

Monty Tech

FALL REOPENING PLAN

2020-2021



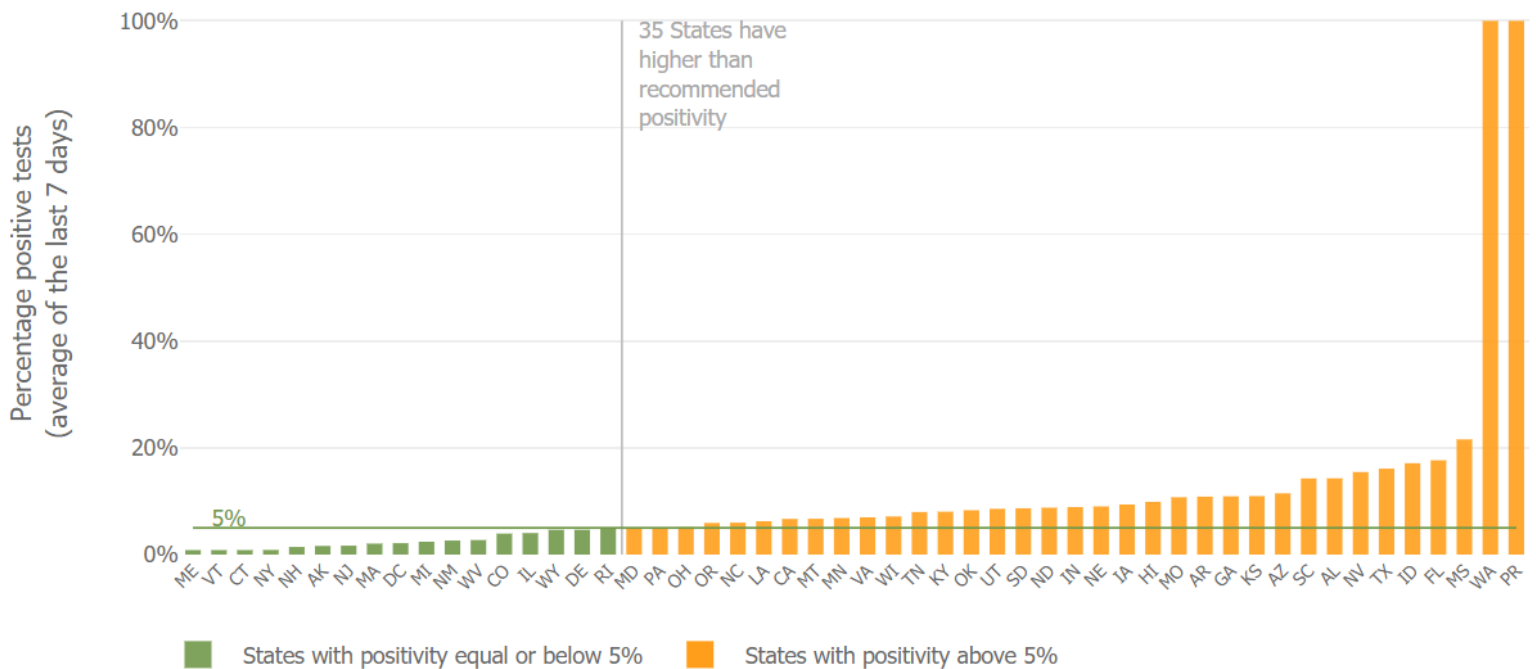
Introduction

Montachusett Regional Vocational Technical School has been closed since March 13, 2020 due to the COVID-19 pandemic, engaging in remote learning for the remainder of the 2019-2020 academic year. On June 25, 2020, through the office of Commissioner Riley, the Department of Elementary and Secondary Education issued the [Initial Fall School Reopening Guidance](#). This guidance prioritized getting students back to school in person – safely, following a comprehensive set of health and safety requirements.

In response to this challenge, Monty Tech developed a twenty-member Return to School Committee, consisting of vocational instructors, academic teachers, student support teachers, counselors, the nurse leader, our cafeteria director and administrators. This team reviewed responses from recent student and parent surveys regarding opinions on remote learning efforts, as well as suggestions for improvements that the school should implement this fall. After several months of discussion and analysis by this committee, based on the current state of the virus' impact on our eighteen communities, ***it has been determined that Monty Tech will begin the 2020-2021 school year implementing a hybrid model of instruction.*** While the district is confident that, at the time of this publication, the implementation of our hybrid model is the best determination for our students, teachers and families, Monty Tech leadership acknowledges that the conditions with respect to the virus are ever-changing and, as a school community, we must be prepared to adapt to those changes with the overall health and safety of all our constituents at the center of our decision-making.

The enclosed plan has been developed in alignment with guidance from the Department of Elementary and Secondary Education. DESE developed its reopening approach with both a review of current medical literature and discussions with stakeholders including: infectious disease physicians, pediatricians, as well as public health experts from the Massachusetts General Brigham Health System, the Massachusetts COVID-19 Command Center's Medical Advisory Board, and the Massachusetts Chapter of the [American Academy of Pediatrics](#). When considering how to reopen schools, the latter advocates, "all policy considerations for the coming school year should start with a goal of having students physically present at school." Additionally, on August 11, 2020, Governor Charlie Baker unveiled benchmark criteria for returning to school in-person, citing "318 communities in Massachusetts are at or below national benchmarks with respect to containing COVID-19 in their communities". Returning to school, "full-time or in some sort of hybrid" is plausible, then, while taking every precaution to protect students, teachers, staff and all their families.

The World Health Organization advised governments that before reopening, rates of positivity (how many of all tests conducted came back positive for COVID-19) should remain at 5% or lower for a minimum of 14 days. Below is a graph from John's Hopkins University of Medicine that shows all states as of Friday, August 14, 2020 at 8:16AM EDT. States that meet the WHO recommendation appear in green, while states that exceed rates of positivity greater than 5% are represented in orange. Massachusetts (2.06% as of 8/14/2020) is one of 17 states that have positivity rates below 5%. An up to date chart can be found [here](#).



The CDC and public health experts generally agree on a range of measures that schools should adopt to protect children, teachers, staff members and their families, including mask wearing, physical distancing and improving ventilation in buildings. Monty Tech will implement a coordinated set of practices to include: rigorous hygiene, handwashing, use of face masks/coverings, physical distancing, reduction of interaction between groups, staying home when sick, and tracing to provide the essential service of in-person learning when feasible, while protecting the health and safety of students, faculty, staff, and families.

[Preparation and Planning for Reopening Monty Tech](#)

Monty Tech has designated a COVID-19 Response Team as follows:

- Sheila M. Harrity, Ed.D., Superintendent-Director
- Thomas Browne, Principal
- Michael Gormley, Director of Facilities
- Lori Reppucci, School Nurse Leader

This team is responsible for coordinating with key district, school, and program personnel on plan development and implementation. The team has been, and will remain, in regular contact with the City of Fitchburg Board of Health to discuss statewide and local guidance, health and safety updates, COVID-19 testing and availability, and responding to suspected and confirmed cases. The Fitchburg Board of Health will review all district reopening plans and provide recommendations as needed. School Nurse Leader Lori Reppucci will be in frequent contact with the health officials for all member cities/towns regarding matters of public health.

Cleaning and Disinfecting Plan

Cleaning and disinfecting protocols are based on [CDC recommendations](#). An essential element to mitigating the spread on the virus is that the school ensures that effective and timely cleaning and disinfecting procedures are in place in order to maintain an appropriate teaching and learning environment. The COVID-19 Response Team has developed a comprehensive [Facilities and Operations Safety Guidance](#) document, outlining cleaning and disinfecting protocols to ensure the school maintains a safe working and learning environment for all staff and students.

- All Custodial/Maintenance staff will be required to wear masks and gloves while cleaning and disinfecting.
- Custodians will base the level of cleaning on the area's occupancy and use
 - If an area has been unoccupied for five or more days only routine cleaning will be needed. Routine cleaning includes cleaning visibly dirty surfaces with soap and water.
 - If an area has been occupied within the past 24 hours a more thorough cleaning and disinfecting protocol has been put in place.
 - Outdoor areas will generally require only routine cleaning. Frequently touched outdoor hard surfaces, including handrails, door handles, and outdoor tables will be cleaned regularly throughout the day.
- Faculty and staff members will be provided alcohol wipes or spray bottles with disinfectant and encouraged to disinfect frequently touched surfaces in their area after daily use. Examples include tables, desks, counters, keyboards, and telephones.
- On a continuous basis throughout the day, custodial staff will provide routine cleaning of utilized spaces as well as disinfection of frequently touched surfaces such as door handles, handrails, light switches and restrooms.
- Custodial/maintenance staff will use EPA-approved disinfectants for all surface cleaning.
- Custodial/maintenance staff will use EPA-approved GenEon disinfecting misters and/or Victory electrostatic disinfection sprayers for open spaces including offices, classrooms, hallways and restrooms.
- All products used for cleaning and disinfecting are EPA-approved.
- All disinfecting products have either a three or 10-minute dwell time.
- All cleaning and disinfecting products are used according to products' safety data sheet (SDS)
- A listing of all products' safety data sheets (SDS) used for cleaning and disinfecting will be maintained in the Maintenance/Custodial office.
- All custodial/maintenance staff will be required to maintain a daily/weekly cleaning/disinfecting log.
 - The log will include the staff member's name, date, room as well as what cleaning and disinfecting tasks were completed.
- If it becomes known that an area has been exposed to a positive COVID-19 case, the area affected will be shut down immediately and a deep cleaning and disinfecting will take place before reopening.
 - All hard surfaces will be cleaned and disinfected using EPA-approved products.

- The affected area will be disinfected using the GenEon mister, Victory electrostatic disinfection sprayers and/or other EPA-approved products.
- If needed, porous materials (e.g. carpeting) will be cleaned utilizing appropriate cleaning solutions (e.g. carpet cleaning machine with solution).
- This cleaning and disinfecting plan will be reviewed and revised as needed and as updated CDC/DPH guidance is provided.
- Students will be tasked with assisting with daily disinfecting. This will occur at the end of each class as students will be provided with non-invasive cleaner with shortened dwell time that will allow the student to quickly disinfect their desk in order to provide a clean area for the incoming student for the next period.

Hygiene, Handwashing and Safety

Handwashing removes pathogens from the surface of the hands. While handwashing with soap and water is the best option, alcohol-based hand sanitizer (at least 60 percent ethanol or at least 70 percent isopropanol) may be utilized when handwashing is not available. As has always been the case, handwashing should be used whenever hands are visibly soiled and after using the bathroom. Therefore, during in-person instruction...

- Students and staff are required to exercise hand hygiene (handwashing or sanitizing) throughout the day.
- Handwashing: When handwashing, individuals should use soap and water to wash all surfaces of their hands for at least 20 seconds, wait for visible lather, rinse thoroughly, and dry with an individual disposable towel.
- Hand sanitizing: If handwashing is not feasible, hand sanitizer with at least 60 percent ethanol or at least 70 percent isopropanol content can be used. Hand sanitizer should be applied to all surfaces of the hands and in sufficient quantity that it takes 20 seconds of rubbing hands together for the sanitizer to dry.
- Monty Tech has installed over thirty hand sanitizer stations throughout the building including at least two per hallway. Within classrooms, multiple bottles of hand sanitizer will be available to students and school personnel.
- Finally, in support of preventing the spread of the virus, all classrooms will be provided two methods of disinfecting student desks at the end of each class. Students will be asked to quickly clean their desktop using either disinfectant wipes or sprays, which both have shortened disinfection times. At the end of each school day, the custodial staff will do a thorough disinfecting of spaces using different products designed to be used in the electrostatic Victory sprayers and/or the GenEon misters.

Masks/Face Coverings

The standard set forth by the MA Department of Public Health and DESE (supported by Governor Baker's COVID-19 Executive Order No. 31) is that ***masks are required at all times***. Public health experts indicate that the best way to stop the spread of COVID-19 and to keep our school

community safe is the use of face masks/coverings. Therefore, masks and face coverings will be required for all students and staff while in the building, on school grounds and or on school transportation. Masks/face coverings should be worn even when physical distancing is observed. The mask/face covering shall cover the nose and mouth. Per CDC guidance, individuals may be excused from this requirement for the following reasons:

- Trouble breathing
- Is unconscious
- Is incapacitated
- Cannot remove the mask/face covering without assistance

Additionally, students/staff with medical, behavioral, or other challenges who are unable to wear masks/face coverings may have the option of wearing a face shield. Face shields are additional possible mitigation strategies but do not replace the standard and requirement of mask/face coverings and do not provide adequate protection when used alone. Thus, face shields will need to be of the type that have a neck gaiter to properly contain potential respiratory droplets. Parents may not excuse their child from the face mask/covering requirement by signing a waiver. Exceptions to the policy, under aforementioned criteria, must be approved by the building principal in consultation with the school nurse or local Board of Health.

- Masks/face coverings should be provided by the student/family, but extra disposable face masks will be made available by Monty Tech for students who need them. Families should wash reusable masks/face coverings daily.
- If a family is experiencing financial hardship and unable to afford masks/face coverings, Monty Tech will endeavor to provide masks.
- Masks/face coverings are required to be worn by everyone on the bus during school bus transportation.
- As with other apparel in school, all masks/face coverings should not display inappropriate images, phrases, or words, as determined by faculty and administration.

Mask Breaks

The Department of Elementary and Secondary Education has acknowledged the importance of providing selected “mask breaks” where students and school personnel would be able to remove temporarily their masks. In this guidance, DESE recommends at least two mask breaks during the school day including one during lunch. Besides that, the suggestions include allowing students to go outside or to do so indoors but with classroom windows open and in areas where students can stand six feet apart. At Monty Tech, many shops have direct access to the outdoors via garage doors and the spaces in many shops would allow for a designated space for mask breaks for individual students. However, especially since many classrooms do not have windows that open, Monty Tech will allow teachers to take their classes outdoors, have them socially distance and then remove their masks for a break. This can be done voluntarily on an individual teacher’s decision. Students must be supervised at all times during a mask break. Administration is currently reviewing the daily schedule to standardize mask breaks to ensure all students in academics receive recommend minimum daily mask breaks.

Physical Distancing

The Department of Elementary and Secondary Education encourages districts and schools to provide six feet of distance between individuals where feasible. However, a minimum physical distance of three feet, as recommended by the World Health Organization, has been established when combined with the other measures outlined in this plan.

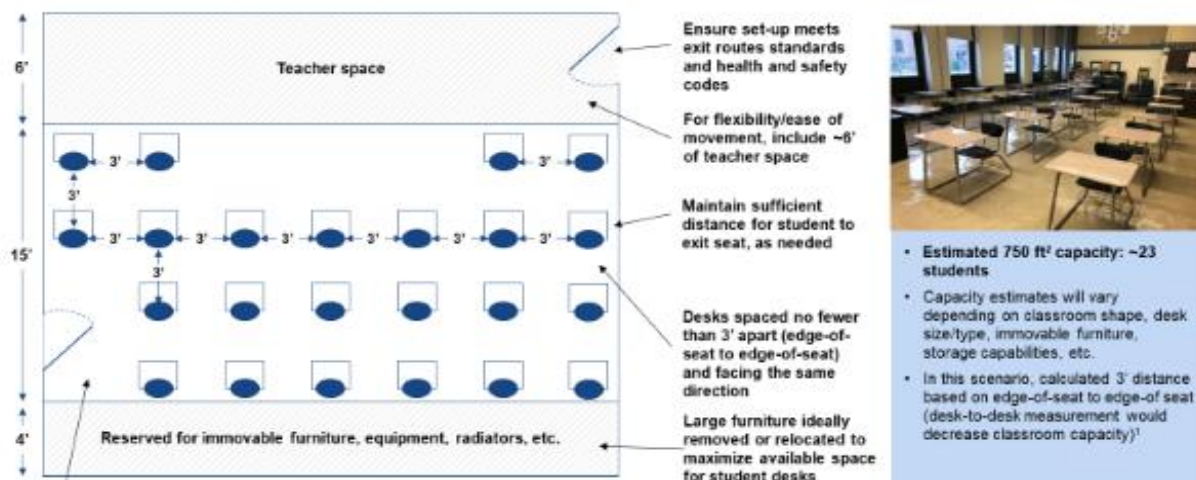
- As reviewed and advised by the Massachusetts COVID-19 Command Center Medical Advisory Group, Monty Tech will enforce a physical distance of six feet when feasible, but will generally allow three feet as the minimum distance allowed within the classroom environment.
- To the extent possible, within academic, tutorial and related classroom spaces, Monty Tech will configure desks to be spaced no fewer than three feet apart. In addition, all desks will be configured in the same direction. (Note – In support of contact tracing efforts, all classes will have designated assigned seating for students.)
- Within vocational shops and service areas, workstations, equipment and machinery, when feasible, will be spaced at a physical distance of six feet but it will allow three feet as a minimum distance allowed.
- Alternative spaces in the school (e.g., cafeteria, library, small gymnasium, and the PAC) will be repurposed to increase the amount of available space to accommodate the maximum distance possible.

Classroom Configurations

Classroom desks will be spaced no less than 3 feet apart, per DESE guidance. Each student will have an assigned seat/table in every class as well as during lunch, and all desks will face in the same direction. To achieve physical distancing recommendations and appropriate instructional configurations, all unnecessary furnishings have been removed from classrooms and stored appropriately, and spaces such as the school's library, SMART Room, and auditorium will be repurposed to accommodate specific needs. The diagram below outlines best practices for classroom setup in order to maximize capacity while adhering to health and safety requirements. We have physically measured each classroom to make sure that space is being maximized to the extent possible, within state guidelines.

Example A4: Fits ~23 individual desks with 3' physical distancing

(Dimensions: 750 sq. ft., 25' x 30')



Cafeteria and Additional Lunch Location Configuration

Students will be designated to an assigned lunch period, lunch location, and an assigned seat, adhering to physical distancing requirements and providing healthy and safe environment. Lunch locations will include the school cafeteria, auxiliary gymnasium, and outdoor courtyard. Traditional lunch tables have been replaced with 4 ft. tables to ensure proper distancing and consistent seating assignments. Because students will need to remove their masks for eating, they will be spaced a minimum of 6 feet apart (further where feasible). Administration and staff will be present to monitor that students do not mingle and that face masks/coverings are worn at all times except when eating. Tables and other surfaces will be cleaned between lunch periods, and all cleaning will consist of using EPA approved disinfectant and proper disposal of materials used to wipe surfaces. School nutrition as well as custodial staff will perform this surface cleaning and ensure there are adequate disposal bins conveniently placed to assist students with cleaning their own eating area after meal consumption.

Students will be advised on proper mask removal and placement prior, during, and after meal consumption. Students will be advised:

- To remove their mask/face covering by handling the ties or back/ear areas of the mask only after being seated
- To not touch the outside or inside of the part covering the face.
- While eating, masks should be placed on a napkin, paper towel, or other container on the table, with the inside of the mask facing up.
- Masks should be put back on before leaving the seat.

Transportation

We have developed transportation procedures in accordance with DESE's [Fall Reopening Transportation Guidance](#). The district will implement the following core practices on school buses:

- Masks - All staff and students on the bus, regardless of age, are required to wear masks at all times;
- Distance - Students will sit one person per bench, alternating sides per row; children from the same household may sit together on one bench;
- Ventilation - Bus windows must remain open at all times unless not possible due to extreme weather conditions; all roof vents will remain open;
- Seating - Students must remain in their seats at all times facing forward; students may not eat, sing, shout, or share items while on the bus;
- Hand sanitizer will be available on all buses.

Bus drivers will receive training on screening for COVID-19 symptoms. If a child presents with symptoms, the student will not be permitted to board the bus. The parent or caregiver must contact

the school nurse before bringing their child to school. If a student becomes ill with COVID-19 during the school day, the student will not be permitted to ride the school bus home.

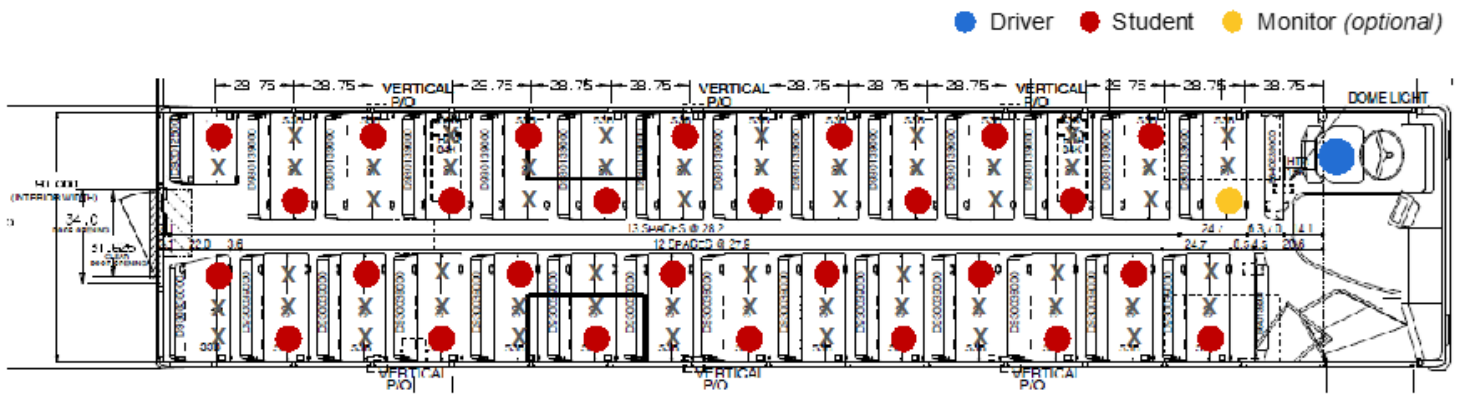
All school buses will be cleaned and disinfected, utilizing an EPA approved disinfectant, between runs and at the end of each day.

The diagram below represents an 83-passenger bus configured in compliance with DESE Guidance. Buses used for school transportation will leave the bench immediately behind the driver's seat vacant to maintain physical distance for the driver.

Bus Model: 83-passenger bus

Max capacity with physical distancing requirements: 28 passengers (33% full capacity)

Seat map configuration:



The table below estimates the revised maximum capacity of school buses under the configuration above (not including bus monitors or scenarios with multiple children from the same household).

Bus model	Maximum occupancy (excluding students who could sit together from same household)	Percentage of full bus capacity
83-passenger bus	28 passengers	33%
77-passenger bus	25 passengers	32%
71-passenger bus	23 passengers	32%
47-passenger bus	15 passengers	32%
29-passenger bus	9 passengers	31%
26-passenger bus	8 passengers	31%
22-passenger bus	7 passengers	32%
14-passenger bus	6 passengers	43%
8-passenger bus	4 passengers	50%

Monty Tech primarily uses 83-passenger buses to transport students to and from school. The District also utilizes 8-passenger vans/buses to transport students to extracurricular and off-site activities. In compliance with the above table, ridership on all bus routes will be limited to maximum occupancy noted above.

Self-screening Health and Wellness

Checking for symptoms each morning by families and caregivers will serve as the primary screening mechanism for COVID-19 symptoms and is critical to maintaining a healthy environment.

Students, with the assistance of families, must be monitored daily for symptoms, and must stay home if feeling unwell. Everyone must do their part to protect others and not come to school if they are exhibiting any COVID-19 symptoms or are feeling sick. The single most important thing to do if any of the following symptoms are present is to stay home. Our collective health relies, in part, on individual attention and responsibility. Note that some symptoms of COVID-19 are the same as the flu or a bad cold; please do not assume it is another condition. When in doubt, stay home.

Self-Screening Checklist - Please **STAY HOME** if you have any of the symptoms listed below.

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

If students have any of these symptoms, the District suggests they get a test for active COVID-19 infection prior to returning to school. A [list of test sites is available here](#), and Massachusetts also has an [interactive testing map](#). Staff and students who have symptoms should also contact their primary care physician for further instructions.

It is critical that families and caregivers check their child every morning for the aforementioned symptoms. This will serve as the primary screening mechanism for COVID-19. DESE does not require schools to institute screening procedures at the point of entry and does not recommend temperature checks. Faculty and staff working with students will report to the nurse if they suspect any student of exhibiting COVID-19 symptoms or other illnesses.

Screening procedures are not required at the point of entry to the school, however, Monty Tech staff (as well as bus drivers) will observe students throughout the day and refer students who may be symptomatic to the school healthcare point of contact.

- To minimize transmission of COVID-19, we have designated a COVID-19 isolation space for individuals displaying COVID-19 symptoms during the school day. This space is separate from the school nurse’s office. When in use, one of the three school nurses will be assigned and present in this area. When not in use (i.e. no patients), this room will be locked. The room, will be thoroughly sanitized with an EPA approved disinfectant after each use. All material used in sanitation will be properly disposed of in accordance with all applicable guidelines.
- All school nurses will be trained and comprehensively familiar with proper PPE usage, patient interaction, and cleaning/disinfecting protocols to minimize transmission/contact with the virus. An individual that shows signs of COVID-19 symptoms will be moved to this designated room until they can be picked up by a family member. A student with symptoms may not be allowed to drive themselves home. Students with symptoms will need to leave the school promptly and are not allowed to remain in the building and/or access school transportation.
- If a student or staff member develops symptoms related to COVID-19 or comes in close contact to an individual who has been diagnosed as positive (Defined by DESE as being within 6 feet of the student or staff for at least 10-15 minutes in a classroom, in other school spaces, on the bus, or at an extracurricular activity) then the district will follow the DESE guidelines outlined below:

<u>Event</u>	<u>Location of Event</u>	<u>Testing Result</u>	<u>Quarantine</u>
Individual is symptomatic	If an individual is symptomatic <u>at home</u> , they should stay home and get tested.	Individual tests <u>negative</u>	Return to school once asymptomatic for 24 hours
	If an individual student is symptomatic <u>on the bus or at school</u> , they should remain masked and adhere to strict physical distancing. The students will be met by the nurse and brought directly to the designated COVID isolation room until they can go home. They should not be sent home on the bus.	Individual tests <u>positive</u>	Remain home (except to get medical care), monitor symptoms, notify the school, notify personal close contacts, assist the school in contact tracing efforts, and answer the call from local board of health or MA Community Tracing Collaborative. Most people who have relatively mild illness will need to stay in self- isolation for at least 10 days <u>and</u> until at least 3 days have passed with no fever and improvement in other symptoms.
	If an individual staff member is symptomatic at school, administration should find coverage for the teacher’s duties and then send the teacher home to be tested.	Individual <u>is not tested</u>	May return to school 10 days from the start of symptoms as long as their symptoms have improved and have been fever free for 24 hours without fever reducing medication.

Individual is exposed to COVID-19 positive individual	If an individual is <u>at home</u> when they learn they were in close contact with an individual who tested positive for COVID-19, they should stay at home and be tested 4 or 5 days after their last exposure.	Individual tests negative	Must self-quarantine for 14 days after last exposure to the person who tested positive
	If an individual is <u>at school</u> when they learn they were in close contact with an individual who tested positive for COVID-19, they should be masked for the remainder of the day (including K-1 students) and adhere to strict physical distancing. At the end of the day, they should go home and should not take the bus home.	Individual tests positive	Remain home (except to get medical care), monitor symptoms, notify the school, notify personal close contacts, assist the school in contact tracing efforts, and answer the call from local board of health or MA Community Tracing Collaborative. Most people who have relatively mild illness will need to stay in self- isolation for at least 10 days and until at least 3 days have passed with no fever and improvement in other symptoms.
	They should stay at home and be tested 4 or 5 days after their last exposure.	Individual is not tested	Remain home in self-quarantine for 14 days from exposure

- If there is more than one confirmed COVID-19 case (students or staff) in the school at one time, or if there is a series of single cases in a short time span, school leaders and the superintendent will work with the local board of health to determine if it is likely that there is transmission happening in school.
- When there is suspected in-school transmission *beyond one cohort or a small number of cohorts*, school and district leaders will consult with the local board of health as to propose next steps. These steps may include, *for example*, making a decision to a) close part of the school or the entire school for a short time (e.g. 1-3 days) for an extensive cleaning or other facility mitigation, or b) close the school partially or fully for the longer duration of a 14-day quarantine period.
- Before a final decision is made on a school or district closure, the superintendent must consult with DESE for further guidance.

Afterschool Hours

In recognition that the school must maintain a safe and healthy environment even after formal school hours, Monty Tech will be restricting the building use for afternoon activities. The general expectation will be that students will get on the bus at the end of the day since there will not be staffing that can assure that proper social distancing is followed. While we await formal guidance from the Massachusetts Interscholastic Athletic Association regarding fall sports, and all school-based club activities will be suspended until further notice. In addition, extra help nights will be

limited to specific days and by appointment so teachers can ensure that there are no gathering issues after hours.

Monty Tech School of Continuing Education will be operating on a reduced schedule, following similar health and safety protocols.

Academic Calendar

The revised Monty Tech 2020-2021 [calendar](#) is available on the district website. Faculty and staff return to school Monday, August 24th, and the first day for students is Thursday, September 10, 2020.

On July 27, 2020, Commissioner Riley, representing the MA Department of Elementary and Secondary Education (DESE) signed a Memorandum of Understanding ([MOU](#)) with the Massachusetts Teacher Association (MTA), the American Federation of Teachers (AFT) and the Boston teachers Union (BTU). The Commissioner has agreed to reduce the 180 day and student learning time requirements for the 2020-2021 school year to 170 days and 935 hours (for secondary schools), so long as districts begin providing instruction to students no later than September 16, 2020. Monty Tech faculty and staff will participate in a variety of professional development programs during those additional ten days, prior to the start of the school year, in preparation for reopening school in this new learning format. This professional development will include but not be limited to: remote learning, instructional technology in a vocational setting, health and safety, personal protection equipment (PPE), sanitation, and familiarization with the plans protocols to ensure adherence to all guidelines.



The Monty Tech Hybrid Learning Model

In implementing a hybrid model, Monty Tech is acknowledging the importance of face-to-face instruction while also noting that there are health and safety limitations in place that prevent the return of the entire student body. After careful consideration of the DESE requirements in conjunction with feedback from students, parents and faculty, Monty Tech has determined that the most appropriate return-to-school model would result in 50% of the student body receiving in-person learning at any given time.

This would occur within the school's current A/B Week model. As shown in the schedule below, during each school day, two grade levels of students, approximately 715 students, will be on-site. Except for Wednesdays, the grades onsite will be spread between academic and vocational classes. On Wednesdays, both grades that have shop that week will be in their programs together. See Appendix A for full-year calendar.

Family Self-determination

In some cases, families may make the self-determination to have their student forego in-person instruction, even during hybrid learning, due to the family's concerns regarding the nature of the

virus and its potential spread to the student or a family member. In such cases, Monty Tech will strive to provide direct instruction to those students through the use of live streamed or recorded lessons. Families who choose to forego any in-person instruction, and have determined that a fully remote option is most desirable, must inform District administration prior to the beginning of the school year. It should be noted that while parents/caregivers of students who require additional services have the option to opt out of in-person learning and choose a district’s remote learning program for their child’s instruction, they should do so with the understanding that the remote learning program may not provide as robust offerings as, or replace the full benefits of, learning in person. Students will be accountable to participate in all scheduled courses throughout the day, as described in the remote learning plan below.

Montachusett Regional Vocational School Hybrid 3x2 Vocational-Academic Plan

Approved by Monty Tech School Committee on August 5, 2020

A Week Grades 9&11: Academics Grades 10&12: Shops					
	Monday Day A1	Tuesday Day A2	Wednesday Day A3	Thursday Day A4	Friday Day A5
9th	Academic (Remote)	Academic (Remote)	Academic (Remote)	Academic (In-Person)	Academic (In-Person)
10th	Shop (In-Person)	Shop (In-Person)	Shop (In-Person)	Shop (Remote)	Shop (Remote)
11th	Academic (In-Person)	Academic (In-Person)	Academic (Remote)	Academic (Remote)	Academic (Remote)
12th	Shop (Remote)	Shop (Remote)	Shop (In-Person)	Shop (In-Person)	Shop (In-Person)

B Week Grades 10&12: Academics Grades 9&11: Shops					
	Monday Day B1	Tuesday Day B2	Wednesday Day B3	Thursday Day B4	Friday Day B5
9th	Shop (In-Person)	Shop (In-Person)	Shop (In-Person)	Shop (Remote)	Shop (Remote)
10th	Academic (Remote)	Academic (Remote)	Academic (Remote)	Academic (In-Person)	Academic (In-Person)
11th	Shop (Remote)	Shop (Remote)	Shop (In-Person)	Shop (In-Person)	Shop (In-Person)
12th	Academic (In-Person)	Academic (In-Person)	Academic (Remote)	Academic (Remote)	Academic (Remote)

Hybrid Remote Learning Schedule

As noted above, under the school's hybrid plan, students and their instructors will interact remotely for two or three days during each instructional A/B week. When students are learning from home, they are expected to follow their daily course schedule between 7:50 am and 2:40 pm. For example, between 12:34 pm - 1:13 pm, even though the student is at home, he/she should expect to participate in a virtual class or complete work for their Period 7 course.

All instructors will be in the building every day and, therefore they will be able to access all of their instructional materials and equipment during hybrid learning which will allow for more hearty instruction that includes all aspects of the course curriculum. NOTE: Traditional numeric grades will be implemented, as opposed to the credit/no credit marks that were issued during Spring 2020.

Attendance

Attendance will be tracked daily throughout all periods, whether in person or remote. During all remote sessions, students are expected to be signed in to the virtual learning session at the start of the class period. Latitude for any potential technology issues will be recognized allowing students 10 minutes of potential "disconnect" time whether that is at the start of the class or during the virtual session. Students are expected to be present and active learners throughout all instructional activities. While the student is not required to utilize the video aspect of an online session, they must be prepared to directly answer questions from the instructor at all times. If the instructor directly and verbally reaches out to a student twice during a ten-minute period and the student does not respond, then the student will be marked absent from that class.

Attendance may be verified through additional methods. For example, some online platforms will allow the instructor to monitor if the student signed in and for how long they were completing the assignment or watching a video. When this occurs, a student will be marked absent if the platform does not indicate the student's participation.

In addition, if an instructor has scheduled a one-on-one meeting with a student during the designated class period, it is the expectation that the student will be available at the designated time. If the student fails to attend virtually, then they will be marked absent for the class.

Finally, students who are marked absent from class time for a cumulative 3.5 hours during a given school day, will receive a full absence for the school day. Students and families should be aware that the school's attendance policy will remain in place no matter what learning model is in place.

Hybrid Remote Learning Accessibility for Special Populations

On Wednesdays under the hybrid learning model, there are no on-site academic classes. As a result, students on IEPs and 504 plans will have access all-day tutorial sessions provided by the

special education staff. This will be done by appointment in order to provide structure to the day. Further, IEP and 504 Meetings could still be held during the school day to ensure that students are receiving needed services. In addition, while they would need their own transportation, students could access afterschool tutoring or extra help even on those days that they received their daily instruction remotely.

Passing Time, Arrival and Dismissal

In support of the school's efforts to promote proper social distancing, Monty Tech will adjust how the students move about the school. During arrival, passing and dismissal times, students will be asked to properly socially distance with a minimum of three feet between themselves and their peers. To accommodate for this practice, passing time will be extended an additional two minutes (see below). In addition, the Facilities Manager will use signage to designate certain hallways and stairwells as single direction. Specifically, in buildings #1 and #2, all students will be required to move about the hallways in the counter-clockwise direction. They should further be mindful that stairs will be specifically labeled as up or down stairwells only. Lastly, when arriving to their classrooms during passing times, all students should be sure to assist with social distancing by allowing the departing class to empty from the room before newly arrived students enter the room.

In terms of arrival, students will remain on their bus until 7:30 am as buses will be emptied in small groups determined by their bus number in order to prevent crowds and large group gatherings. These students will enter the front of the building through a number of entrances, once again, in order to prevent large groups gathering. Similarly, students who drive to school will remain in their vehicles until allowed to enter the building at approximately 7:35 am. Students who are dropped off will directly enter the auditorium (if in academics) or main gym (if in shop) where they will be socially distanced until dismissed at approximately 7:40 am to go to class.

During dismissal, students who drive their own vehicles will be dismissed at 2:35 pm before the bus dismissal. Afterwards, beginning at 2:38 pm, students will be dismissed incrementally every three minutes and approximately four buses at a time. Each of the buses will be from different towns so that they will be spread across the parking lot to limit large groups. Once again, proper social distancing will be enforced until the last bus departs.

Traffic Pattern

To the extent possible, Monty Tech will implement the following measures to increase safety precautions in common areas during transitions: one-way traffic in hallways and stairways (where feasible), designated entry and exit doors, and permission to transition to classrooms outside (on sidewalks only). Buildings #1 and #2 stairwells have been configured for one direction. As students move through bi-directional hallways, they will stay to the right and maintain distancing. In larger rooms where there are multiple points of access/egress, individual points will be designated entry and/or exit points. Where possible (i.e. not a violation of fire code) doors will be propped open to minimize touch points. Signage will be placed throughout the building indicating the flow of traffic and reminding students to physically distance (i.e. proper mask protocols, directional arrows, and 3-6 feet spacing indicators, etc.).

HYBRID ACADEMIC BELL SCHEDULE 2020-2021

Week A, Grades 9 & 11 in Academics

Week B, Grades 10 & 12 in Academics

Ten (10) Minute Faculty Bell	7:35	
Five (5) Minute Warning Bell....	7:40	(Students proceed to 1 st Period)
First (1 st) Period Attendance	7:45	
Period 1	7:50.....	8:29
Period 2	8:35.....	9:12
Period 3	9:18.....	9:55
Period 4	10:01.....	10:38
Period 5 (Bldg. 2 & 5).....	11:08.....	11:47
Period 5 (Bldg. 1, 6, 7 & Gym)	10:42.....	11:21
Period 6	11:52.....	12:31
Period 7	12:34.....	1:13
Period 8	1:19.....	1:56
Period 9	2:02.....	2:40
Bus Departure Bell.....		2:49
		Academic Lunch #1 - (10:38-11:03)
		Academic Lunch #2 - (11:21-11:47)

LUNCH BELL SCHEDULE

Lunch 1A, Culinary	10:09.....	10:34	
Lunch 1, Academics.....	10:38.....	11:03	Bldg. 2 & 5
Lunch 2, Academics.....	11:21.....	11:47	Bldg. 1, 6, 7 & Gym
Lunch 3, Shops.....	11:55.....	12:20	
Lunch 4, Shops.....	12:20.....	12:45	

SHOP LUNCH SCHEDULE

Lunch 3 - 11:55 a.m. – 12:20 p.m. - All students in the following trades:

Auto Body/ Collision Repair	HVAC & Property Maintenance
Automotive Tech	Machine Technology
Cabinetmaking	Masonry
Carpentry (House)	Vet Science
Graphic Communications	Welding/Metal Fab

Lunch 4 - 12:20 p.m. – 12:45 p.m. - All students in the following trades:

Business Technology	Electrical
Cosmetology	Engineering Tech.
CAD Drafting	Health Occupations
Dental Assisting	Information Tech.
Early Childhood Ed	Plumbing

Breakfast and Lunch Service

Monty Tech will no longer accept cash payments in order to avoid passing potentially infected money back and forth. Instead, families will be asked to pre-pay by using their MySchoolBucks cafeteria account. To register for a cafeteria account, please visit:

www.myschoolbucks.com.

On a typical morning, Monty Tech will serve approximately 100 breakfasts to students. We currently estimate that this number of students can be accommodated in our cafeteria while maintaining a 6' distance while eating. As students enter the school after being released from their bus or the student parking lot, if they are receiving/purchasing a school breakfast, they will go directly to the cafeteria where they will pick up and eat their breakfast while maintaining 6' of social distance. Students will be required to arrive in their Period 1 class by 7:50 a.m. in order to begin the school day.

Lunches will take place in the cafeteria and the gymnasium. Students will be assigned to a specific area and period for the duration of in-person learning. Spaces where students sit will be clearly marked. Whereas, students will need to remove their masks for eating, they will be spaced a minimum of 6 feet apart (further where feasible) and face the same direction.

Administration and staff will be present to monitor that students do not mingle and that face masks/coverings are worn at all times except when eating. Tables and other surfaces will be cleaned between groups. Cleaning will consist of using EPA approved disinfectant and proper disposal of materials used to wipe surfaces. School cafeteria, as well as custodial, staff will perform this surface cleaning and ensure there are adequate disposal bins conveniently placed to assist students with cleaning their own eating area after meal consumption.

Students will be advised on proper mask removal and placement prior, during, and after meal consumption. Students will be advised:

- To remove their mask/face covering by handling the ties or back/ear areas of the mask only after being seated
- To not touch the outside or inside of the part covering the face.
- While eating, masks should be placed on a napkin, paper towel, or other container on the table, with the inside of the mask facing up.
- Masks should be put back on before leaving the seat.

Physical Education

On July 24, 2020, the Department of Elementary and Secondary Education issued [Guidance on Courses Requiring Additional Safety Considerations](#). At Monty Tech, those courses are delivered in the Physical Education department. With physical activity, individuals tend to breathe more heavily and speak louder, which increases the potential for dispersal of respiratory droplets. All Monty Tech physical education instructors will monitor activities to ensure adherence with DESE guidelines.

Career Vocational Technical Education (CVTE)

On July 29, 2020 DESE issued the [Career/Vocational Technical Education Reopening Guidance](#) for the fall to support the safe reopening of vocational technical schools and comprehensive schools offering vocational technical programs. The guidance includes appropriate safety measures to promote the safety of students, teachers, and staff. The Career/Vocational Technical Education (CVTE) Reopening Guidance was developed to address the special circumstances of learning in a “real work setting,” particularly where it may differ from traditional academic classrooms. The Statewide guidance group was composed of leaders and representatives from Career Vocational Agricultural Technical Education schools as well as DESE Office of College Career and Technical Education Office.

In addition to following the previously DESE issued reopening guidance documents, the CVTE programs at Monty Tech will follow workplace and industry guidance related to COVID-19 health and safety requirements to include:

- [Massachusetts COVID-19 Employee Health, protection, guidance and prevention](#)
- [Massachusetts Reopening: Mandatory Safety Standards for Workplaces](#)
- [Massachusetts Reopening: Sector-specific protocols and best practices, as applicable](#)
- [OSHA guidance, as applicable](#)
- [Chapter 74 Manual for Vocational Technical Cooperative Education](#)
- [Massachusetts Elements of Model Internship Programs](#)

Monty Tech CVTE programs will follow the federal and state guidelines for safe workplaces, industry-specific protocols, as well as DESE’s and other agencies’ COVID-19 health and safety guidelines, as outlined above. Additionally, CVTE programs will:

- Maintain safe student collaboration. Student collaboration, such as group projects, is a core part of vocational technical education. Student collaboration will be modified to accommodate all applicable health and safety guidelines. Programs will only utilize projects so that students can work collaboratively while still wearing masks and maintaining 6 feet of distance when feasible; 3 feet being the minimum distance allowed.
- Use proper eye protection. When used, face shields do not replace eye protection. Industry-standard eye protection will still be used when required. Masks must also be used when wearing a face shield. Face shields must be disinfected daily.
- Use proper hand coverings. Technical programs will follow industry guidelines on the use of protective hand coverings (gloves).
- Focus on safety training. Monty Tech will focus on safety training, including establishing new protocols necessary to mitigate COVID-19 for each CVTE program, with regular updates. These lessons will include the proper procedure for disinfecting PPE as well any tools and equipment.
- Prepare outdoor workspaces. When possible, programs will incorporate projects that can be done outdoors. In such instances, work sites will be outfitted with the required safety

equipment. Instructors must notify the Vocational Director's office if class is being conducted outside.

- Provide safe transportation. Student transportation (by van, bus, or other approved vehicle) will follow the same capacity guidelines, health and safety guidelines, and cleaning and disinfecting guidelines outlined in [DESE's Fall Reopening Transportation Guidance](#). Students must remain in the same seats to and from job sites.
- Maintain safe equipment and materials sharing practices. Sharing equipment and materials will be minimized when feasible, and in accordance with [DESE's Guidance for Courses Requiring Additional Safety Considerations](#). Technical programs will follow industry guidelines on the use of protective hand coverings (gloves). In shops where the sharing of hand tools and equipment is a necessity; work gloves or vinyl gloves will be required. Disinfecting those tools at the end of the day will be the responsibility of the individual shops.
- Minimize personal belongings onsite. Students will come to their class/program/technical area prepared and in uniform each day. Programs will follow the locker guidance in the Fall Reopening Facilities and Operations Guidance. Shop instructors will designate an area for student coats and bags. Keeping adequate distance between students' belongings.
- All customers or visitors must comply with DESE and industry health and safety standards, including wearing masks at all times.

Monty Tech students who have chosen to forego in-person instruction within the Hybrid Learning Model and are on a fully remote schedule, are not allowed/qualified to participate in the Monty Tech Co-operative Program.

CVTE Service-Related Programs

Monty Tech has a number of service-related vocational programs, that involve participation from external customers and the general public. In light of restrictions in place, and efforts to minimize traffic in the school, modifications to service-related programs have been made, as follows:

Automotive Technology and Automotive Collision

The Monty Tech Automotive Technology and Automotive Collision programs will abide by both the DESE reopening guidance and the [Massachusetts Reopening Mandatory Safety Standards for Workplaces](#). In implementing these guidelines, automotive technology and automotive collision programs should:

- **Provide appointment-based services only.** For services provided to external customers (i.e., the public), service should be by appointment only to limit interaction.
- **Minimize public entry to the building.** Create drop-off and pick-up procedures that do not require personal interaction, such as key drop-boxes. If customer interactions are needed, they must occur outside of the building.
- **Consider online payment systems.** If feasible and to limit interaction with customers, consider using or creating online booking systems with automotive service signature and credit card payment options.

Cosmetology

The Monty Tech Cosmetology program will abide by both the DESE reopening guidance and the [Massachusetts Safety Standards and Checklist for Close Contact Personal Services](#). In implementing these guidelines, cosmetology programs should:

- **Limit customers.** Cosmetology sites should only serve classmates and staff for the first two months of operations and not permit external customers. Use of mannequins should be prioritized as feasible.
- **Limit services.** Haircuts and other services are permitted if the individuals are not face-to-face for extended periods of time, so long as DESE and industry safety standards are followed. These standards include wearing masks, gloves, gowns or smocks, and prescription glasses, safety glasses, or goggles.

Culinary Arts

The Monty Tech Culinary Arts program will follow both the DESE reopening guidance and the [Massachusetts Safety Standards and Checklist for Restaurants](#). In implementing these guidelines, culinary arts programs should:

- **Limit customers.** Culinary sites should only serve internal guests (e.g., staff and students) within a dine-in restaurant setting for the first two months.
- **Set up online ordering for curbside pick-up for external customers.** This will enable a broader customer base to buy food at the restaurant while limiting the number of external customers entering the building.
- **Designate meal pick-up sites.** In order to further limit interaction with customers, sites should identify a single area where meals will be picked up.
- **Set up disinfecting stations.** These should be available at the front and back of the house for students and staff.

Graphic Communications

The Monty Tech Graphic Communications will abide by both the DESE reopening guidance and the [Massachusetts Reopening Mandatory Safety Standards for Workplaces](#). In implementing these guidelines, graphic communications and marketing programs should:

- **Limit external customers.** For external customers, graphic communications and marketing programs should utilize virtual operations.
- **Provide appointment-based services only.** For services provided to external customers, service should be by appointment only to limit interaction.
- **Minimize public entry to the building.** Create pick-up procedures for graphic communications and marketing products that do not require personal interaction.

Veterinary Science

The Monty Tech Veterinary Science program and Veterinary Clinic will abide by current CDC guidelines for the veterinary industry, as outlined [here](#).

- **Setup curbside pickup protocols for appointments.** Under this protocol, clients remain in their vehicles and do not enter the clinic. Where Curbside protocols are in place, only Monty Tech Veterinary Clinic staff and students will be allowed into the clinic during

school hours. Patient transfers will be conducted by Monty Tech Veterinary Clinic personnel only.

- **Establish controls for social distancing between clinic staff and students, to include:**
 - Enforcement of social distancing guidelines as set by Monty Tech administration
 - Development of work/ care teams: staff and students will be separated into working units
 - Designated work zones to restrict students and staff to assigned areas in the clinic/limit work flow
 - Coordinated patient care to minimize interactions
 - Create one way traffic flow throughout clinic
 - Minimize personal exposure and use of proper hygiene
- **Engage in safe work practices, including:**
 - Adhering to Safety Postings/Signage
 - Establishing and adhering to Cleaning and Disinfecting Guidelines and Procedures
 - Use of proper hygiene
 - Minimizing personal exposure through cohorts
 - Participation in health screenings: for staff, students, clientele

Cooperative Education (Co-op), Clinical Placements, and Internships

There will be no Cooperative Education placements made to any healthcare, dental or early childhood facilities by any career area until further notice. Currently, clinical sites for health careers are not accepting students due to the increased risk of COVID-19. We anticipate that clinical sites will not accept students for at least the first two months of the school year due to the ongoing risk of COVID-19. We will revisit this in future guidance based on COVID-19 trends.

At this time, co-op placements and internships are limited to seniors only. Cooperative education and clinical placements must abide by the DESE reopening guidance and follow the Manual for Chapter 74 Vocational Technical Cooperative Education. Internships must follow the Massachusetts Elements of Model Internship Programs. These employers must provide COVID-19 safety procedures for their workplace. At a minimum, these procedures should follow current OSHA guidelines on Returning to Work and OSHA’s guidance for specific industries. Internship programs should follow the same procedures.

Every Co-op site must be inspected for safety and adherence to Covid-19 protocols prior to the student placement. A record of the inspection and a completed COVID-19 compliance checklist (template found [here](#)), must be on file prior to students beginning these programs.

Full In-Person Learning Model

Governor Charlie Baker recently encouraged those communities that “meet all the benchmarks that are being used across the country and across New England to make decisions about whether

it's safe to go back to school" to feel confident that they can open schools, at least on a hybrid basis that would incorporate both in-person instruction with remote learning. While Commissioner Jeffrey Riley made the preferred instructional model clear as he stated DESE's goal is, "the safe return of as many students as possible to in-person school settings, to maximize learning and address our students' holistic needs," he quickly added that the guidance attempts to "balance the health and safety risks of COVID-19 with the health, safety, socioeconomic, and achievement risks of keeping students out of school."

The Monty Tech COVID-19 Response Team considered all guidance documents, carefully reviewed district capacity, transportation needs, and individualized student needs. School leaders agree that in-person learning is the ideal educational standard, and would enable the District to best address critical learning gaps that have likely widened during the recent school closures as well as provide academic, vocational and student support services to students on a daily basis. However, using the proposed guidance for bus transportation, limited space to provide for the consumption of meals, and physical distancing requirements in classrooms, vocational areas and during transitions, Monty Tech is simply unable to adhere to the state-issued guidelines, and provide a safe and healthy learning environment for all students and staff at this time.

The Full Remote Learning Model

In the full remote learning model, students learn remotely with no in-person component. While Monty Tech is committed to providing as much in-person instruction as is possible while protecting the safety and health of our students, faculty and staff, the District acknowledges that the overall health conditions of the Commonwealth concerning the control of the spread of the virus remains unpredictable. Therefore, the district has developed an additional plan to implement remote instruction in the event a school closure order is issued by Governor Baker or a temporary closure in response to a diagnosis of multiple members in the school community is deemed necessary.

In addition, this plan is available to:

- Individual students who require or choose a full-time remote learning option
- Symptomatic students who need a short-term remote learning option during isolation, and
- Asymptomatic students who came into contact with a COVID-19 carrier and need a short-term remote learning option during isolation.

These students, rather than attending in-person for academics (2 days) or shops (3 days), would engage in all online learning. This model is expected to be more rigorous than the online learning platform delivered in Spring 2020, with a more structured, well-defined school day that includes the tracking of attendance, the full implementation of numeric grading procedures and the delivery of regular and consistent feedback to students, as outlined in [DESE's Remote Learning Guidance for Fall 2020](#) document.

Students engaging in a full remote learning model will have access to content (both academic and vocational), asynchronous instruction, assignments, schedules and communications. Through the instructors' adopted student learning platform, students may post completed assignments, questions and communications. Monty Tech has purchased full Zoom licenses for use by instructors in the delivery of synchronous 'live' instruction, allowing teachers to view and assess engagement of all class participants, students, through live video.

Remote Learning Schedule

If the school implements a remote learning model during the 2020-2021 academic year, students and teachers will be expected to follow the daily class schedule on every day that school is in session. Thus, if a student is scheduled in his/her English class during Periods 1 & 2, then they should be prepared to complete course work, view instructional videos or participate in virtual classes through an online meeting platform during that time from 7:50-9:12 am. The essential expectation is that students will be participating in direct personal instruction for the full day of school while at home.

In terms of instructional practices and the delivery of the course curricula, students will connect with each of his/her teachers virtually on a daily and period-by-period basis as if class was in person. The instructional activity will vary, but the essential factor is that the student will sign on and connect online with their instructor during every academic class. In terms of vocational instruction, at a minimum, students should expect to be signed on and receiving direct personal instruction for 3.5 hours of the school day. Clearly, since students are in shop for the full day, instructors will have the liberty to set the time that those activities will occur throughout the full day.

Again, it is the expectation that the student is available throughout the school day from 7:50 am - 2:40 pm for instructional activities and assessments. This significant change to past remote learning models must occur in order to ensure that students are receiving instruction that includes all elements of the designated course curriculum.

Attendance

Student attendance will be tracked daily throughout all periods. During all classes, students are expected to be signed in to the virtual learning session at the start of the class period. Latitude for any potential technology issues will be recognized allowing students 10 minutes of potential "disconnect" time whether that is at the start of the class or during the virtual session. Students are expected to be present and active learners throughout all instructional activities. While the student is not required to utilize the video aspect of an online session, they must be prepared to directly answer questions from the instructor at all times. If the instructor directly and verbally reaches out to a student twice during a ten-minute period and the student does not respond, then the student will be marked absent from that class.

Again, students will connect with their instructor at some point for every class period in order to be marked present for that particular class. However, attendance may be verified through

additional methods. For example, some online platforms will allow the instructor to monitor if the student signed in and for how long they were completing the assignment or watching a video. When this occurs, a student will be marked absent if the platform does not indicate the student's participation.

In addition, if an instructor has scheduled a one-on-one meeting with a student during the designated class period, it is the expectation that the student will be available at the designated time. If the student fails to attend virtually, then they will additionally be marked absent for the class.

Finally, students who are marked absent from class time for a cumulative 3.5 hours during a given school day, will receive a full absence for the school day. Students and families should be aware that the school's attendance policy will remain in place no matter what learning model is in place.

Grading

Students in remote learning will receive traditional numeric scores based on the student's demonstration of mastery rather than simply on effort. Assessments may be in the form of online exams that students complete at home, project-based assessments where students present work related to their vocational program through their own video recordings or written work in the form of research papers or narratives that are submitted electronically.

Assessments at a higher level will be more feasible because students and instructors will be following the day-to-day school schedule. Therefore, if a student has a question or needs further explanation, like when they are in class, they will know that the teacher is available to answer questions during their class time through email or virtual chat. Meanwhile, students on IEPs will have the opportunity to access their additional supports through their daily Learning Support class. Finally, additional supports will be available afterschool in the form of our traditional tutoring support, which will be held virtually.

Communication and Accessibility

Without question, the greatest liability to student achievement in remote learning is the ability to communicate new course content directly to students while also ensuring student understanding of expectations. It is our intention that by requiring students to become regular participants in learning activities by mandating participation in daily lessons while following the school schedule will do much to improve that communication. Again, the student's priority must be their school work.

Thus, while there should be much improved communication due to mandatory meeting times, it is clear that additional connections must be made. For example, an instructor may require a student to participate in a one-on-one virtual meeting. When a teacher schedules such a meeting, the student is expected to sign-on and attend. It should essentially be considered as if a teacher asked a student to come up to their desk to review an assignment in the classroom. However, this standard will be applied in both directions. If a student requests direct support from an instructor, it would be the expectation that the instructor responds by the end of the following school day.

Further, instructors will be urged to complete their communication with both students and parents through one primary online platform, which should assist in ensuring that both parties know where to find school-parent communications.

Meanwhile, with a return to traditional numeric grading, the importance of students and parents monitoring their X2 portal returns. Teachers will update their grading in regular and timely intervals, and this information will allow students and parents the awareness of how the student is performing in the class. We will further maintain our regular distribution of formal progress reports during any remote learning period.

Student Support Services

Monty Tech has taken measures to ensure services provided to students with disabilities, English learners (EL's), former EL students, and Economically Disadvantaged students align with state and federal regulations and as detailed in DESE's [Comprehensive Special Education Guidance for the 2020-21 School Year](#) document. All staff providing direct service to students will be provided professional development related to COVID-19 health and safety standards, including the proper use of PPE. Procurement of PPE and facility modifications have already begun to ensure the safety of our school population and community.

During the 2020-2021 school year, all TEAM meetings will occur virtually to ensure all health and safety requirements are honored.

Within each of the service delivery model, considerations for maximizing in-person learning will be made when developing schedules. The ESL teacher will provide direct instruction for all EL students as well as additional sheltered instruction, as determined by the EL Team, during core academic classes. To support remote learning, Monty Tech issues 1:1 Chromebooks and has purchased software platforms that allow for virtual access to teachers, support staff, and related service providers. Use of equipment and software will occur across models to allow for proper training, familiarity, and ease of use. Monty Tech will carefully consider the specific needs of each student with disabilities and deliver services in a setting that takes in to consideration the suitability of the setting given the student's individual needs. If applications, extensions, or additional software are required to ensure seamless access to services, they will be considered and provided.

In person direct special education services will be provided if the district returns to full time in-person learning. Current health and safety requirements will shift to include the use of PPE and COVID protective devices such as plexiglass guards, clear facemasks, etc. Provisioning for a hybrid model, Monty Tech will deliver services face-to-face in addition to implementing the use of platforms that will maximize in person learning for students with disabilities and/or language barriers. This will include Zoom, Google Meet, and/or electronic communication on a school issued device. Lastly, if the school enters into a remote learning model strictly, special education

services would be delivered through the virtual platforms and software programs designed to address their individual needs would be implemented. All students receiving services based on their special population designation will be expected to meet the robust rigor and requirements as proposed within the districts remote learning plan. Each model will consist of a consistent schedule of classes, interventions, services, and therapies.

This consistent schedule of classes, interventions, services and therapies includes time spent interacting directly with teachers and related service providers on a regular basis, as well as some independent work time, as appropriate, and opportunities for interacting with classmates. Synchronous remote lessons or tele-therapy sessions will be provided via telephone or video conferencing. Students might also receive asynchronous instruction from pre-recorded videos of lessons to follow at home. For students receiving the majority of their daily instruction through special education, teachers and therapists will assign supplemental work (beyond lessons taught synchronously or asynchronously) during the school day that can be accomplished independently with guidance from and accountability to the teacher or therapist.

Monty Tech will support the infrastructure needed to put in place the required Instruction and Services, including availability of computer devices (Chromebooks) and internet connectivity in students' homes, recommend appropriate communication platforms, and provide educator and parent training. Parent training topics may include the use of devices and electronic learning and communication platforms, troubleshooting technology issues, expectations for structured learning time, supporting students' social/emotional needs, etc., and trainings will be offered in parent's primary language.

TEAM meetings and strong communication with students and their families will occur to allow for clarity and understanding given each model. Collaboration and communication will be essential when providing services to students with disabilities and/or language barriers.

Social-Emotional Learning Supports

The social and emotional well-being of both our staff and students is at the forefront of our planning for the fall as we know that “in order for our students to engage and learn, we need to create environments that promote a positive sense of well-being and healthy connections between peers and with adults” (CASEL SEL Roadmap, 2020). In addition to the universal social-emotional support that will continue to be provided to all students, Monty Tech is planning how best to determine which students and families require immediate support and how to identify students who require support throughout the school year. In order to provide a successful school year for all students and staff it is essential for our district to “focus first on secure relationships and emotional safety” (CASEL SEL Roadmap, 2020) which will then allow our students to more successfully engage in academic and vocational learning.

- **Building Relationships** - All educators will work to develop supportive relationships with students and their families during the first 6 weeks of school. Educators in the high school setting will work to foster a sense of community in their academic and vocational classrooms and provide time and space to allow students to process feelings so that they

are better able to transition from a global crisis back into a school setting. In order to allow all students to feel safe in the school setting, the new school expectations of physical distancing and mask wearing will be directly taught in a positive and developmentally appropriate manner.

- School Provided Social-Emotional & Mental Health Support - The district's school counselors and school adjustment counselors will continue to provide both universal social-emotional support to all students and small group and individual supports as is determined to be appropriate given the safety and health guidelines that need to be followed during the school year. Counseling staff will be available to support students during school hours whether the student is in the school building or learning at home. Counseling staff will continue to consult with parents, educators, administrators and outside providers in order to best support all students throughout the school year.
- SEL & Mental Health Support Outside of School - The district will continue to make referrals to local mental health agencies to support students and their families who require additional social-emotional interventions in addition to those that we are able to provide in the school setting. Continuing our work with community partners, Monty Tech partnered with LUK, INC. to develop programming funded by the Department of Public Health. STAND (Students Taking A New Direction) is a partnership between LUK and Monty Tech to offer additional supports to students who are struggling with finding success at school, home and in the community. In STAND, students will work with a success coach to identify personal goals. While working with the success coach, they have the opportunity to meet individually during the school day and/or after school. Students have the opportunity to participate in therapeutic groups, as well as, attend adventure-based programs in the community. Success coaches assist with establishing community and in-home family support. It is one more opportunity to wrap up services for our students and families and encourage all students to meet success.

Conclusion

The health and safety of our Monty Tech community is our top priority. Although we would prefer to have no risk associated with the return to in-person learning, this is simply not possible. Consensus among medical and educational groups both locally and globally is that we must keep in mind not only the risk associated with COVID-19 for in-person learning, but also the known challenges and repercussions of keeping students out of schools. There is no substitute for in-person teaching and learning. It provides superior academic opportunities, hands-on vocational learning, the ability to support students' social-emotional needs, mental/physical health and mitigate the impacts of trauma. However, due to the ongoing nature of the virus and safety concerns, a balanced hybrid model is most appropriate for the Monty Tech educational community.

For these reasons and for the findings of our extensive review of the most recent data and research of medical, scientific, education, and professional leaders, and with full support of the Monty Tech School Committee, it is this team's recommendation to reopen in a Hybrid model. We recognize that data and research may change and the Monty Tech leadership team remains ready to pivot our plans based on new data/guidance/research to either go full remote and or, in a best case scenario, lift restrictions and return to full in-person learning.

We understand that the changing landscape of education is difficult to conceive and certainly not easy to adjust to – for our faculty, staff, students and their families, but we remain confident that the creativity of and resources available to Monty Tech instructors and students will enable a smooth transition to this new learning model. We humbly ask for your patience and flexibility as we navigate this new model, and your understanding that we will always put the best interest of your student at the forefront of every decision made.

Montachusett Regional Vocational School Hybrid 3x2 2020-2021 School Calendar*Approved by Monty Tech School Committee on August 5, 2020*

AUGUST - 2020						
Sun.	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.
PD	24 PD Day	25 PD Day	26 PD Day	27 PD Day	28 PD Day	PD
PD	31 PD Day					PD

SEPTEMBER - 2020						
Sun.	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.
PD		1 PD Day	2 PD Day	3 PD Day	4 PD Day	PD
A	Labor Day No School	8 PD Day	9 PD Day	10 Day A4	11 Day A5	A
B	14 Day B1	15 Day B2	16 Day B3	17 Day B4	18 Day B5	B (Pre-Exp.)
A	21 Day A1	22 Day A2	23 Day A3	24 Day A4	25 Day A5	A
B	28 Day B1	29 Day B2	30 Day B3			B (Exp. #1)

OCTOBER - 2020						
Sun.	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.
B				1 Day B4	2 Day B5	B (Exp. #1)
A	5 Day A1	6 Day A2	7 Day A3	8 Day A4	9 Day A5	A
B	Columbus Day No School	13 Day B2	14 Day B3	15 Day B4	16 Day B5	B (Exp. #2)
A	19 Day A1	20 Day A2	21 Day A3	22 Day A4	23 Day A5	A
B	26 Day B1	27 Day B2	28 Day B3	29 Day B4	30 Day B5 ½ PD Day	B (Exp. #3)

NOVEMBER - 2020						
Sun.	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.
A	2 Day A1	3 Day A2	4 Day A3	5 Day A4	6 Day A5	A
B	9 Day B1	10 Day B2	Veterans Day No School	12 Day B4	13 End Q1 Day B5	B (Exp. #4)
A	16 Day A1	17 Day A2	18 Day A3	19 Day A4	20 Day A5	A
A	23 Day A1	24 Day A2	25 Day A3 ½ Day	Thanksgiving No School	Thanksgiving No School	A
B	30 Day B1					B (Exp. #5)

DECEMBER - 2020						
Sun.	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.
B		1 Day B2	2 Day B3	3 Day B4	4 Day B5	B (Exp. #5)
A	7 Day A1	8 Day A2	9 Day A3	10 Day A4	11 Day A5 ½ PD Day	A
B	14 Day B1	15 Day B2	16 Day B3	17 Day B4	18 Day B5	B (Exp. #6)
A	21 Day A1	22 Day A2	½ Day Day A3	24	25	A
27	28	29 Holiday	30 Break	31	Jan 1	

JANUARY - 2021						
Sun.	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.
A	4 Day B1	5 Day B2	6 Day B3	7 Day B4	8 Day B5	B (Exp. #7)
B	11 Day A1	12 Day A2	13 Day A3	14 Day A4	15 Day A5	A
A	18 MLK Day No School	19 Day B1	20 Day B2	21 Day B3	22 Day B4	B (Exp. #8)
B	25 Day A1	26 Day A2	27 Day A3	28 Day A4	29 Day A5	B

FEBRUARY - 2021						
Sun.	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.
B	1 Day B1	2 Day B2	3 Day B3	4 Day B4	5 Day B5 End Q2	B (Exp. #9)
A	8 Day A1	9 Day A2	10 Day A3	11 Day A4	12 Day A5	A
14	15	16 Winter	17 Break	18	19	20
B	22 Day B1	23 Day B2	24 Day B3	25 Day B4	26 Day B5	B

MARCH - 2021						
Sun.	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.
A	1 Day A1	2 Day A2	3 Day A3	4 Day A4	5 Day A5	A
B	8 Day B1	9 Day B2	10 Day B3	11 Day B4	12 PD Day	B
A	15 Day A1	16 Day A2	17 Day A3	18 Day A4	19 Day A5	A
B	22 Day B1	23 Day B2	24 Day B3	25 Day B4	26 Day B5	B
B	29 Day A1	30 Day A2	31 Day A3			A

APRIL - 2021						
<u>Sun.</u>	<u>Mon.</u>	<u>Tues.</u>	<u>Wed.</u>	<u>Thurs.</u>	<u>Fri.</u>	<u>Sat.</u>
				1 Day A4	Good Friday No School	A
A	5 Day B1	6 Day B2	7 Day B3	8 Day B4	9 Day B5 End Q3	B
B	12 Day A1	13 Day A2	14 Day A3	15 Day A4	16 Day A5	A
18	19	20 Spring	21 Break	22	23	24
A	26 Day B1	27 Day B2	28 Day B3	29 Day B4	30 Day B5	B

MAY - 2021						
<u>Sun.</u>	<u>Mon.</u>	<u>Tues.</u>	<u>Wed.</u>	<u>Thurs.</u>	<u>Fri.</u>	<u>Sat.</u>
A	3 Day A1	4 Day A2	5 Day A3	6 Day A4	7 Day A5	A
B	10 Day B1	11 Day B2	12 Day B3	13 Day B4	14 Day B5	B
A	17 Day A1	18 Day A2	19 Day A3	20 Day A4	21 Day A5	A
B	Memorial Day No School	25 Day B1	26 Day B2	27 Day B3	28 Day B4	B
A	31 Day A1					

JUNE - 2021						
<u>Sun.</u>	<u>Mon.</u>	<u>Tues.</u>	<u>Wed.</u>	<u>Thurs.</u>	<u>Fri.</u>	<u>Sat.</u>
A		1 Day A2	2 Day A3	3 Day A4	4 Day A5	A
B	7 Day B1	8 Day B2	9 Day B3 Last Day	10	11	B