Montachusett Regional Vocational Technical School

Montachusett Reg. Vocational Technical School
1050 Westminster Street
Fitchburg, Massachusetts 01420-4696   978-345-9200 (Fitchburg)

August 14, 2020

To: The Students, Parents and Guardians of Monty Tech
From: Dr. Sheila Harrity, Superintendent
Re: School Reopening – Fall, 2020

Dear Students, Parents and Guardians,

I hope this correspondence finds you and your families safe and healthy. This has certainly been a historical period of adversity for both students and their families, and we realize that many of you have experienced emotional, financial and physical challenges during this time. We hope that the summer has allowed you to enjoy better days. As I write this, I am pleased to say that the Commonwealth appears to be experiencing a lull in the spread of the virus, as the sacrifices that we have made during the last several months seemed to have "flattened the curve." We can only hope that with continued diligence and adherence to public health guidelines, we will be able to return to some semblance of normalcy.

I want to inform you that school will begin for students on September 10th. This late start is being scheduled in order to allow our school to provide ten additional days of professional development for teachers in accordance with revised school year length regulations that have been implemented by the Department of Elementary and Secondary Education. This extra time will allow schools to prepare fully for both the safety and instructional changes that are necessary in order to develop and maintain a productive learning environment during this pandemic.

Monty Tech has worked diligently this summer in order to do all that we can to plan for a safe reopening. You can be assured that instructional plans that bring students to Monty Tech have been developed to meet the latest safety requirements in order to minimize any chance of exposure to COVID-19 in classrooms, during passing time, in the lunchroom and on school busses. Much of our work has been done in response to a requirement by DESE to provide three educational plans--full remote instruction; full in-school instruction, and a hybrid model that combines the two through the implementation of an alternating schedule that has half of the students learning remotely while the other half receives instruction here at school. After reviewing the three plans submitted to DESE, the Monty Tech School Committee voted unanimously to begin the school year by implementing a hybrid model. The administration recommended and the committee unanimously agreed that this plan provides us with the opportunity to provide students with a safe environment while traveling on our busses and while here at school due to the decreased numbers and the resulting ability for the implementation of plans and procedures that accommodate critical social distancing requirements. This plan will also increase the productivity of students as regular attendance at classes here at school will better hold them accountable for their work and better accommodate the needed hands on instruction in the vocational area.

Attached to this letter you will find the details of the hybrid educational model that we will utilize. Included in the plan are grade level rotations for remote and in-school instruction; safety and sanitation protocols that will be followed; arrival, dismissal passing time and lunch room procedures; and our plan to provide safe travel on school busses. We hope that this information provides you with everything that you need to feel comfortable about the safety of your child here at school; however, please do not hesitate to contact us should you have additional questions or concerns.

Best regards,
Dr. Sheila Harrity, Ed.D
Superintendent

A. Executive Summary

On March 13, 2020, the students, faculty and administration of Montachusett Regional Vocational Technical School, along with school districts across the commonwealth, found themselves transitioning to an instructional model that had never been fully implemented before. In an effort to reduce the spread of the COVID-19 virus, Gov. Charlie Baker asked all schools to close their in-person operations and begin to implement a remote learning model where students would learn and be assessed virtually. Fortunately, Monty Tech was prepared for such a transition due to the existence of our 1:1 Chromebook initiative and the implementation of a variety of instructional technology platforms like Schoology and Google Classroom. Together, students and teachers endeavored to create the best learning model possible for the remainder of the 2019-2020 school year.

Five months later, Massachusetts continues to combat the virus. While the commonwealth has experienced an overall improvement in many of the datapoints relative to the virus' effects, the Department of Elementary and Secondary Education recognizes that circumstances vary from region to region. Therefore, they have tasked individual school districts to assess which of three instructional models is best for their school community to implement as everyone ventures into the 2020-2021 school year. Those models include full in-person instruction, full remote learning instruction or a hybrid of the two models that allows for smaller populations to participate in-person while other students learn remotely.

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, union leadership and administrators. This team reviewed responses from student and parent surveys regarding their opinions on the original remote learning implementation, as well as their suggested improvements for future implementation. 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.

The following document reflects the required information that DESE asked each district to present as their final comprehensive reopening plan. The content of this report was further approved by the Monty Tech School Committee during their August 5, 2020 meeting. Finally, 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.

C. Full In-Person Instruction Plan

In sharing the Initial School Reopening Guidance, 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."* In identifying this goal, however, 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."* In order for this to occur, an immediate emphasis was placed on the necessity of implementing key health and safety measures while acknowledging that, "It is not one mitigation strategy but a combination of mitigation strategies taken together that will substantially reduce the risk of transmission."

Monty Tech Safety and Health Mitigation Strategies –

In support of DESE's initial guidance, Monty Tech began to define and establish a number of safety and health mitigation strategies beginning with the return of school employees in June. This was accomplished by the development of a Safety and Hygiene Plan. In support of student and staff health, Monty Tech's In-Person Instruction plan combines those original employee-based strategies with those issued in DESE's guidance resulting in the following requirements -

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.

Further, with regards to masks/face coverings…

- 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, or phrases, as determined by faculty and administration.

Note – In their guidance, DESE 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:

Physical distancing is another important practice that helps mitigate transmission of the virus. While the Center for Disease Control has recommended maintaining a physical distance of six feet between individuals, the World Health Organization's guidance states approximately three feet. It is important to note that six feet distancing is emphasized in public health advisories especially when no mask/face covering is worn. In their guidance document, DESE encourages districts and schools to aim for six feet of distance between individuals where feasible. At the same time, however, a minimum physical distance of three feet has been established when combined with the other measures outlined in this plan. Therefore, during in-person instruction…

- 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.

It will be critical to continue to take into account the community context of COVID-19 prevalence into the fall and winter. Where the community prevalence of COVID-19 is of concern, increased distancing will need to be considered.

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) upon arrival to school, before eating, before putting on and taking off masks, and before dismissal.

- 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 botanical disinfectant wipes or Renegade Daily spray, 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.

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. Monty Tech will provide information to families in their primary language to support them in conducting this symptom check and families should not send their children to school if they exhibit COVID-19 symptoms. This information will include a checklist of symptoms to help families and students. In addition, during in-person instruction…

- 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 Nurses' Office or designated isolation space.

- As noted in previous guidance, temperature checks are not recommended as screening for all students due to the high likelihood of potential false positive and false negative results.

- 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 will not be allowed to drive themselves home. Students with symptoms will need to be picked up promptly and not allowed to remain until the end of the day 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 as follows –

Event	Location of Event	Testing Result	Quarantine
Individual is symptomatic	If an individual is symptomatic <u>at home</u>, they should stay home and get tested. 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. 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 tests **<u>negative</u>**	Return to school once asymptomatic for 24 hours
		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.
		Individual **<u>is not tested</u>**	Remain home in self-isolation for 14 days from symptom onset
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. 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 **<u>negative</u>**	Return to school, if asymptomatic or once asymptomatic for 24 hours
		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.

	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 should 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 must consult with the local board of health as to propose next steps. These steps could include, *for example*, making a decision to a) close part of the school or the entire school for a short time (e.g. 1-3 days) for an extensive cleaning or other facility mitigation, or b) close the school partially or fully for the longer duration of a 14-day quarantine period.

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

Cleaning and Disinfecting Plan:

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. Therefore, during in-person instruction…

- All Custodial/Maintenance staff will be required to wear masks and gloves while cleaning and disinfecting.

- Custodians will base the level on cleaning on the area's occupancy and use –

  o If an area has been unoccupied for seven or more days only routine cleaning will be needed. Routine cleaning includes cleaning visibly dirty surfaces with soap and water.
  o If an area has been occupied within the past 24 hours a more thorough cleaning and disinfecting protocol will be 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 and encouraged to disinfect frequently touched surfaces in their area after daily use. Examples include tables, desks, counters, keyboards, and telephones.

- Throughout the day, custodial staff will be assigned to 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 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 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.

- From time to time, 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.

Building Management and Operations to Support In-Person Instruction –

While the primary goal of this plan is, "*the safe return of as many students as possible to in-person school settings*", in order for this to occur, the daily method and manner of how the school is managed and the schedule operates will certainly require adjustments.

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 by maintaining appropriate space 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 stairwells 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 a.m. 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 a.m. 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 a.m. to go to class.

During dismissal, students who drive their own vehicles will be dismissed at 2:35 p.m. prior to the bus dismissal. Afterwards, beginning at 2:38 p.m., 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.

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 1st Period)
First (1st) 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   Academic Lunch #1 - (10:38-11:03)
Period 5 (Bldg. 1, 6, 7 & Gym)......10:42 .... 11:21   Academic Lunch #2 - (11:21-11:47)

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

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

Breakfast and Lunch Service –

To begin, concerning purchasing meals, 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 designated MySchoolBuck.com cafeteria account.

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.

Breakfast/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).

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.

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. Hence, while we await formal guidance from the Massachusetts Interscholastic Athletic Association regarding fall sports, 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.

Family Self-determination

Finally, it is recognized that, in some cases, families may make the self-determination to have their student forego in-person instruction 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 livestreamed or recorded lessons. We have prepared for this scenario by purchasing dozens of cameras that will allow students to follow along with in-person lessons from their homes. In all such cases, the student will have the responsibility of following the daily schedule as their instructional experience will be similar to the potential implementation of a remote learning plan as described in Plan #3 below. Further, as the DESE Assistant Commissioner of DESE has stated, 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.

Issues of Concern Regarding the Implementation of Full In-Person Instruction –

While Monty Tech has prioritized a return-to-school model that would allow for full in-person instruction, it should be noted that there would be a number of significant obstacles to the success of such a model. Those concerns would include…

Student Transport –

According to the recently released guidance regarding the safety and health requirements associated with transporting students to and from the school building, social distancing rules will be applied to buses as well. This will result in significantly reduced student loads on all buses. As a regional school district representing 18 communities spread out across Worcester County, accessible student bussing is a necessary element of our success. Currently, Monty Tech utilizes 30 different bus routes that are handled by four bus companies. Some routes consist of over 60 students for a single run. If the social distancing limits require a significant cut to student ridership, then Monty Tech will have significant difficulties simply getting the students to school. Furthermore, if families then opt to allow their student to drive to school rather than take the bus, then the school will quickly experience issues with available school parking.

It should be further noted that, while some districts from individual towns may be able to succeed by implementing such a strategy, the concept of multiple bus runs simply is not a feasible solution for Monty Tech. Round trip bus runs for our most remote communities would exceed 90 minutes causing significant disruptions to instruction.

Classroom Space Limitations –

As noted above, any in-person instructional plan at Monty Tech would follow the DESE recommended spacing limits of a minimum of 3' between student desks. This would reduce class capacity in the majority of academic classrooms to approximately 21-24 students. However, during the 2019-2020 school year, more than 100 academic class sizes exceeded 24 students. While the school will explore the costly purchase of individual student desks to replace the existing student laboratory tables, it is noted that this would then force a change in curriculum and instruction as laboratory-based instruction would not be able to occur in a safe and proper manner.

Staffing –

With the reduction of class sizes due to the minimum 3' spacing, this would naturally require for the increase in course sections in order to offer required courses to all students. Hence, at a time when additional staff would likely be necessary to provide needed sections, Monty Tech administration is concerned that the school will have enough staff to simply ensure that all classes can be offered.

To conclude, due to the concerns listed above, the School Committee, faculty and administration of Monty Tech agree that it would not be in the health and safety interests of all members of our school community to implement full in-person instruction at this time.

D. Hybrid Learning Plan

As stated in the recent guiding document from the Department of Elementary and Secondary Education, Commissioner Jeff Riley did acknowledge that, while it remains the statewide priority, full-time face-to-face instruction may not be feasible for some districts due to a variety of staffing, transportation or space issues. In these cases, DESE urged all districts/schools to *"create a plan for a hybrid model in the event they are unable to bring all students back to school under the health and safety requirements despite their best efforts, or in case of COVID-19 related circumstances. A hybrid model means that students would alternate between in-person and remote learning. For instance, students could switch between in-person and remote learning on alternating weeks or days of the week."* Currently, Monty Tech has determined that this is the most appropriate pathway for our faculty, students, and families. Since such a model would still allow for a modified number of students to return to the school building, Monty Tech would be required to implement similar safety and health mitigation strategies as in-person learning.

Monty Tech Safety and Health Mitigation Strategies –

In support of DESE's initial guidance, Monty Tech began to define and establish a number of safety and health mitigation strategies beginning with the return of school employees in June. This was accomplished by the development of Safety and Hygiene Plan. In support of student and staff health, Monty Tech's In-Person Instruction plan combines those original employee-based strategies with those issued in DESE's guidance resulting in the following requirements -

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- 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.

Further, with regards to masks/face coverings…

- 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.

Note – In their guidance, DESE 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:

Physical distancing is another important practice that helps mitigate transmission of the virus. While the Center for Disease Control has recommended maintaining a physical distance of six feet between individuals, the World Health Organization's guidance states approximately three feet. It is important to note that six feet distancing is emphasized in public health advisories especially when no mask/face covering is worn. In their guidance document, DESE encourages districts and schools to aim for six feet of distance between individuals where feasible. At the same time, however, a minimum physical distance of three feet has been established when combined with the other measures outlined in this plan. Therefore, during in-person instruction…

- 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.

It will be critical to continue to take into account the community context of COVID-19 prevalence into the fall and winter. Where the community prevalence of COVID-19 is of concern, increased distancing will need to be considered.

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) upon arrival to school, before eating, before putting on and taking off masks, and before dismissal.

- 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 botanical disinfectant wipes or Renegade Daily spray, 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.

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. Monty Tech will provide information to families in their primary language to support them in conducting this symptom check and families should not send their children to school if they exhibit COVID-19 symptoms. This information will include a checklist of symptoms to help families and students. In addition, during in-person instruction…

- 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 Nurse's Office or designated isolation space.

- As noted in previous guidance, temperature checks are not recommended as screening for all students due to the high likelihood of potential false positive and false negative results.

- 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 will not be allowed to drive themselves home. Students with symptoms will need to be picked up promptly and not allowed to remain until the end of the day 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 as follows –

Event	Location of Event	Testing Result	Quarantine
Individual is symptomatic	If an individual is symptomatic <u>at home</u>, they should stay home and get tested. 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. 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 tests **negative**	Return to school once asymptomatic for 24 hours
		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.
		Individual **is not tested**	Remain home in self-isolation for 14 days from symptom onset
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. 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 **negative**	Return to school, if asymptomatic or once asymptomatic for 24 hours
		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 should 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 must consult with the local board of health as to propose next steps. These steps could include, *for example*, making a decision to a) close part of the school or the entire school for a short time (e.g. 1-3 days) for an extensive cleaning or other facility mitigation, or b) close the school partially or fully for the longer duration of a 14-day quarantine period.

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

Cleaning and Disinfecting Plan:

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. Therefore, during in-person instruction…

- All Custodial/Maintenance staff will be required to wear masks and gloves while cleaning and disinfecting.

- Custodians will base the level on cleaning on the area's occupancy and use –

  o If an area has been unoccupied for seven or more days only routine cleaning will be needed. Routine cleaning includes cleaning visibly dirty surfaces with soap and water.
  o If an area has been occupied within the past 24 hours a more thorough cleaning and disinfecting protocol will be 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 and encouraged to disinfect frequently touched surfaces in their area after daily use. Examples include tables, desks, counters, keyboards, and telephones.

- Throughout the day, custodial staff will be assigned to 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 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 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.

- From time to time, 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.

Building Management and Operations to Support In-Person Instruction –

While the primary goal of this plan is, "*the safe return of as many students as possible to in-person school settings"*, in order for this to occur, the daily method and manner of how the school is managed and the schedule operates will certainly require adjustments.

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 by maintaining appropriate space 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 stairwells 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 a.m. 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 a.m. 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 a.m. to go to class.

During dismissal, students who drive their own vehicles will be dismissed at 2:35 p.m. prior to the bus dismissal. Afterwards, beginning at 2:38 p.m., 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.

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 1st Period)
First (1st) 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   Academic Lunch #1 - (10:38-11:03)
Period 5 (Bldg. 1, 6, 7 & Gym)......10:42 .... 11:21   Academic Lunch #2 - (11:21-11:47)

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

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

Breakfast and Lunch Service –

To begin, concerning purchasing meals, 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 designated MySchoolBucks.com cafeteria account.

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.

Breakfast/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).

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.

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. Hence, while we await formal guidance from the Massachusetts Interscholastic Athletic Association regarding fall sports, 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.

Family Self-determination

Finally, it is recognized that, in some cases, families may make the self-determination to have their student forego in-person instruction 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 livestreamed or recorded lessons. We have prepared for this scenario by purchasing dozens of cameras that will allow students to follow along with in-person lessons from their homes. In all such cases, the student will have the responsibility of following the daily schedule as their instructional experience will be similar to the potential implementation of a remote learning plan as described in Plan #3 below. Further, as the DESE Assistant Commissioner of DESE has stated, 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.

Structure of Monty Tech Hybrid 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. While the school does not know how long such a model would be required, the full-year implementation of a hybrid model is also shown 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**)

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)

	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.
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						
Sun.	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.
				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						
Sun.	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.
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						
Sun.	**Mon.**	**Tues.**	**Wed.**	**Thurs.**	**Fri.**	**Sat.**
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

Remote Learning Elements of Hybrid Plan –

Unlike the Remote Learning period that the district experienced at the end of the 2019-2020 school year, the Remote Learning elements of this hybrid plan would not be limited due to a full school closure. Instead, while students would be unable to receive face-to-face instruction on each day, they would be assured that they would be interacting directly with their teachers and peers at regularly scheduled intervals. Further, 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. Most importantly, such instruction will allow for ongoing assessments that will measure student proficiency meaning that traditional numeric grades can be implemented as opposed to credit/no credit marks.

Hybrid Remote Learning Schedule –

As noted above, under the school's hybrid plan, students and their instructors will interact remotely for two days during each instructional A/B week. However, while students would be learning from home, the expectation is that students will follow their daily course schedule between 8:00 a.m. and 2:40 p.m. Therefore, for example between 12:34 p.m. - 1:13 p.m., 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. Attendance will be taken during virtual classes and absences will be applied to the attendance policy. It cannot be emphasized enough that the expectation is that students are following along with the school day during school hours. Students should not be working while school is in session. Again, this is a much more robust model than our past Remote Learning process.

Such a schedule will also ensure the availability of instructors as, assuming there has been no state-wide school closure, all Monty Tech faculty will be in the school building every day even if their students for that day are working from home. Again, this will allow all instructors full access to their instructional materials. It will also facilitate school-to-home communication as both students and teachers will be following the daily schedule and can be accessed through the school's phone and email system.

Hybrid Remote Learning Accessibility for Special Populations –

While some students will be working from home during their scheduled Remote Learning days, it should be noted that there will still be access to additional elements of student learning. In particular, on Wednesday of the hybrid schedule since there are no on-site academic classes, students on IEPs and 504s will be asked to access all-day tutorial sessions that will be manned 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. Again, with access to supports, the grading system under the Hybrid Remote Learning model will mirror the traditional grading of full instruction.

Issues of Concern Regarding the Implementation of a Hybrid Instructional Model –

While Monty Tech recognizes the strengths of a hybrid instructional model, it should be noted that there are concerns associated with this model. Those concerns would include…

Consistency of Instruction –

As DESE noted in its initial guidance, full in-person instruction is the ideal model of instruction as it allows for consistent and regular face-to-face interaction between the instructor and all students. However, a hybrid model allows for the school to address the important safety and health requirements established by the state while still providing essential in-person instruction. While some models that favor more in-person vocational days would have allowed us to focus on our mission to foster vocational proficiency, they would have left no opportunities or no more than 18 in-person instructional days for academic classes during the school year. Without question, the 3x2 model described above, and approved by the School Committee, is the proper model for Monty Tech to implement at this juncture.

Exploratory –

With freshmen only on-site for three days during shop week rather than the traditional five days, vocational instructors will need to adjust their instruction to include two days of remote learning. While this will provide an opportunity to introduce students to some of the additional aspects of a vocational program from strands 4, 5 and 6 of the state frameworks, it will certainly limit the students' initial hands-on learning experience.

E. Full Remote Learning Model

As recommended by the DESE guidance document, 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. However, 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 case of a renewed school closure order by Governor Baker or due to a temporary closure in response to a diagnosis of multiple members in the school community who have been onsite in the building. Furthermore, in the case of the implementation of a hybrid model that combines in-person and remote learning in order to manage the number of students within the school building at any given time, the district would utilize a similar structure to address the instruction of students who are learning remotely at home during the hybrid schedule rotation.

However, if implemented during the 2020-2021 school year, Monty Tech's model of remote learning will be far more structured and rigorous when compared to the initial model implemented during the spring of 2020. In response to the concerns shared through our end-of-the-year student and parent surveys, Monty Tech is fully committed to implementing remote learning within a well-defined school day while working from home that includes the tracking of attendance, the full implementation of numeric grading procedures and the delivery of regular and consistent feedback to students

<u>Remote Learning Schedule –</u>

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 a.m. 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 cumulatively 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 school day.

Again, it is the expectation that the student is available throughout the school day from 7:45 a.m. - 2:40 p.m. 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.

<u>Attendance –</u>

In order to increase student accountability, 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. Further, students are expected to be present and active learners throughout all instructional activities. Hence, 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 as recorded on X2.

Again, students will connect with their instructor at the start of each period, or when required in vocational sessions, in order to be marked present for that particular class. However, attendance can 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 can 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. However, if a student does violate the attendance policy, there is an appeals process in place. Furthermore, as long as school is in session and the building has not be formally closed, students can receive consequences for attendance violations such as excessive class cuts or truancy.

<u>Grading -</u>

Again, following the lessons learned from the original applications of remote learning during the mandated school closure last spring, Monty Tech fully recognizes the importance of providing consistent and structured instruction that allows for proper assessment of student achievement through remote methods while simultaneously providing students with the proper supports and accommodations necessary for student growth.

Therefore, even if remote learning instruction is implemented during the 2020-2021 school year, students should expect to 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.

The return to traditional numeric grading policies will require a shift in thinking as students will need to follow explicit due dates for assignments. Again, the mindset for any implementation of remote learning must be that the student expectations are just as if they were meeting in the classroom or shop with their instructor. When that happens, the student is expected to be in class and actively participate in the lesson. Further, when the student is given an assignment, it is the expectation that it will be completed by the due date. Committing themselves to the full and timely completion of schoolwork must return to being a priority for all students.

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.

Issues of Concern Regarding the Implementation of a Remote Learning Model –

Continuity of Instruction

Without question, the limits to regular hands-on learning opportunities in our vocational programs that are possible during in-person learning are a significant obstacle to develop proficient vocational skills. Simply put, students at home do not have the access to the level of equipment and resources that are available in our Chapter 74 programs. Hence, with this understanding, the school will continue to endeavor to only implement this instructional plan in response to a school closure order or in the case of a significant safety concern that would prevent students from entering the building.

Technology Limits –

Monty Tech was well-prepared for a transition to remote learning due to the fact that it had implemented a 1:1 Chromebook initiative four years ago. However, even though students have the proper devices to succeed in remote learning, it does not mean that they have the necessary network access in their homes or communities. In the case of a return to full remote learning, Monty Tech will continue to work individually with students to assist in overcoming network accessibility issues for all of our students.

F. Out of School Time Plan

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. Hence, while we await formal guidance from the Massachusetts Interscholastic Athletic Association regarding fall sports, 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.

In addition, on regards to student supports, while some students will be working from home during their scheduled Remote Learning days, it should be noted that there will still be access to additional elements of student learning. In particular, on Wednesday of the hybrid schedule since there are no on-site academic classes, students on IEPs and 504s will be asked to access all-day tutorial sessions that will be manned 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. Again, with access to supports, the grading system under the Hybrid Remote Learning model will mirror the traditional grading of full instruction.

G. Student Supports

(a) safety, wellness, and social emotional supports
(b) planning and instruction
(c) assessment
(d) intervention.

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 most recent guidance (issued on July 9, 2020). 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. 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 face masks, 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 returns with 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.

Resources for Educators

Staff Professional Development - The district will provide ongoing professional development opportunities to all staff in the areas of trauma-informed practices and anti-racist education. According to the National Child Traumatic Stress Network, a trauma-informed approach is key to helping school communities feel safe and supported during times such as this and it is essential to ensure that our educators are able to recognize and respond to the impact of traumatic stress on our students, caregivers, and all staff. This approach helps to make it possible for students to learn, educators to teach, and staff and administrators to connect and provide needed structure.

Resources
Helping Students Heal from Trauma: Rennie Center

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 (**S**tudents **T**aking **A** **N**ew **D**irection) 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.

(e) A school calendar with start date and PD days prior to opening is recommended

4   Independence Day

JULY '20						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

1   New Year's Day
TBD   Mid-terms Gr 9 & 11
TBD   Mid-terms Gr 10 & 12
18   M.L. King Day

JANUARY '21 (19)						
S	M	T	W	Th	F	S
					1	
B	4	5	6	7	8	B
A	11	12	13	14	15	A
B	18	19	20	21	22	B
A	25	26	27	28	29	A
31						

24   Staff Orientation
25-31   Prof Dev (No School)

AUGUST '20 (4)						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
A	24	25	26	27	28	A
B	31					

5   Quarter 2 ends
15   President's Day
15-19   February Vacation

FEBRUARY '21 (15)						
S	M	T	W	Th	F	S
B	1	2	3	4	5	B
A	8	9	10	11	12	A
14	15	16	17	18	19	20
B	22	23	24	25	26	B

1-9   Prof Dev (No School)
7   Labor Day
10   Students First Day

SEPTEMBER '20 (21)						
S	M	T	W	Th	F	S
B		1	2	3	4	B
A	7	8	9	10	11	A
B	14	15	16	17	18	B
A	21	22	23	24	25	A
B	28	29	30			B

12   Prof Dev (No School)

MARCH '21 (23)						
S	M	T	W	Th	F	S
A	1	2	3	4	5	A
B	8	9	10	11	12	B
A	15	16	17	18	19	A
B	22	23	24	25	26	B
A	29	30	31			

12   Columbus Day
30   Prof Dev (Half Day)

OCTOBER '20 (20)						
S	M	T	W	Th	F	S
B			1	2	B	
A	5	6	7	8	9	A
B	12	13	14	15	16	B
A	19	20	21	22	23	A
B	26	27	28	29	30	B

2   Good Friday
9   Quarter 3 Ends
19-23   Spring Break

APRIL '21 (16)						
S	M	T	W	Th	F	S
			1	2	A	
B	5	6	7	8	9	B
A	12	13	14	15	16	A
	19	20	21	22	23	
B	26	27	28	29	30	B

11 [Veterans Day](#)
13 Quarter 1 ends
25 Half Day School
26 [Thanksgiving Day](#)
26-27 No School

NOVEMBER '20 (18)						
S	M	T	W	Th	F	S
A	2	3	4	5	6	A
B	9	10	11	12	13	B
A	16	17	18	29	20	A
A	23	24	25	26	27	A
B	30					B

14 Sr. Sign-out Academic
21 Sr. Sign-out Vocational
26 Graduation
27 Graduation Rain Date
31 [Memorial Day](#)

MAY '21 (20)						
S	M	T	W	Th	F	S
						1
A	3	4	5	6	7	A
B	10	11	12	13	14	B
A	17	18	19	20	21	A
B	24	25	26	27	28	B
	31					

11 Prof Dev (half day)
23 Half Day School
24-31 Winter Break
25 [Christmas Day](#)

DECEMBER '20 (17)						
S	M	T	W	Th	F	S
B		1	2	3	4	B
A	7	8	9	10	11	A
B	14	15	16	17	18	B
A	21	22	23	24	25	A
27	28	29	30	31		

9 Last day of school if no School cancellations Due to Weather

*Annual social activity and testing dates are still to be determined

JUNE '21 (7)						
S	M	T	W	Th	F	S
		1	2	3	4	A
B	7	8	9	10	11	B
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			