's English Language Learner (ELL) teachers have consistently connected with our English Learners (ELs), and their families. These home/school relationships were an important factor in enabling the families in our program to make

the transition to remote learning. Through the coordination of our Technology Department, all Monomoy families in need were provided with electronic devices and Internet access.

Marc Smith, Director of Curriculum, Instruction, and Assessment and Director of EL Programs, is available via email at msmith@monomoy.edu for families needing support or information.

Monomoy Equity Task Force

The COVID-19 pandemic magnified and exacerbated many inequities already existing in our systems, while national events also illuminated many long-standing concerns surrounding the equitable treatment of all.

As part of our robust return to learning this fall, MRSD is committed to continue working toward addressing equity in our schools, guided by the principles in our Strategic Plan. MRSD will be creating a team of students, teachers, parents, and community members willing to investigate policies, practices, and systems within our district that might be creating barriers for some students and families. This team will also work to make recommendations for changes to improve equity and access for all.

[To learn more about the Monomoy Equity Task Force, click here.](#)

As the start of this school year approaches, work will begin in earnest on the creation and launch of this task force.

TECHNOLOGY

The MRSD Technology Department played a significant role supporting remote teaching, learning, and working during the spring school closure period. The department supported the 1:1 devices for approximately 1,200 middle school and high school students, and additionally provided 250 devices to elementary school students and families that were needed in order to continue accessing learning. The department also provided devices for support staff and other stakeholders, which allowed them to support students in the classroom and also helped the district to continue to operate smoothly during the closure. Students, families and staff were able to safely get remote support from the technology office throughout the school closure period.

Moving forward, should we need to transition to a full distance learning model across the district, we have sufficient resources on hand to support 1:1 access for all students. By allocating resources thoughtfully, we now have enough Chromebooks available for all students to utilize to continue learning remotely, if necessary, including at the elementary, middle, and high school level.

In addition to providing devices and technical support, the Technology Department collaborated with the curriculum office to support teaching and learning across the PreK-12 continuum. Instructional Leaders worked tirelessly to provide teachers with scheduled and on call support when teachers needed to quickly learn new tools to use with their students. One positive result from the school closure was the increased learning that took place with many teachers and other staff related to instructional technology tools used for facilitating teaching and learning.

Like all districts across the Commonwealth, the sudden school closure required MRSD to quickly adapt teaching and operations to a remote environment, with our technology tools as a cornerstone. Our task was made easier given that students in Grades 6-12 already had 1:1 devices. Since the closure, the Monomoy Technology Department has processed numerous requests for new software applications, issued devices to allow staff to work remotely, and safely resumed a process to perform device repairs, device distribution, and device repairs daily.

Overall, family access to reliable technology also continues to be a strength. The majority of families reported they have access to the Internet at home (94.6%) and a reliable tablet, laptop, or computer they can use for remote learning (92%) all or most of the time. Beyond the pre-existing 1:1 technology available to students in our middle and high school, MRSD deployed

additional devices to elementary families during school closure. Monomoy is currently well-positioned to continue to provide technology to families in need going into the 2020-21 school year, and we will continue to work to ensure access for 100% of our families.

Tech Tools

In looking ahead and reflecting upon our remote schooling experience this spring, the Technology Department, along with other staff across the district, are looking at the tools that we used and how we can best improve our delivery of instruction via distance learning. Monomoy educators will continue to use Google's suite of collaboration and communication tools that greatly support teaching and learning in a remote environment. These include Google Classroom, Google Docs, Google Meet, and more. These tools allow students to demonstrate learning and acquire new skills, easily complete assignments, communicate with the teacher, maintain a sense of community, and collaborate with peers in a safe environment.

The Technology Department and staff continue to partner with district curriculum leaders as we plan curriculum to ensure that we have the right tools and resources to support students in all learning environments. Teams working on curriculum and instruction planning are encouraged to communicate both with their curriculum department heads and with technology staff and data services staff to ensure technology tools and digital materials:

- Are aligned with MRSD curriculum and instruction
- Are appropriate for use with students
- Are not duplicative with other available tools
- Can be supported by other departments, as needed
- Can be fiscally sustained
- Can be made available in time for instruction

Our district is committed to maintaining a core group of digital tools in order to make remote learning more accessible to students and easy for families to access and support.

Educators also will continue to have access to communication tools that will allow them to share information with parents and families through websites, email, and other tools.

Our learning from this spring has resulted in our looking to also provide learning opportunities for families to better understand the digital learning tools that their children use and how they can support students in a variety of ways in a remote learning environment. This may include opportunities to learn about devices, software, and how to help students be successful in a remote or hybrid learning environment.

Teacher Websites

Monomoy educators will use a variety of communication tools with parents and families to share information related to the student learning experience. All teachers in MRSD have an individual website where information may be found that will explain how to contact the teacher, share information about assignments and/or curriculum, and will also have detailed information about instructional tools that teachers are using with students. Training and support will be provided for any staff who require additional support to get their webpages utilized effectively.

Student Data Privacy

As a district, we will continue to follow student data privacy laws which help keep our students safe during their online experiences. We understand that students need tools that promote engagement and learning while at the same time, ensure a level of safety while working online. Our district continues to maintain and refine processes for using software and apps and how to request the use of those software/apps, as we work to protect student data.

SCHOOL FACILITIES

Preparing our Schools

Monomoy families and staff are eager to return to teaching and learning in their school buildings. DESE released [guidance on facilities and operations on July 22, 2020](#). We have incorporated that guidance into our planning and taken a number of school safety measures to minimize risk to all members of our school community to ensure we can safely return to school while the COVID-19 risk remains. First, we conducted a classroom-by-classroom “Facility Needs Assessment.” The purpose of the Facilities Needs Assessment is to determine the number of teaching spaces and classrooms in each school that provide adequate square footage, based on approved social distancing guidelines, to safely seat students and staff. We are in the process of analyzing air handling and filtration system capacity to ensure adequate, safe, and high-quality ventilation in teaching spaces. We are identifying additional expanded space for nursing staff to separate sick students from well students, and care for students or staff in the event they become sick during the day.

Assessing Air Quality Risk

Respiratory droplets and aerosols carried through the air are what spread the COVID-19 disease. HVAC systems are designed to circulate fresh air into the buildings, and the Facilities Director has indicated that the systems in our buildings will be effective and efficient and circulate the levels of fresh air needed to keep the inhabitants of the Monomoy school buildings safe. Fans will be placed in strategic locations to maximize air flow.

Each MRSD school building will undergo a full third-party Environmental Health and Safety Assessment with an eye toward preventing the spread of contagions during this pandemic.

Movement Protocols

Each building will have clearly defined and communicated movement protocols to avoid crowding, maintain cohorts, and minimize unnecessary person-to-person interactions.

These protocols will include plans for arrival and dismissal times, transitions between classes, mask breaks, and bathroom breaks, as well as outlining one-way movement pathways for hallways and cafeterias.

Elementary Schools

- Movement protocols will include staggered arrival and dismissal times and locations both for students traveling via bus and those traveling via parent or family member vehicles.
- Hallways will follow a one-way traffic pattern for students and staff, and will be marked accordingly.
- Bathrooms will be limited to half capacity to maintain distancing. Students will have scheduled bathroom times by grade level, monitored by the teacher.
- Mask breaks will be integrated into the day.
- Use of the gym will be permitted for physical education classes only. A minimum of 6 feet of spacing will be required, along with the use of masks.
- Elevators will be permitted for any person(s) requiring assistance. Ridership will be restricted to one person at a time.

Middle School

- Movement protocols will include staggered arrival and dismissal times and locations both for students traveling via bus and those traveling via parent or family member vehicles.
- Hallways will follow a one-way traffic pattern for students and staff, and will be marked accordingly.
- Bathrooms will be restricted to three persons at one time.
- Mask breaks will be integrated into the day.
- The auditorium will not be used for any groups over 25. Six feet of spacing (3 to 4 seats) will be required.
- Use of the gym will be permitted for physical education classes only. A minimum of 6 feet of spacing will be required, along with the use of masks. Locker rooms will not be used and students will be required to come to school prepared for physical education class.

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- Elevators will be permitted for any person(s) requiring assistance. Ridership will be restricted to one person at a time.

High School

- Movement protocols will include staggered arrival and dismissal times and locations both for students traveling via bus and those traveling via parent or family member vehicles.
- Hallways will follow a one-way traffic pattern for students and staff, and will be marked accordingly — with the exception of Main Street, which will have students and staff traveling in one direction on one side of the hallway and vice versa, with the guidance clearly marked.
- Bathrooms will be restricted to three persons at one time.
- Mask breaks will be integrated into the day.
- The auditorium will not be used for any groups over 25. Six feet of spacing (3 to 4 seats) will be required.
- Use of the gym will be permitted for physical education classes only. A minimum of 6 feet of spacing will be required, along with the use of masks. Locker rooms will not be used and students will be required to come to school prepared for physical education class.
- Elevators will be permitted for any person(s) requiring assistance. Ridership will be restricted to one person at a time.

TRANSPORTATION

We strongly encourage families to provide transportation to students whenever at all possible. DESE released [guidance on transportation on July 22, 2020](#). To adhere to DESE transportation guidelines, we will need to reduce capacity on our buses by at least half. While we are maintaining 6-foot distancing in our classrooms, we are only able to maintain 3-foot distancing on our buses. In accordance with DESE guidance, MRSD plans to institute the following guidelines, pending additional requirements from the state:

- Families will be asked to register for district transportation in the preference selection form that will be open to families from August 5 to August 12, 2020.
- Students will be assigned to a seat, and seat locations will be marked in advance.
- Students should be seated no more than one student per bench, alternating sides for each row, which allows students to maintain physical distance. Children from the same household may sit together and in closer proximity (e.g., two students per bench).
- All adults and students on buses will be required to wear a mask.
- Windows on buses will be kept open to circulate fresh air.
- It is critical that families and caregivers [check students for COVID-19 symptoms each morning](#) before they arrive at the bus stop. This check will serve as the primary screening mechanism for COVID-19 symptoms.
- Bus drivers will be appropriately trained to observe students upon entry. If students appear symptomatic, and a parent/caregiver is present to take them home, they will not be permitted to enter the school bus. If a parent/caregiver is not present to take them home, the student will be spaced at least six feet from other students and referred to the nurse immediately upon arrival at school.
- Everyone waiting at bus stops must wear masks that cover the nose and mouth at all times and must maintain physical distancing of 6 feet.
- Hand sanitizer will be provided to students as they board the bus and as they disembark.
- All buses will be cleaned between runs.

FOOD SERVICES

The MRSD Food Services Department will continue to offer breakfast and lunch each day. **To minimize contact and retain student cohorts, meals will be consumed in classrooms.** As always, students are also welcome to bring their lunch from home. Breakfast will be served in a grab-and-go fashion as students enter the building, and lunches will be delivered to classrooms by custodial and/or cafeteria staff. The [free and reduced meal program](#) will continue to be available to families that qualify, and participation in the program will remain confidential. Families that are paying for meals must pay in advance, ideally via [My School Bucks](#). With meals being delivered to and consumed in classrooms, point of sale purchase will not be feasible until we return to normal operations.

Our custodial staff will be supporting the distribution of meals to classrooms and the removal of rubbish after meals.

MRSD will also offer grab and go meals to those students throughout the district who will be participating in the full Distance Learning Plan, as well as those Grade 8 through 12 students on Distance Learning Days.

SPECIAL EDUCATION

Overview of Special Education Supports

Ongoing communication and meaningful partnerships with our special education families continues to be of paramount importance to us. As we move into the start of the new school year, special educators will be collaborating with related service providers, instructional assistants, general educators, and others who support children in special education, ensuring that recommendations for activities are appropriate and accessible whether they occur in person or remotely.

MRSD is dedicated to providing a free and appropriate public education (FAPE) to our students, consistent with the need to protect the health and safety of students with disabilities and those individuals providing education, specialized instruction, and related services. Special Education Service Learning Plans will be provided for each student that outlines the specific service delivery; which may be modified to ensure the health and safety of our students and to minimize the amount of exposure students may have from moving in and out of classrooms to receive their services. Parent meetings will be scheduled to review the service plans in the first two weeks of school reopening to discuss the plan and any concerns the parent may have.

Service Delivery Models

Students will receive their IEP services in the fall, with some in-person and some remote opportunities based on the needs of the students. In support of some of our more vulnerable and high needs populations and students in substantially separate programs, there will be an opportunity to attend in person full time.

Elementary School

Inclusion Model

- Students who receive support within the classroom, will continue to receive those services supported by an instructional assistant.

Pull-out services

- **Pull-Out:** Students who have been identified that require a small environment outside the classroom (for students that cannot logistically receive their services

in class due to space and distractibility) will continue to receive their services in a pull-out model with a special education teacher.

- **Push-In:** Many students will receive their specialized instruction by a special education teacher within the general education classroom in a small group.

Substantially Separate: ISLE and the new behavior support program at HES and SEAL at CES

Inclusion

- For students who predominantly accessed the general education program and only accessed ISLE/SEAL for behavior support, they will continue in the general education program. If they require behavioral support, they will attend the ISLE/new program/SEAL programming for the remainder of their day and receive all their academic instruction by the special education teacher.

ISLE/SEAL full programming

- For students who predominantly receive their instruction in ISLE/SEAL, they will remain in this program for the full day and receive all of their academic instruction by the special education teacher. This will minimize the number of contacts between transitions from class to class.

Middle School

Inclusion Model

- Students who receive support within the classroom, will continue to receive those services supported by an instructional assistant

Pull-out services

- **Pull-Out:** Students who have been identified that require a small environment outside the classroom (for students that cannot logistically receive their services in class due to space and distractibility) will continue to receive their services in a pull-out model with a special education teacher.
- **Push-In:** Many students will receive their specialized instruction by a special education teacher within the general education classroom in a small group.

High Needs

- For students who receive 50% or more of their special education services outside of the general education classroom, they will attend 50% of their day with the special education teacher and attend 50% of their day in the general education classroom for inclusion services and support.

Substantially Separate - Full time in school

SHELL

- For students who predominantly receive their instruction in SHELL, they will remain in this program for the full day and receive all their academic instruction by the special education teacher. This will minimize the number of contacts between transitions from class to class. Careful thought and planning for inclusion opportunities will be considered with the focus on health and safety.

High School

Inclusion Model

- Students who receive support within the classroom will continue to receive those services supported by an instructional assistant both in class and days classes are scheduled remotely.

Pull-out services

- **Modified classes:** Students will continue to attend their modified classes both in person and remotely based on the high school schedule.
- **Push-In:** Reading services will be provided within academic supports in person or remotely
- **High Needs:** For students identified with high needs, they will be offered the option of attending school in-person every day.

Substantially Separate - Full time in person

SAIL, SHORE

- For students who predominantly receive their instruction in SAIL/SHORE/SAND, they will remain in this program for the full day and receive all their academic instruction by the special education teacher. This will minimize the number of

contacts between transitions from class to class. Careful thought and planning for inclusion opportunities will be considered with the focus on health and safety.

SAND

- Students who are supported through the SAND program will have an option of attending in-person programming every day and receive all their academic instruction and access to general education classes in this classroom.

Related Service Providers (Speech, Occupational therapy, counseling and Physical Therapy)

In person (very small number): For those students who have been identified as requiring face-to-face therapy due to the nature of their disability, they will be seen by the therapist in this modality.

Co-treat: In order to minimize many transitions in and out of classrooms, students who receive multiple therapies will be identified to receive their therapies in a co-treat model. For example, the speech therapist and the occupational therapist will work together and integrate the services together.

In class: In order to minimize transition of students in and out of classrooms and the therapists offices, students may receive their related service in the general education classroom if appropriate.

Counseling and Psychological Services: Counselors and school psychologists will continue to be available to support students. There will be protocols and guidelines in each school on how to access the counselors.

1:1 and Instructional Support needs

Specialized PPE will be provided when the instructional needs require closer proximity.

IEP Meetings and issuance of IEPs

IEP meetings will continue to be held remotely to limit the number of people in a building. The District will continue to work with families to meet timelines or agree to extensions for Initial Evaluations, Reevaluations, and IEP Team Meetings.

Students with disabilities, along with their peers in general education, will be assessed in the first two weeks of school to evaluate skill gaps. In addition, special

education progress reports and data on levels of performance towards goals prior to closure will be reviewed for progress and regression post-closure. For students in the Extended School Year (ESY) program, progress reports and discussions on individual levels of current performance will be important in assessing skill gaps and regression.

Out of District

Students in Out of District Schools will continue to receive their services either remotely or in-person as directed by the individual schools. MRSD will continue to receive remote learning plans and progress reports on all students as appropriate.

As always, please do not hesitate to contact the Out of District Coordinator with any questions or concerns.

Transportation

The District will be working, through our affiliation with the Cape Cod Collaborative, to implement proper safety protocols and capacity limits on the vans and buses we contract for our students, who attend both in-district and out-of-district programs, in accordance with State and Federal Guidelines. In addition to reviewing routing options and van capacities, we also are actively examining cleaning and sanitizing schedules, Personal Protective Equipment (PPE) requirements for drivers and riders, and ventilation protocols. If the State and Federal guidelines do not change, it will be impossible to transport the same number of students with disabilities with the current fleet of vans.

ATHLETICS

Monomoy Regional School District is committed to the health and safety of our middle school and high school student-athletes and coaches. We will adhere to all MIAA, State and District guidelines regarding a safe return to athletics.

The MIAA Board of Directors has postponed the start of Fall Sports practices/tryouts until September 14, 2020, with the hope that games will begin on or around October 1. This new start date is for both high school and middle school fall sports. With this new information and the ever-evolving situation, the Athletics Department is postponing the Meet The Fall Coaches Nights to a date to be determined. We are waiting on further guidance from DESE and the State regarding return to play protocols.

The following guidance will lead decision-making regarding athletics:

- [NFHS guidelines](#)
- [MIAA guidelines](#)
- [State guidelines](#)



FAMILY SUPPORTS

Throughout this unprecedented shift to a new way of teaching and learning, our dedicated educators and support staff will continue to serve our community, connecting students and families with the varied resources necessary to engage in learning amid this pandemic.

During the spring closures, the MRSD Food Services Department provided more than 30,000 free meals to the youth of our community. In partnership with Food 4 Kids and Nauset Schools, we continued offering free meals to children through the summer. We also have been able to deliver meals to families who are unable to travel to the distribution sites.

Other collaborations with local organizations have allowed us to provide our families with free books, vegetable seedlings, and other resources.

CONCERN RESOLUTION

When a parent or caregiver experiences a frustration with their child's school experience, it can be challenging to know where to turn to get help and support. If you are a parent or caregiver interested in solving a problem that involves your child's education or distance learning, our best advice is to first talk with your child's teacher or special education liaison and try to work out the issues together. If you feel that the problem is still unresolved, or you are uncomfortable working directly with those individuals, feel free to reach out to your child's principal, assistant principal, or counselor. If the issue is still unresolved or you would prefer to speak to someone outside of your child's building, please feel free to contact Superintendent Carpenter at scarpenter@monomoy.edu.

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