

先鋒中英雙語學校

Pioneer Valley Chinese Immersion Charter School Comprehensive Reopening Plan

2020-2021 School Year

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A. Executive summary

This PVCICS School Reopening Plan represents current health and safety guidance from state and federal education and health agencies as of August 17, 2020. The plan is a living document and as more data on COVID-19 in public schools is gathered, this reopening plan will be adjusted.

Goals of this Plan

- PVCICS’s priority is the health, safety and emotional well-being of all students and staff;
- Provide continuous, high-quality, differentiated, teacher-led instruction in a flexible and engaging manner to address the academic needs of all students;
- Ensure equal access to instruction and materials for all students;
- Strive for a continuum of student- specific support services that best meet each family's needs;
- Address learning gaps while moving forward;
- Provide appropriate professional development and training (hygiene, technology, safety, cleaning); and
- Ensure staff and students remain connected to their school community

State and Federal Guidelines

The guidelines referenced in this plan are based on guidance from the Massachusetts Department of Elementary and Secondary Education (DESE), the Massachusetts Department of Public Health (DPH) and the Centers for Disease Control and Prevention (CDC). Regular updates will be made to this plan based on information provided by DESE, DPH and the CDC, as well as applicable federal, state and local agencies.

Learning Models

As per DESE, this plan includes descriptions of three models of learning – in person, hybrid and remote.

Recommendations

As a regional school encompassing thirty nine communities in the Pioneer Valley, PVCICS has a larger geographic area to monitor for COVID-19 than most other districts. On August 11, 2020, DESE issued guidance for how to interpret DPH COVID-19 metrics. In those metrics, DPH designates a community as red, yellow, green, or white, depending on the number of COVID-19 cases per 100,000 residents. DESE expects districts’ learning models “will follow the color-coded metric unless there are extenuating circumstances identified with local boards of health.”

PVCICS’s region of service has two communities that are red¹ and also includes the top five communities² with cases in western MA. Collectively, students from these sending communities represent almost 30% of PVCICS’s student enrollment.³

Although it was PVCICS’s intent to reopen with an alternating week hybrid model up until early August, given PVCICS’s region of service and DESE guidance on DPH metrics, PVCICS believes remote learning is the best option for reopening this Fall. Along with state education and health partners, PVCICS will continue to closely monitor the data and be prepared to change its approach as conditions allow.

¹ Granby and Holyoke were deemed red as of August 11, 2020, per DPH data.

² Springfield, Holyoke, Chicopee, Agawam, and Westfield had the highest number of cases to date in Western MA as of August 12, 2020, per DPH.

³ Enrollment as of June 2020, per SIMS data.

B. Letter from the Executive Director

Dear Members of the PVCICS Community,

On March 15, 2020, Governor Baker ordered all public schools in Massachusetts closed due to the COVID-19 pandemic. What began as a temporary closure for two weeks, expanded to be the rest of the school year and every school district in Massachusetts was affected. PVCICS implemented a remote learning environment so that all students in grades K-12 were able to continue their education online. This shift impacted our lives, schedules and the important social connections between and among students, staff, and families.

As we look ahead to fall, the 2020-2021 school year will incorporate new COVID-19 health and safety protocols and new approaches to teaching and learning. We aim to be flexible as we monitor health indicators and adhere to evolving medical guidance, while continuing the education of our students.

As a regional school encompassing 39 communities in the Pioneer Valley, we are proud to educate students from diverse racial/ethnic, linguistic, socio-economic backgrounds. As of August 14, 2020, our region includes more than one community that has a COVID-19 positivity rate that warrants a remote learning model. As such, for the fall 2020 reopening, PVCICS will be employing a remote only model for reopening in fall 2020. As with many aspects of the COVID-19 pandemic, PVCICS will be monitoring health indicators regularly to assess this decision.

Throughout the spring and summer 2020, members of our staff have been working closely together to plan for SY 2020-2021. This has included multiple surveys to staff and parents to gather input from parents, educators, and students to help inform our evolving plans. There have been many state and federal directives as well and we remain grateful for the support during this unprecedented time in education.

The plans presented in this document is a living document and as with many aspects of the COVID-19 situation, we must remain adaptable and flexible in how best to address the health, safety and educational needs of our students. We commend our staff for rising to the challenge and sharing their ideas, creativity and willingness to forge into this new educational world.

Sincerely,

Richard E. Alcorn
Executive Director

C. In-person learning model

Upon receiving the June 25, 2020 DESE guidance, PVCICS staff immediately began the feasibility work to investigate the parameters of a full return of students. The physical distancing requirements outlined by the state guidance were a critical driving factor in this work. The state outlined a clear preference for the well-established six feet of physical distancing, but also defined a new, three-foot minimum. All rooms used by students in PVCICS's school building were measured and furniture inventoried.

In the elementary classrooms, students sat at shared tables for collaborative and small group work. The widespread use and placement of tables would make a full return to in person learning infeasible with a six foot physical distancing. In some rooms, it was possible to use a three-foot minimum distance, however there was inadequate space for spreading students out for the required six foot distancing required for snack and lunch when students remove their face masks. At the secondary level, the students sat at individual desks however all students could not be seated without removing other furniture such as file cabinets, bookcases, computer tables etc. Some secondary level rooms are also half size classrooms meant for small group instruction that could no longer be used due to physical distancing requirements.

Equally important, for the safety of staff and students, there was concern that three feet was not enough of a physical distance between and among students and staff with a clear preference that six feet remain a minimum distancing standard.

Based on a six-foot physical distancing standard, a full return of all students would require significantly more classroom space, even after the library, art and music rooms were repurposed for classroom learning. At the elementary level, furniture would also need to be stored since putting the extra desks from the secondary level into those rooms, means removing the elementary tables and other furniture. At the secondary level, even with reduced transitions during the day, students would still need to move from one classroom to another due to current staffing and space restrictions.

Additional changes to the school building and procedures for in person learning to address health and safety requirements issued by DESE are in Appendix G.

The result of our feasibility analysis is that PVCICS cannot safely accommodate the full return of all students and staff at this time. PVCICS will, of course, continue to monitor additional guidance and direction from the state and medical organizations to accommodate the full return of all students and staff.

D. Hybrid learning model

Although PVCICS is opening with a remote model, PVCICS will evaluate DPH COVID-19 metrics, as per the August 11, 2020 DESE guidelines, to determine whether it is safe to phase into a hybrid model. Any decision to modify the current model will reflect an understanding that switching too often (i.e "pivoting") with little warning, causes disruptions to the routines needed for fostering a consistent learning environment.

Based on staff and parent surveys in late May 2020 and July 2020, an "alternating week" hybrid model was popular. Students will be divided into two equal Cohorts (A & B) consisting of roughly half of the students in a regular class size. Cohort A will attend school in-person on week 1; Cohort B will learn from home. On week 2, Cohort B will attend school in-person; Cohort A will learn from home. Siblings will be kept together in the same cohort. To the extent possible, carpool groups will also be kept together.

For all grades K-12, school staff will follow an in person daily schedule for students in school that supports COVID-19 safety precautions. For students working remotely, school staff will follow a remote learning schedule. Staff will provide asynchronous materials and synchronously during the remote week. Some high

needs students may participate in full-time in-person instruction to ensure effective accommodations. Parents will be allowed to opt-in to an all remote model at any time. Parents who chose all remote learning who change their minds and want to return to the hybrid model, will be allowed to at quarterly (45 school day) boundaries or sooner than 45 days if their student is in a category prioritized for in person learning as per DESE guidance July 24, 2020. Changes to class size will depend on if there is space in the classrooms to add students and adhere to physical distancing guidelines. PVCICS does not have extra rooms or staff to add new sections of classes. Grades will be issued at the end of fall and spring semesters. Attendance will be logged in PowerSchool daily.

Appendix A provides sample hybrid schedules for the elementary, middle and high school. Sample schedules are subject to change.

E. Remote learning model

PVCICS will employ full remote learning model until it is deemed possible to pivot to in-person learning schedules. Unlike the hybrid model, students will be in their regularly assigned elementary, middle or high school cohorts. All students attend for a modified full day schedule during the week. Appendix B provides sample remote schedules for the elementary, middle and high school. Sample schedules are subject to change.

Remote Learning Expectations

On June 30, 2020, DESE amended the student learning time regulations to include remote learning. This expectation means that remote learning will be more comprehensive and rigorous and must meet the following standards:

*When required as part of a district's learning model, all students **must** participate in remote learning and districts must have systems in place to track attendance and participation; Remote academic work is aligned to state standards; and Districts must have a plan in place for issuing grades for students' remote academic work. Teachers and administrators shall regularly communicate with students' parents and guardians about remote learning activities, including providing interpretation and translation services to limited English proficient parents and guardians.*

PVCICS will fully adhere to this guidance. Educators will work closely with families and students to share remote learning schedules and articulate required attendance and participation expectations. Additionally, teachers will develop systems for feedback and grading that will be included on report cards.

PVCICS received parent feedback during the spring 2020 closure, remote learning that included synchronous online learning (e.g. "live teaching") was the most helpful. In the staff surveys conducted during the spring and summer 2020, educators agreed that synchronous teaching engages students but it was also noted that students can not be online for a full regular school day and offline assignments were important. There is shared opinion that *live* teaching fosters more meaningful learning and small group online sessions were most beneficial. As such, compared to our spring 2020 remote learning environment, the fall reopening full remote learning model will have an increase in the frequency of synchronous online learning from three times per week in the spring 2020 to four or five times per week. Students and teachers will experience more live time however the type of activities will not be solely teacher directed but rather will incorporate collaborative work, social-emotional time and community building time.

The K-5 remote learning schedule will be a modification of the PVCICS K-5 in person schedules with but with class times adjusted to reflect the need to not have students in online sessions a full day. Core academic subjects will be offered along with specials.

The 6-12 remote learning schedule will also be a modification of the PVCICS 6-12 in person schedules with class times similarly adjusted and digital breaks. The high school schedule is still in development due to also needing to meet the International Baccalaureate (IB) standards.

For all grades K-12, PVCICS will staff the remote learning program with its regular teachers according to the in person assignments so that students will have continuity should PVCICS pivot to a hybrid or in person model. In all grades, PVCICS will continue to utilize its own curriculum which is aligned to state standards. To allow all students access to curricular materials that are available in classrooms, PVCICS expects to send home both supply kits and curricular kits so that students have access to materials.

The schedule online will also include sessions for Response to Intervention (RTI), Special Education and English Learner services. Procedures to identify eligible students will follow standard school procedures for these support services and adhere to state/federal guidelines. During the summer of 2020, PVCICS provided virtual summer programs for Special Education, English Learner, at risk students, and middle/high school credit recovery. From PVCICS's experience, frequent, small group live sessions worked most effectively in a remote environment and this approach will be part of the fall remote learning program implementation.

Attendance in the remote learning program will be taken at each online session by using the attendance feature of Google Hangout Meets. To be counted present, a student must attend for the entire session. Students who are absent or tardy, will have that status noted. Attendance will be logged in PowerSchool as normally done.

Grading in the remote learning program will use PVCICS's standards-based grading rubric in elementary school and letter grades in middle and high school. Teachers will be adjusting their assignments to reflect the needs of online learning where students will be working at home. All students will have access to the school's Google Education platform, Chromebooks and school network using infrastructure that was in place during the spring closure so the technology is familiar.

PVCICS will also add additional social-emotional learning curriculum into the remote learning schedule to connect students with each other and with staff. Counselors and support staff developed a regular check in schedule during the spring 2020 closure that will be expanded. Students at risk academically or not fully engaged in remote learning were monitored at higher frequency than in regular in person learning and parents were contacted sooner. PVCICS expects to utilize software systems that aid in monitoring whether student assignments have been turned in online that can automatically alert the parent of this so they can intervene.

In order to ensure a continuous, productive, and meaningful educational experience, PVCICS anticipates the fall semester to be using a remote learning model. In early January, PVCICS will evaluate health indicators and determine what will be used in the spring semester.

PVCICS Remote Learning for Students Needing it for the Entire SY20-21

DESE is requiring that local school districts have a learning model in place for any K-12 student who must remain at home for SY20-21. These students will enroll in the remote learning program that includes students in the regular remote learning program, who may if required, pivot to a hybrid or in person model. This will allow students who, for example, may be remaining home due to medical necessity, to continue to see their peers and be integrated with the students from their regular classes.

If PVCICS were to pivot to a hybrid model, a student may opt to remain in the remote learning program at any point in the school year. It is important to note that the change into and out of a particular model is a "change of school" experience for students and educators. It can be disruptive socially, emotionally and academically. Thus, PVCICS encourages families to carefully weigh the factors in their decision when opting to transition in or out of a learning model.

F. Out-of-school time plan

PVCICS is working with a community organization at this time to plan out of school time additional supports to assist its families before, after and during the school day. As this develops and is finalized, families will be informed.

A priority area is providing childcare services so that parents/guardians can work. PVCICS understands the challenges a remote or hybrid learning model can present for families who may not be able to work when their children are home in a remote learning program. Although this issue is more prevalent for elementary level students, middle and high school students are also affected and may feel more isolated in a remote learning program. Out of school time supports can help bring students of all ages together.

PVCICS's high school clubs/activities are planning to meet virtually when possible. For example, during the spring 2020 closure, the Black Student Union, Service Club and National Honor Society continued to meet online. Club/activities that required students to be in person groups did not meet virtually. For the 2020-2021 school year, PVCICS's middle and high school athletics offerings are currently pending a decision by the MIAA as to whether practices and competitive games can occur.

G. Student supports and professional learning

Safety, Wellness and Social Emotional Supports

DESE's August 3, 2020 guidelines about how to support the social-emotional well-being of students, staff and families, includes three "overarching principles" below:

- Parity and interdependence of physical and emotional safety.
- Equity and racial justice.
- Collective care.

During the spring 2020 closure, PVCICS implemented strategies that intentionally foster connections between students and their peers, their families, and staff, paying particular attention to students who might be feeling more isolated. Educators, counselors and support staff can connect with students and families through approved virtual means, such as Google Hangout/Meet and Google Classroom, as well as through more traditional forms of communication such as phone, text, email, sending letters,

To the degree possible, building or continuing predictable and consistent routines in communication (e.g., the same way of communicating at the same time each day or week, routine ways to start and end classes or check-ins) can help facilitate a sense of connection and reassurance, especially during unpredictable times. As with all aspects of education, it is important to consider how practices and policies can make school both more accessible and more difficult for students, including those who have experienced and who are experiencing significant trauma. Furthermore, the school's counselors and school psychologist can coach students and families on how to maintain routines and consistency, including engaging in school-offered services and supports, as well as exercise and leisure activities.

Planning and Instruction

Planning for student support started during the spring 2020 closure when counselors, support staff and administrators first developed schedules to reach out to students who were at risk academically prior to the closure or were reported by teachers to be not participating fully in the remote learning. For the 2020-2021 school year, this planning continues and will build on the best practices from the spring closure with priority focus ensuring PVCICS's program delivery is inclusive and holistic. Specifically, instruction will include social emotional learning (SEL) that prioritizes building relationships and fosters a sense of school community. Supporting students is a team effort and staff such as counselors, school psychologist, specialists, nurses, academic teachers (in classroom or instructional support roles) and administrators play a role in promoting student well-being.

PVCICS will provide resources, schedule academic and social-emotional time and gather feedback from students and parents/guardians. To engage learners, a variety of modes of instruction, including enrichment, experiential home-based learning and/or project-based learning may be incorporated. For remote home-based learning, allowing student voice and choice will give students some necessary flexibility in how they approach self-directed learning. PVCICS plans to send home curricular "kits" so that all students have materials.

Assessment

Holding students accountable for learning and providing meaningful educator feedback is critical to learning. PVCICS expects the 2020-2021 school year to include assessments that will count in regular grading (which was suspended in the spring 2020 closure per DESE guidelines). Families and students will receive more frequent and detailed feedback/

Assessments from teachers may take a variety of forms and provide data on how students are performing. Assessment data helps inform instruction and allows teachers to meet learners where they are. Whether students are in hybrid or remote learning, assessments will include traditional as well as alternative assessments.

Intervention

PVCICS's school-wide Response-to-Intervention process will continue to be used in 2020-2021. PVCICS uses a variety of screening tools and diagnostic assessments to determine interventions. These will continue to be used to identify areas of need for all students. PVCICS is enhancing its screening tools with online versions to allow for remote administration if necessary. If a student is eligible for intervention services, then the instructional support staff determine the best approach to delivering those interventions. Since many interventions are done in small groups or one-on-one, these can be delivered in a remote learning model as well as in a hybrid model.

School Calendar for 2020-2021

In late July, DESE informed local school districts that in order to provide sufficient training for educators and staff, the 180 day learning time requirement was reduced to 170 days. With this reduction, school districts would have an additional 10 days to prepare for the 2020-2021 school year. Districts were also directed to begin instruction to students no later than September 16th. Thus, the PVCICS school calendar has been adjusted to 172 days with a start date of September 8th. The updated School Calendar will be posted on PVCICS's website.

Professional Development

PVCICS normally has ten days of teacher planning prior to the start of the school year so with this modification, there will be a total of eighteen days. During these eighteen days, teachers and staff will be meeting in collaborative teams planning the remote learning program. Training sessions related to social emotional learning, digital tools/learning and best practices are also being conducted.

Professional development and teacher training are key supports to prepare staff to be ready to meet the needs of students in this rapidly changing social and educational environment. The professional learning opportunities for SY20-21 will focus on areas identified by educators as critical for this upcoming school year:

- Remote Learning Pedagogy
- Curriculum Adjustments
- Social and Emotional Learning

H. Other- Planning for Special Populations⁴

As part of planning, educators considered the unique needs of specific populations of students who benefit most from in-person learning. These students include students with disabilities, English learners who are in the early stages of English development, students in grades K-2, economically disadvantaged students, and those students without internet access. With that in mind, the following guidance is embedded in our plan:

Students with Disabilities: In-person instruction will be prioritized for students with disabilities with significant and complex needs. Students with complex and significant needs include:

⁴ Some information has been taken and adapted from DESE Guidance on Fall 2020 Special Education Services, July 9, 2020

- Students already identified as “high needs” through the IEP process on the IEP form entitled “Primary Disability/Level of Need”- PL3. ***Such students must meet at least two of these criteria:***
 - Services provided outside of the general education classroom
 - Service providers are special education teachers and related service providers
 - Special education services constitute more than 75% of the student’s school day (required as one of the two)
- Students whose placement page (PL2) lists them as *Partial Inclusion* or *Substantially Separate Classroom*
- Students who **cannot** engage in remote learning due to their disability-related needs
- Students who primarily use aided and augmentative communication
- Students who are homeless
- Students in foster care or congregate care
- Students on an IEP who are dually identified as English learners

PVCICS is a full inclusion school and currently has no substantially separate, homeless or foster care students.

English Learners in the early stages of English development: Within the remote model, ESL sessions will be provided for “at-home” ELs based on their proficiency levels. PVCICS will prioritize in-person instruction of all active English Learners (ELs) and recent Former ELs K-12 who has one or more of the following criteria:

- is economically disadvantaged
- has an IEP
- has a English Language (EL) proficiency at early stages of English development

PVCICS currently has no ELs in the early stages of English development.

Students in Grades K-2: PVCICS recognize that remote learning can be more difficult for the youngest elementary aged learners. To mitigate this, PVCICS will be enhancing its digital learning lessons so students will learn how to use computers more independently, have a unified login capability through Clever, expand its use of Seesaw, and access other more age-appropriate tools to learn from home.

Economically Disadvantaged Students: Students who qualify for free or reduced lunch will be prioritized for in-person learning should the school pivot to a hybrid model.

Students Without Technology Access: PVCICS’s teachers and staff will continue to work with families to ensure there is consistent internet availability for remote learning. From the experience in the spring 2020, all PVCICS students had access to Internet. PVCICS will continue its Chromebook loaner program for any family needing one or more to use.

Special Education* and 504 Accommodations

Students with disabilities will receive the required special education services in all three of our learning models, in-person, hybrid, and remote. We are committed to continuing to provide a comprehensive range of accommodations, supports and services to our students and their families.

Delivery of IEP Services

Students will receive all services documented in their IEPs while abiding by the current necessary health and safety requirements.

In-person Learning for Students with Disabilities

For students engaged in in-person instruction, health and safety will be the utmost priority. PVCICS will employ flexible solutions for reducing the mixing of student groups to ensure students with disabilities receive their services safely in the least restrictive environment. If alternative school spaces or external spaces are utilized, PVCICS will make every effort to place students with disabilities in groupings or cohorts that support learning goals in the least restrictive environment.

PVCICS will provide staff training on the use of any personal protective equipment (PPE) needed, including appropriately donning and doffing disposable gowns, face masks, face shields, gloves etc.

Hybrid Learning for Students with Disabilities

In a hybrid learning model, PVCICS will prioritize in-person learning for students with disabilities. Students with disabilities will be identified for continuous in-person learning as outlined previously in this document.

All learning and services provided remotely within a hybrid learning model will follow the guidance provided in the section below on Remote Learning. Similarly, learning and services provided in-person will follow guidance provided in the section above on In-person Learning, while meeting all current health and safety requirements.

Remote Learning for Students with Disabilities

During the spring 2020 closure, PVCICS utilized remote service delivery to satisfy the requirement to provide a FAPE to students with disabilities using an instruction and services model (e.g., structured learning time, virtual live sessions and asynchronous assignments). For the 2020-2021 school year, PVCICS is prepared to continue to remotely implement IEPs through the instruction and services model.

PVCICS's instruction and services model includes a predictable and consistent schedule of classes, interventions, services and therapies as required by the student's IEP, offered synchronously or asynchronously. The schedule will include time interacting directly with teachers and related service providers, some independent work time, as appropriate, and opportunities for interacting with classmates. Students will access state standards and regular interaction with teachers and staff to ensure participation is productive and effective.

Inclusion and the Least Restrictive Environment (LRE)

As we plan for hybrid and in person models in the future, we will implement necessary health protocols such as physical distancing requirements for students and adults in classrooms with consideration for having additional special educators and related service providers who may be in the classrooms throughout the school day to provide services to students with disabilities in the least restrictive environment. Schools and staff will develop classroom assignments and service delivery schedules for students with disabilities so that they receive services consistent with their IEPs in the least restrictive environment, while also maintaining current health and safety protocols.

If service providers are unable to provide special education services in the general education setting remotely online, educators or related service providers will try to schedule services in a manner that maintains physical distancing requirements and avoids overlapping with other staff in the classroom.

Transition Services

Although in-person participation in transition services at community organizations or higher education programs may be limited due to COVID-19, PVCICS will continue to develop plans with community organizations, colleges, parents/guardians, and students to allow students to access as much transition programming as possible. Current health and safety requirements will remain a priority in all decisions regarding students' access to transition services.

Parent Support and Engagement

PVCICS special education staff will partner with parents to support a smooth transition to the reopening of school. Staff will work closely with parents of students who experience difficulty with changes in routine or students who experience anxiety with such changes.

IEP team members will seek information from parents regarding their children's experiences during the spring 2020 closure, including continuing areas of need, ability to access remote learning and other information critical to meet students' needs.

Students' providers will be contacting parents if a student's IEP services will be delivered in a different manner than described in a student's IEP, giving particular consideration to potential changes in how and/or where special education services will be provided.

Initial Evaluations, Reevaluations and IEP Team Meetings

Due to the closure of school and the unexpected suspension of in-person education in March, some annual review Team meetings were postponed per parent request, as were some evaluations and/or parts of evaluations. As we plan to return to in-person services and instruction, PVCICS will address the backlog of assessments and meetings as follows:

- Initial evaluation and reevaluation testing will be scheduled and Team meetings held;
- IEP Teams will schedule and hold any meetings that were delayed;
- IEP Teams will continue to conduct meetings as they are due;

As per guidance from DESE, IEPs will be updated as though the student is attending school full time, in-person.

All IEP Team meetings will continue to be conducted remotely.

Students with 504 Plans

Regardless of the learning model in place at any given time, all accommodations under Section 504 will be provided to students as outlined on their 504 plans. Teachers will follow students' 504 Plans for all in-person instruction as well as any accommodations that may be necessary for remote instruction in which the student participates.

- 504 Plans will be updated as needed and reviews scheduled.
- Any necessary evaluations and reevaluations will be completed.
- All 504 meetings will be conducted remotely.

I. Certification of health and safety requirements

PVCICS certifies it meets the final health and safety requirement issued by DESE. These include the following:

Masks, Hand Hygiene, and Physical Distancing

Face Masks: As part of the mitigation strategies for COVID-19, staff and students must wear a face mask at all times. PVCICS is asking both students and staff to bring/wear a face mask from home. Students will also be required to wear a face mask while on the bus. PVCICS has a supply of replacement face masks for both students and staff.

In addition to face masks, teachers have available to them a clear face shield that can be worn in conjunction with their face mask for additional protection.

Recognizing the difficulty that students may have with wearing a face mask for the entire day, mask breaks will be scheduled throughout the school day while maintaining physical distancing guidelines.

In keeping with DESE guidelines, currently, masks will be worn during recess/play but students can take a mask break during recess as long as all students remain 6 feet apart. Additional personal protective equipment such as gloves and protective gowns are also available to staff as the need arises.

Hand Hygiene: All students and staff will be expected to maintain strict hand hygiene practices throughout the school day. Hand washing with soap, water, and disposable paper towels is readily accessible to all

students and staff. Hand washing is the first line of defense for infection control and should be used over hand sanitizer whenever possible.

Hand sanitizer with at least 60% alcohol can be used at times when hand washing is not available and students may use hand sanitizer only with written parent permission. Hand sanitizer stations are available in every classroom and are strategically placed throughout all of the buildings.

Time will be allotted during the school day so that students have several opportunities for hand hygiene.

Physical Distancing: PVCICS will utilize a **6 foot distance between individuals as the safest approach for any in person learning**. Physical distancing will be enforced when entering and exiting the buildings, while passing in the hallways, in bathrooms, and on all school buses during transport as well as entering and exiting buses.

Related to physical distancing, keeping students in the same cohort as much as possible and limiting interaction between cohorts throughout the school day is another mitigating strategy. Recognizing that this is easier to manage in the elementary grades, secondary grades are working to reduce student transitions throughout the day with the focus of reducing exposure risk.

There will be no gathering of large groups. Only essential visitors to the school will be allowed. Essential visitors include emergency health/safety personnel and emergency facilities personnel. Parents/guardians and community visitors will not be allowed to enter for routine meetings which can be conducted virtually.

Outdoor Education: Staff will expand its use of outdoor spaces for a broader range of activities where possible such as for lunches, mask breaks, recess, physical education, and performing arts. PVCICS has two outdoor pavilions, one large enough for a class and one smaller but would allow a few students to maintain physical distancing. PVCICS has purchased a tent to allow more use of outdoor spaces if needed and weather permitting.

Contact Tracing: Seating charts will be required in all classes and on every bus so that students can be readily identified for contact tracing if needed.

PVCICS school nurses will work with local Boards of Health and the Massachusetts Community Tracing Collaborative in order to notify close contacts.

Individuals that are identified as a “close contact” to someone who has a positive COVID-19 test will be notified and given instructions regarding testing availability, quarantine guidelines and return to school/work criteria.

Arrival/Dismissal Procedures

Observational screening of students will occur at arrival however, per DESE’s June 25, 2020 reopening guidelines, temperature checks will not be done due to the “high likelihood of false positives and false negative results”. Parents, guardians and caregivers must check their students for COVID-19 symptoms daily prior to arriving at school. Any student or staff that exhibits COVID-19 symptoms must stay home and if they show up at school, will be sent home upon arrival. Multiple doors will be used for entry and dismissal to allow for physical distancing. Face masks are required by all staff and students. Students are expected to go straight to their classrooms. Staff will be stationed outside and in the halls to direct students.

Visitors to the Building

Families and visitors will not be allowed into the school. All parent meetings will be done virtually online. This approach limits access to the school building to only staff, students and emergency personnel.

Restroom Usage During the School Day

Student's restrooms have a maximum capacity that will be posted outside the restroom to allow physical

distancing. Students are expected to wear face masks at all times. Handwashing will occur in each restroom, with appropriate signage and instructions.

Hallway Passing

When feasible, hallways and stairways will be designated as “one way”. However, in emergency situations or evacuations, the quickest evacuation route will be used and physical distancing will not be enforced. Students will be encouraged to adhere to physical distancing guidelines when walking in the hallways. Visual cues that are six feet apart will be marked in the building.

Response to Positive COVID-19 Cases

The school nurses will work in conjunction with local Boards of Health to track and trend illness in the school.

On July 17, 2020 DESE released specific protocols for COVID-19 management that address several scenarios for both students and staff. While each of these protocols vary depending on the situation, there are common elements for managing symptoms, isolation, quarantine, testing and guidelines for returning to school/work after a positive test or close contact exposure. PVCICS will utilize these DESE protocols for COVID-19 management.

Additional information for both families and staff can be found in in the appendices for *Family Information* and *Staff Information*.

Appendix A. Sample Hybrid Schedules for K-12

NOTE: All sample schedules listed are subject to change.

Grades K-1 Hybrid Model Cohort A- Week 1→ In Person Cohort B Week 2→ In Person

Note: Time blocks are in English or Chinese, depending on subject. Mask breaks accommodated as needed. This sample schedule is subject to change.

| Time | In Person Learners | At-Home Learners |
|---------------|---|---|
| 8:00-8:30 | Teacher Office Hours - N/A for All Students | |
| 8:15 - 8:30 | Staggered Arrival | N/A |
| 8:30-8:45 | SEL (e.g. Morning Meeting, Teacher Led Mindfulness) & Plan for the Day | |
| 8:45-9:30 | Phonics Whole Group Lesson Reading Whole Group Mini Lesson Independent Reading & Small Groups | Phonics Whole Group Lesson Reading Whole Group Mini Lesson |
| | | Independent Phonics/Reading Work Writing Prompt |
| 9:30 - 10:15 | Recess, Mask Break & Snack | Recess & Snack |
| 10:15-11:00 | Math Whole Group Lesson Independent Math & Small Groups | Math Whole Group Lesson |
| | | Independent Math |
| | | Math Investigation |
| 11:00 – 11:30 | Lunch/Mask break | |
| 11:00-12:15 | Writing Whole Group Mini Lesson Independent Writing & Small Groups | Writing Whole Group Mini Lesson |
| | | Independent Writing |
| 12:15-12:45 | Recess & Mask Break | Science or Social Studies Investigation |
| 12:45 – 1:30 | Science or Social Studies | |
| 1:30 - 2:15 | SEL, Support services Independent Writing or Reading Mask break | Teacher Check-In: (all subjects) |
| 2:15 – 3:00 | Specials (Art, Music, Library or PE) | Specials @ Home |
| | Teacher Prep & Plan | OR Specials @ Home |
| 3:00-3:15 | SEL End of day closing, plan for tomorrow, dismissal safety protocols | |
| 3:15 | Begin Staggered Dismissal | N/A |

 In Person Learning

 Break, Transition, or N/A

 Teacher specific, does not affect students

 Online; Live/Synchronous

 Online; Asynchronous

 Offline; Self Directed Learning

Grades 2-5 Hybrid Model
Cohort A week 1 → In Person →
Cohort B week 2 → In Person →

Note: Time blocks are in English or Chinese, depending on subject. Mask breaks accommodated as needed. This sample schedule is subject to change.

| Time | In Person Learners | At-Home Learners |
|---------------|---|---|
| 8:00 - 8:30 | Teacher Office Hours - N/A for all students | |
| 8:15 - 8:30 | Staggered Arrival | N/A |
| 8:30 - 8:45 | SEL (e.g. Morning Meeting, Teacher Led Mindfulness) & Plan for the Day | |
| 8:45-9:45 | Reading Whole Group Lesson, Independent Reading & Small Groups | Reading Whole Group Lesson |
| | | Independent Reading, Writing Prompt |
| 9:45-10:45 | Math Whole Group Lesson Independent Math Learning & Small Groups | Math Whole Group Lesson |
| | | Independent Math |
| | | Math Investigation |
| 10:45 - 11:30 | Recess, Mask Break & Snack | Recess & Break |
| 11:30-12:15 | Writing Whole Group Mini Lesson Independent Writing & Small Groups | Writing Whole Group Mini Lesson |
| | | Independent Writing |
| 12:15-12:45 | Lunch | |
| 12:45 - 1:05 | Movement & Mask Break | Science or Social Studies Investigation |
| 1:05 - 1:45 | Science or Social Studies Lesson | |
| 1:45 - 2:30 | SEL, Support services, Independent Writing or Reading, <i>(Break can be built in)</i> | Teacher Check-In (all subjects) |
| 2:30 – 3:15 | Specials (Art, Music, Library or PE) | Specials @ Home OR |
| | Classroom Teacher Prep & Plan | Specials @ Home |
| 3:15 - 3:35 | SEL End of day closing, plan for tomorrow, dismissal safety protocols | |
| 3:35 | Begin Staggered Dismissal | N/A |

| | | | |
|--|---|---|--|
|  | <i>In Person Learning</i> |  | <i>Online; Live/Synchronous</i> |
|  | <i>Break, Transition, or N/A</i> |  | <i>Online; Asynchronous</i> |
|  | <i>Teacher specific, does not affect students</i> |  | <i>Offline; Self Directed Learning</i> |

Grades 6-8 HYBRID MODEL – subject to change

| - | <i>Blue box = synchronous learning (M, W, F)</i> | | | | - | <i>Asynchronous learning (Tu, Thur)</i> | | | - | - | - | - | - |
|---------------------------|--|---------------------------|---------------------------|---------------------------|-----------------------------------|---|---------------------------|---------------------------|---------------------------|---------------------------|------------------------------------|---------------------------|--|
| | <u>A</u> <u>Period</u> | <u>B</u> <u>Period</u> | <u>C</u> <u>Period</u> | <u>D</u> <u>Period</u> | <u>E</u> <u>Period</u> | <u>F</u> <u>Period</u> | <u>G</u> <u>Period</u> | <u>H</u> <u>Period</u> | <u>I</u> <u>Period</u> | <u>J</u> <u>Period</u> | <u>K</u> <u>Period</u> | <u>L</u> <u>Period</u> | <u>M</u> <u>Period</u> |
| | 8:30 - 8:50 | 8:52 - 9:38 | 9:40 - 10:25 | 10:27 - 11:12 | 11:15 - 12:00 | 12:00 - 12:20 | 12:22 - 1:07 | 1:10 - 1:58 | 2:00 - 2:48 | 2:00 - 2:25 | 2:27 - 3:15 | 2:50 - 3:15 | 3:15 - 4:00 |
| | <u>Move This World</u> | <u>Class</u> | <u>Class</u> | <u>Class</u> | <u>6th Specials 7th-8th Class</u> | <u>Lunch</u> | <u>Class</u> | <u>Class</u> | <u>6th Class</u> | <u>7th-8th Recess</u> | <u>7th Specials 8th Study Hall</u> | <u>6th Recess</u> | <u>6th-7th Study Hall 8th Specials</u> |
| <u>Science</u> | | 8B | 7C | | 8A | | 8C | 7B | | | | | |
| <u>Science / 8th Math</u> | | 6B | 8th (math) | 6C | | | 7A | 6A | | | | | |
| <u>Math</u> | | 6A | 8th | | | | | 6B | 6C | | | | |
| <u>Math</u> | | | 8th | 7B | | | 7C | 7A | | | | | |
| <u>Math</u> | | | Algebra 1 | - | | | | | | | | | |
| <u>History</u> | | | | 6B | | | 7B | 6C | 6A | | | | |
| <u>History</u> | | 8C | | 7A | 8B | | 8A | 7C | | | | | |
| <u>English</u> | | 6C | 7A | 6A | | | | | 6B | | | | |
| <u>English</u> | | 8A | 7B | 7C | 8C | | 8B | | | | | | |
| <u>Chinese</u> | | | 6CA2 | 8CA2 | | | 6CA2 | 8CA2 | | | | | |
| <u>Chinese</u> | | 7CA2 | 6CA1 | | 7CA2 | | 6CA1 | | | | | | |
| <u>Chinese</u> | | | 6CB2 | 8CB1 | | | 6CB2 | 8CB1 | | | | | |

| | | | | | | | | | | | | | |
|-----------------------|---|------|------|------|------|---|------|------|---|--|-----|--|-----|
| <u>Chinese</u> | | 7CA1 | | 8CA1 | 7CA1 | | | 8CA1 | | | | | |
| <u>Chinese</u> | | 7CB1 | 6CB1 | | 7CB1 | | 6CB1 | | | | | | |
| <u>Chinese</u> | | 7CB2 | | 8CB2 | 7CB2 | | | 8CB2 | | | | | |
| <u>PE</u> | - | - | - | - | 6th | - | - | - | - | | 7th | | 8th |
| <u>Art</u> | - | - | - | - | 6th | - | - | - | - | | 7th | | 8th |
| <u>Music</u> | - | - | - | - | 6th | - | - | - | - | | 7th | | 8th |

High School Hybrid Model

Cohort A – week 1 in person, attend all blocks as noted either white or pink.

Cohort B – week 2 remote. Cohort B attends pink online synchronous, white blocks asynchronous.

Study halls and lunch are offline, electives are asynchronous/offline.

Sample schedule subject to change.

| Mon, Tue, Thu, Fri | <i>Day 1</i> | <i>Day 2</i> | <i>Day 3</i> | Wednesday |
|-----------------------|------------------------|------------------------|------------------------|--------------------------|
| 8:30 – 9:34 | A₍₁₎ | G₍₂₎ | D₍₃₎ | 8:30 – 9:20 |
| | | | | 9:23 – 10:18 Advisory |
| 9:38 – 10:46 | B | H | E | 10:21 – 11:16 |
| 10:50 – 11:58 | C | I | F | 11:19 – 12:14 |
| 12:00 – 12:30 | Lunch | | | 12:14 – 1:07 |
| 12:30 – 1:38 | D₍₁₎ | A₍₂₎ | G₍₃₎ | 1:07 – 2:02 |
| 1:41 – 2:49 | E | B | H | 2:05 – 3:00 |
| 2:52 – 4:00 | F | C | I | 3:03 – 4:00 |

M, T, Th, F – 64 minute periods, 4 minutes transition times.

W – 50 minute 1st block, 55 minute subsequent blocks, 55 minute advisory, 3 minute transition times

End of Sample Hybrid Schedules Appendix

Appendix B. Sample Remote Schedules for K-12

NOTE: All sample schedules listed are subject to change.

Grades K-1 Full Remote Model All students meet together remotely.

Note: Time blocks are in English or Chinese, depending on subject. Time blocks are also divided into whole group and small group lessons. This sample schedule is subject to change.

| Time | All Students At Home | |
|---------------|---|--|
| 8:00-8:30 | Teacher Prep Hours - N/A for all students | |
| 8:30-8:50 | SEL (e.g. Morning Meeting, Teacher Led Mindfulness) & Plan for the Day | |
| 8:50-10:00 | Phonics Whole Group Lesson | |
| | Reading Mini Lesson | |
| | Independent Reading & | Small Groups |
| 10:00 - 10:15 | Movement Break | |
| 10:15-11:15 | Math Whole Group Lesson | |
| | Independent Math & | Small Groups |
| 11:15 - 11:30 | Movement Break | |
| 11:30-12:15 | Writing Mini Lesson | |
| | Independent Writing & | Small Groups |
| 12:15 - 1:15 | Student Lunch & Recess Break | Teacher Lunch and Common Planning Time |
| 1:15 - 1:45 | Science or Social Studies | |
| 1:45 - 2:15 | Social Studies or Social Studies Investigation (<i>Break can be built in</i>) | |
| 2:15 – 3:00 | Specials (Art, Music, Library or PE) | |
| | Teacher Prep & Plan | |
| 3:00-3:15 | SEL End of Day Closing and Plan for Tomorrow | |

 Online; Live/Synchronous

 Offline; Self-Directed

 Online; Asynchronous

 Teacher specific, does not affect students

Grades 2-5 Full Remote Model
All students meet together remotely.

Note: Time blocks are in English or Chinese, depending on subject. This sample schedule is subject to change.

| Time | All Students At Home |
|---------------|--|
| 8:00-8:30 | Teacher Prep Hours - N/A for all students |
| 8:30-8:50 | SEL (e.g. Morning Meeting, Teacher Led Mindfulness) & Plan for the Day |
| 8:50-9:50 | Reading Mini Lesson |
| | Independent Reading & Small Groups |
| | Wrap-Up |
| 9:50-10:05 | Movement Break |
| 10:05-11:05 | Math Whole Group Lesson |
| | Independent Math & Small Groups |
| | Wrap-Up |
| 11:05 - 11:20 | Movement Break |
| 11:20-12:20 | Writing Mini Lesson |
| | Independent Writing & Small Groups |
| | Wrap-Up |
| 12:20 - 1:20 | Student Lunch & Recess Break |
| 1:20 – 2:00 | Teacher Lunch & Common Planning Time |
| 1:20 – 2:00 | Science or Social Studies) |
| 2:00- 2:30 | Science or Social Studies Investigation (<i>Break can be built in</i>) |
| 2:30 – 3:15 | Specialist Class (Art, Music, Library or PE) |
| | Teacher Prep & Plan |
| 3:15-3:45 | SEL End of Day Closing & Plan for Tomorrow |



Online; Live/Synchronous



Offline; Self-Directed



Online; Asynchronous



Teacher specific, does not affect students

Grades 6-8 REMOTE MODEL – subject to change.

| | | | | | | | | | | | | | |
|----------------------------------|--|------------------------|------------------------|------------------------|--|------------------------|------------------------|------------------------|-------------------------|------------------------------|---|--------------------------|---|
| - | <i>Note: Students will be in smaller groups and period times will be split between the smaller groups.</i> | | | | | | | - | - | - | - | - | |
| | <u>A Period</u> | <u>B Period</u> | <u>C Period</u> | <u>D Period</u> | <u>E Period</u> | <u>F Period</u> | <u>G Period</u> | <u>H Period</u> | <u>I Period</u> | <u>J Period</u> | <u>K Period</u> | <u>L Period</u> | <u>M Period</u> |
| | 8:30 - 8:50 | 8:52 - 9:38 | 9:40 - 10:25 | 10:27 - 11:12 | 11:15 - 12:00 | 12:00 - 12:20 | 12:22 - 1:07 | 1:10 - 1:58 | 2:00 - 2:48 | 2:00 - 2:25 | 2:27 - 3:15 | 2:50 - 3:15 | 3:15 - 4:00 |
| | <u>Move This World Advisory</u> | <u>Class</u> | <u>Class</u> | <u>Class</u> | <u>6th Specials 7th-8th Class</u> | <u>Lunch</u> | <u>Class</u> | <u>Class</u> | <u>6th Class</u> | <u>7th-8th Recess</u> | <u>7th Specials 8th Study Hall</u> | <u>6th Recess</u> | <u>6th-7th Study Hall 8th Specials</u> |
| <u>Science</u> | | 8B | 7C | | 8A | | 8C | 7B | | | | | |
| <u>Science / 8th Math</u> | | 6B | 8th (math) | 6C | | | 7A | 6A | | | | | |
| <u>Math</u> | | 6A | 8th | | | | | 6B | 6C | | | | |
| <u>Math</u> | | | 8th | 7B | | | 7C | 7A | | | | | |
| <u>Math</u> | | | Algebra 1 | - | | | | | | | | | |
| <u>History</u> | | | | 6B | | | 7B | 6C | 6A | | | | |
| <u>History</u> | | 8C | | 7A | 8B | | 8A | 7C | | | | | |
| <u>English</u> | | 6C | 7A | 6A | | | | | 6B | | | | |
| <u>English</u> | | 8A | 7B | 7C | 8C | | 8B | | | | | | |
| <u>Chinese</u> | | | 6CA2 | 8CA2 | | | 6CA2 | 8CA2 | | | | | |
| <u>Chinese</u> | | 7CA2 | 6CA1 | | 7CA2 | | 6CA1 | | | | | | |

| | | | | | | | | | | | | | |
|-----------------------|---|------|------|------|------|---|------|------|---|--|-----|--|-----|
| <u>Chinese</u> | | | 6CB2 | 8CB1 | | | 6CB2 | 8CB1 | | | | | |
| <u>Chinese</u> | | 7CA1 | | 8CA1 | 7CA1 | | | 8CA1 | | | | | |
| <u>Chinese</u> | | 7CB1 | 6CB1 | | 7CB1 | | 6CB1 | | | | | | |
| <u>Chinese</u> | | 7CB2 | | 8CB2 | 7CB2 | | | 8CB2 | | | | | |
| <u>PE</u> | - | - | - | - | 6th | - | - | - | - | | 7th | | 8th |
| <u>Art</u> | - | - | - | - | 6th | - | - | - | - | | 7th | | 8th |
| <u>Music</u> | - | - | - | - | 6th | - | - | - | - | | 7th | | 8th |

High School Remote Model

Blue is online synchronous. White is online either asynchronous or synchronous, unless * is noted for 1) Study Halls and lunch which are offline or 2) Electives which are asynchronous/offline.

Sample schedule subject to change.

| Mon, Tue, Thu, Fri | <i>Day 1</i> | | <i>Day 2</i> | | <i>Day 3</i> | | Wednesday |
|--|--------------------|------------------|--------------------|------------------|--------------------|------------------|--------------------------|
| 8:30 – 9:30 | A ₍₁₎ | | G ₍₂₎ | | D ₍₃₎ | | 8:30 – 9:30 |
| | | | | | | | 9:30 – 10:10 Advisory |
| 9:40 – 10:40 | B* | B | H | | E | | 10:20 – 11:20 |
| 10:50 – 11:50 | C | | I | | F | | 11:20 – 12:20 |
| 11:50 – 12:20 | Lunch* | | | | | | 12:20 – 12:50 |
| 12:20 – 1:20 | D ₍₁₎ * | D ₍₁₎ | A ₍₂₎ * | A ₍₂₎ | G ₍₃₎ * | G ₍₃₎ | 12:50 – 1:50 |
| 1:30 – 2:30 | E | | B | | H | | 2:00 – 3:00 |
| 2:40 – 3:40 | F* | F | C* | C | I* | I | 3:00 – 4:00 |
| <p><i>Monday, Tuesday, Thursday, Friday - 10 minute breaks between blocks. Teacher office hours till 3:40 - 4:00 PM.</i></p> <p><i>Wednesday - two 10 minute breaks (mid AM and mid PM).</i></p> | | | | | | | |

End of Sample Remote Schedules Appendix

Appendix C. Family Information

COVID-19 Mitigation Strategies

- Face Masks
- Hand Hygiene
- Physical Distancing
- Illness Management
- Cohort Assignment (when possible)
- Assigned Seating (includes on buses)

In-School Guidelines

- Masks/face coverings must be worn by all students K – 12.
- Verify that all required immunizations and physical examinations are current
- Strongly encourage that all students receive the flu vaccine
- Follow quarantine guidelines if traveling outside Massachusetts prior to school opening
- Nebulizer treatments for asthma management **cannot** be provided at school; consult with your physician about an inhaler with a chamber if medication will be needed at school
- Students should come to school with a water bottle that can be refilled during the day
- Nurse / Parent meetings will be done remotely whenever possible
- Emergency contact list must be current to expedite a dismissal of an ill student
- Ensure there is a working thermometer at home

Symptoms and Signs of COVID-19

- Fever (100F or higher), chills, shaking chills
- Cough (not due to other known cause, such as chronic cough)
- Difficulty breathing or shortness of breath
- New loss of taste or smell
- Sore throat
- Headache **when in combination with other symptoms**
- Muscle aches or body aches
- Nausea, vomiting or diarrhea
- Fatigue **when in combination with other symptoms**
- Nasal congestion or runny nose (**not due to other known causes, such as allergies**) **when in combination with other symptoms**

PLEASE TAKE YOUR CHILD’S TEMPERATURE AND PERFORM A SYMPTOMS CHECK ON YOUR CHILD EVERY DAY BEFORE SCHOOL.

IF YOUR CHILD HAS ANY OF THESE SYMPTOMS, KEEP YOUR CHILD HOME, CALL YOUR PEDIATRICIAN AND SCHOOL NURSE.

End of Family Information Appendix

Appendix D. FAQ

Will my child have to wear a face mask to school?

All students K-12 will be required to wear a face mask. Students should wear a mask from home. Face coverings are key to reducing the spread of COVID-19, and are effective, especially when used in combination with physical distancing and proper hand washing. Some people are infected with COVID-19 and don't have symptoms (asymptomatic); face coverings help reduce the spread by containing the infected person's respiratory droplets from traveling to other people. _

More about masks:

- [Tips for Creating and Washing Masks](#)
- While at home practice with your child wearing a mask for longer periods of time before returning to school.
- Put your child's name on their mask.
- Pack an extra mask that you child can use during school if their mask needs to be changed. We will have extra masks but your child may feel more comfortable wearing a mask from home.
- Pack a brown paper bag with your child's name on it in order to put mask in while eating.
- Bandanas and gaiter face coverings are not allowed because they do not seal the face and tend to be touched and adjusted more frequently by the user.
- Extra masks will be available at school.

Can my child wear a face shield instead of a face mask?

Face shields alone do not provide the same level of protection, so a face mask must be worn in addition to the face shield. If you send your child in with only a face shield, the school will provide a face mask for that day for your child to wear.

Can my child wear a N95 mask?

N95 or other masks with a front valve/vent will not be allowed. These types of masks pass droplets/potential contaminants into the air.

What if my child's mask breaks or gets soiled?

Extra masks will be available in case a replacement is needed

What if my child is unable to wear a face mask?

Parents/guardians should work with their child to practice wearing a mask at home so they are comfortable wearing a mask at school. Here are some **strategies for assisting students with wearing a mask**: [Seven Ways to Introduce Your Child to Wearing a Mask](#) / [Wearing a Mask to School](#) (Social Story)

Any student not able to wear a mask will need a note from their physician. Please provide the school nurse with the doctor's note prior to entry into the building. If there are questions, please consult with the school nurse for additional information and guidance.

Will there be mask breaks during the school day?

All students will be provided mask breaks throughout the school day. Students will need to be 6 feet apart and preferably outside while this takes place.

What will the protocol be for washing hands throughout the school day?

Students and staff will be required to wash hands:

- when they enter the building
- when they change class

- before and after eating
- after using the restroom
- after recess
- at the end of the day
- anytime they remove or put on a face mask

Students will be encouraged to use soap and water when possible. Hand sanitizer stations are being installed in every classroom as well as strategic locations in each building. ***If you do not want your child to use hand sanitizer, please notify your school nurse.***

Should my child get the flu vaccine this year?

Due to the similarity of symptoms between COVID-19 and the flu, PVCICS recommends getting a flu vaccine this year. Please see consult with you physician for this.

How will bathrooms be handled at school?

Students using the bathrooms will need to maintain physical distancing. Alternate stalls and sinks will be blocked off to help the students keep a safe distance from each other. Bathrooms will be cleaned periodically throughout the school day

What if my child gets ill on the bus?

PVCICS and its bus company, Five Star, will follow DESE's July 22, 2020 Transportation Guidance. A summary of the procedure is:

- Bus driver will call dispatch and dispatch will notify the school nurse.
- School nurse will meet the bus, the ill student will exit the bus first and accompany the school nurse for assessment.
- Bus will be cleaned and disinfected.
- Student will be evaluated by the school nurse.

IF NO SYMPTOMS: If the evaluation shows that the student does not have symptoms, the student will be sent to class.

IF ANY SYMPTOMS: The student will be placed in the medical waiting room. You will be notified that your child must be dismissed from school **immediately**.

The student must wear a mask at all times.

WHEN YOU PICK UP YOUR CHILD

Parent/guardian will be given the following information:

- Call your pediatrician.
- Massachusetts DPH guidelines require that all symptomatic individuals, even with mild symptoms, should be tested.
- Your child should get tested at one of the Massachusetts's testsites: [COVID-19 Test Site Locator](#)
- The student should isolate at home until test results are received.
- An individual who does not wish to be tested must self-quarantine at home for 14 days and until asymptomatic.

TEST RESULTS

IF NEGATIVE: The student stays home until asymptomatic for 24 hours.

IF POSITIVE: The student should remain at home (except to get medical care), monitor their symptoms, notify the school, notify close personal contacts, assist the school in contact tracing efforts and work with the local Board of Health. Most people who have relatively mild illness will need to stay in self quarantine for at least 10 days.

and until at least 3 days have passed with no fever and improvement of symptoms.

What if my child gets sick in school?

The teacher will call the school nurse for direction if a student presents ill in the classroom. *The student must keep a mask on.* School nurse will evaluate the student for symptoms.

IF ANY SYMPTOMS: The student will be placed in the medical waiting room. Parent/guardian will be notified that their child must be dismissed from school **immediately**. *The student must wear a mask at all times.*

WHEN YOU PICK UP YOUR CHILD

Parent/guardian will be given the following information:

- Call your pediatrician.
- Massachusetts DPH guidelines require that all symptomatic individuals, even with mild symptoms, should be tested.
- Your child should get tested at one of the Massachusetts's test sites: [COVID-19 Test Site Locator](#)
- The student should isolate at home until test results are received.
- An individual who does not wish to be tested must self-quarantine at home for 14 days and until asymptomatic.

TEST RESULTS

IF NEGATIVE: The student stays home until asymptomatic for 24 hours.

IF POSITIVE: The student should remain at home (except to get medical care), monitor their symptoms, notify the school, notify close personal contacts, assist the school in contact tracing efforts and work with the local Board of Health. Most people who have relatively mild illness will need to stay in self quarantine for at least 10 days and until at least 3 days have passed with no fever and improvement of symptoms.

What if my child was a close contact of someone who has tested positive for COVID-19?

Current Massachusetts DPH guidelines indicate that all close contacts of someone who has tested positive for COVID-19 should be tested. The student who was in close contact with a positive individual should be tested at one of Massachusetts's test sites: [COVID-19 Test Site Locator](#)

- Anyone not wanting to be tested **must** quarantine for 14 days and until asymptomatic.
- Close contacts should isolate at home prior to testing and while awaiting test results.
- In order to return to school, close contacts need to have one negative test result and not be showing any COVID-19 symptoms, or if they do not wish to be tested, quarantine at home for 14 days. Because tests performed too early can be falsely negative, ideally the test should be performed no sooner than 4 or 5 days after contact with the person who tested positive.

IF POSITIVE TEST:

The student should remain at home (except to get medical care), monitor their symptoms, notify the school, notify close personal contacts, assist the school in contact tracing efforts and work with the local Board of Health. 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 of symptoms.

What if my child has any of the COVID-19 symptoms?

Do not send your child to school.

- Call the school and report your child's absence and indicate symptoms.

- Call your pediatrician.
- Massachusetts DPH guidelines require that all symptomatic individuals, even with mild symptoms, should be tested.
- The student should get tested at one of the Massachusetts's test site:
- [COVID-19 Test Site Locator](#)
- Student should isolate at home until test results are received.
- An individual who does not wish to be tested should instead isolate for 14 days and until asymptomatic.

TEST RESULTS

IF NEGATIVE: The student stays home until asymptomatic for 24 hours.

IF POSITIVE: The student should remain at home (except to get medical care), monitor their symptoms, notify the school, notify close personal contacts, assist the school in contact tracing efforts and work with the local Board of Health. 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 of symptoms.

How will I know if there is a case of COVID-19 in my child's classroom/school?

The school nurses will be working in conjunction with the local Board of Health in order to monitor illness, potential COVID-19 cases as well as any positive cases. Recognizing the importance of protecting confidentiality *and* following the MDPH guidelines for close contact management, parents/guardians will be notified if their child is considered a close contact.

How will you identify which children have been exposed?

The local Board of Health Public Health and/or school nurses will work with the individual who was diagnosed with COVID-19 to identify their close contacts, and will do contact tracing and notify the families of those children who were exposed.

If my child is diagnosed with COVID-19, will his/her/their privacy be maintained?

Your child's name will not be revealed if diagnosed with COVID-19. Close contacts will be notified and told that they have been exposed to someone who has been diagnosed with COVID-19, and will be provided with information about quarantine and given further instructions. *No personal identification will be given to others.*

If my child becomes sick at school, why do I have to pick him/her/them up as soon as possible?

If a student is assessed and found to have symptoms that are suspicious of COVID-19, it is very important to have that student picked up as soon as possible so that other students and staff aren't exposed, and potential spread can be contained. In addition, ill students will be monitored in a designated Medical Waiting Room, and that room will need to be cleaned thoroughly and made available for other students.

Why is it important for me to call my child's school nurse when they are home sick?

Communication with the school nurse about illness is very important so that nurses can track illnesses in the school and community, maximize the health and safety of all students and staff, and provide updated information.

Please note that these guidelines are subject to change according to updated data that we receive from CDC, the Massachusetts Department of Public Health, the Department of Elementary and Secondary Education and the local Board of Health.

End of FAQ Appendix

Appendix E. Staff Information

These guidelines may change as the management of COVID-19 continues to evolve. PVCICS may need to adjust its practices as new recommendations and guidelines are received from the CDC, MDPH, DESE and the local Board of Health.

COVID-19 Mitigation Strategies In School

- Illness Monitoring and Contact Tracing
- Masks/Face Covering
- Hand Hygiene
- Physical Distancing
- Assigned Seating for ContactTracing

| COVID-19 Management Guidelines for Staff | |
|---|--|
| <i>When should I stay home?</i> | <i>What should I do if I have any of these symptoms?</i> |
| <p>Review of symptoms before school every day:</p> <ul style="list-style-type: none"> • Fever (100F or higher),chills, shaking chills • Cough (not due to other known cause, such as chronic cough) • Difficulty breathing or shortness of breath • New loss of taste or smell • Sore throat • Headache <i>when in combination with other symptoms</i> • Muscle aches or bodyaches • Nausea, vomiting or diarrhea • Fatigue <i>when in combination with other symptoms</i> • Nasal congestion or runny nose (not due to other known causes, such as allergies) <i>when in combination with other symptoms</i> | <ul style="list-style-type: none"> • Do not come to school. • Call your school and report your absence and indicate symptoms. • Call your physician. • Massachusetts DPH guidelines require that all symptomatic individuals, even with mild symptoms, should be tested. • You should get tested at one of the Massachusetts’s test sites: • COVID-19 Test Site Locator • Isolate at home until test results are received. <p>TEST RESULTS</p> <p>IF NEGATIVE: Remain home until asymptomatic for 24 hours.</p> <p>IF POSITIVE: Remain at home (except to get medical care), monitor your symptoms, notify the school, notify close personal contacts, assist the school in contact tracing efforts and work with the Board of Health. 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 of symptoms.</p> |

| <i>What if I get sick at school?</i> | <i>What if I was in close contact with someone who has tested positive for COVID 19?</i> |
|--|---|
| <ul style="list-style-type: none"> • Secure coverage for your classroom. • Notify the Main Office. • Consult with your school nurse prior to leaving the building. • Leave school immediately. • Notify your primary care provider. • Massachusetts DPH guidelines require that all symptomatic individuals, even with mild symptoms, should be tested. • You should get tested at one of Massachusetts’s test sites: COVID-19 Test Site Locator • Isolate at home until test results are received. <p>TEST RESULTS</p> <p>IF NEGATIVE: Remain home until asymptomatic for 24 hours.</p> <p>IF POSITIVE: Remain at home (except to get medical care), monitor your symptoms, notify the school, notify close personal contacts, assist the school in contact tracing efforts and work with the Board of Health. 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 of symptoms.</p> | <ul style="list-style-type: none"> • Current Massachusetts DPH guidelines indicate that all close contacts of someone who has tested positive for COVID-19 should be tested. • If you were in close contact with a positive individual, you should be tested at one of Massachusetts’s test sites: COVID-19 Test Site Locator • Anyone not wanting to be tested must quarantine for 14 days and until asymptomatic. • Close contacts should isolate at home prior to testing and while awaiting test results. • In order to return to school, close contacts need to have one negative test result and not be showing any COVID-19 symptoms, or if they do not wish to be tested, quarantine at home for 14 days. • Because tests performed too early can be falsely negative, ideally the test should be performed no sooner than 4 or 5 days after contact with the person who tested positive. <p>IF POSITIVE TEST: The staff member should remain at home (except to get medical care), monitor their symptoms, notify the school, notify close personal contacts, assist the school in contact tracing efforts and work with the Board of Health. 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 of symptoms</p> |

Classroom Management

- Physical distancing of 6 feet
- Limit close contact as much as possible
- Windows open where possible
- Seating chart for every class (needed for contact tracing)
- Any shared items need to be cleaned after each student use
- Bathroom requests need to be spaced due to physical distancing in the bathrooms
- Call the school nurse if a student becomes ill in the classroom
- Mask breaks should be done with students 6 feet apart
- Hand hygiene entering and exiting the room
- Lockers and cubbies used only at staggered scheduled times.

Hand Hygiene

Hand washing with soap, water, and disposable paper towels is readily accessible to all students and staff. Hand washing is the first line of defense for infection control and should be used over hand sanitizer whenever possible

Hand sanitizer with at least 60% alcohol can be used at times when hand washing is not available. Students may use hand sanitizer only with written parent permission. ***The nurse will inform you of students who do not have permission to use hand sanitizer.***

Hand sanitizer stations are available in every classroom and are strategically placed throughout all the buildings.

When to Wash Hands

- Upon entering and exiting the building
- Before and after eating
- After sneezing, coughing or nose blowing
- After recess
- After using the toilet or helping a student use the bathroom
- Before and after handling food
- After touching or cleaning surfaces that may be contaminated
- After using any shared equipment like toys, computer keyboards, etc
- After contact with facemask or cloth face covering

Face Masks / Face Shields / Face Coverings

All staff must wear a face mask at all times. All staff should wear a mask from home. Mask breaks can be taken as long as there is a 6 foot distance between individuals. Extra masks will be available at school in both adult and children sizes should a replacement be needed.

Clear face shields are available to staff but a clear face shield must be worn with a face mask. A face shield alone ***does not*** provide enough protection.

Bandanas and gaiter face coverings ***are not allowed*** because they do not seal the face and tend to be touched and adjusted more frequently by the user.

When to Use Gloves

Gloves will be available for staff to use. Gloves ***do not*** need to be worn for routine daily work and interaction in the classroom. All of the gloves available are latex free.

It should be noted that the wearing of gloves can give a false sense of protection as once the gloves have touched a surface, they are just as contaminated as hands. Gloves should be used at the appropriate times and then discarded.

After removing gloves for any reason, hand hygiene will be performed with soap and water or alcohol-based sanitizer.

Appropriate times to wear gloves are:

- When providing services that require “hands on” with a student
- When using Standard Precautions protocol to assist students with managing bodily fluids such as nose blowing, bloody nose, etc.
- Diapering/toileting students
- Cleaning

Protective Gowns

School nurses will be in protective gowns and staff needing protective gowns because they are working in close contact with students or when there is the potential for contact with body fluids may have use one.

Physical Distancing to Reduce the Risk of Transmission

All staff will attempt to maintain at least 6 feet of distance and do their best to limit contact between individuals and groups, whenever possible.

Physical distancing is required to be 6 feet of distance during snack & meal times, when masks are removed.

Physical distancing will be encouraged for students at all times, including but not limited to:

- During transitions
- While traveling to and from the outdoors
- During all activities.

When to send a student to the Nurse's Office

Covid-19 physical distancing requirements have initiated changes in how student illness and injuries will be managed. All students will need to be assessed *before* entering the Nurse's Office. Any ill student will be directed to the Medical Waiting Room while waiting for dismissal and healthy students will be cared for in the Nurse's Office. All parents will be asked to review a list of symptoms with their child **before** school and any student not feeling well should not come to school or be in school.

General Guidelines:

- If a student does not look well to you or indicates that they need to go to the Nurse's Office, call the school nurse for direction.
- Depending on the issue, the nurse may direct you to have the student come to the Nurse's Office, wait and come later, or the nurse may come and escort the student to the Nurse's Office.
- Teachers have gloves, gauze and band-aids so that minor issues can be handled in the classroom.
- The nurses recognize that many students use the Nurse's Office for a variety of reasons: bathroom, short break, emotional support, etc. Due to infection control and illness management guidelines, foot traffic in the Nurse's Office needs to be kept at a minimum. The nurses are always available to consult with regarding individual student issues.

Overview of Statutory Leave Options in the time of COVID-19 (to be used as a general reference only)

- **Emergency Paid Sick Leave Act/ Families First Coronavirus Response Act (EPSLA/ FFCRA):** Employee is unable to work or telework because employee: (1) is subject to quarantine or isolation order related to COVID-19; (2) has been advised by a health care provider to self-quarantine related to COVID-19; (3) is experiencing COVID-19 symptoms and is seeking a medical diagnosis; (4) is caring for an individual subject to an order described in (1) or self-quarantine as described in (2); (5) is caring for a child whose school or child care provider is unavailable for reasons related to COVID-19; or (6) is experiencing any other substantially similar condition specified by the federal government.
- **Emergency Family and Medical Leave Act/ Families First Coronavirus Response Act**

(EFMLEA/ FFCRA): To care for the employee’s “son or daughter” in the event the child’s school is closed or child care provider is unavailable due to COVID-19 related reasons. Employee had to have worked for the employer for at least 30 calendar days to be eligible for this leave.

- **Families and Medical Act Leave (FMLA):** For employee’s or close family member’s (i.e., spouse, child, or parent) “serious medical condition”. Employee must have worked for the employer for at least 12 months and for at least 1250 hours in the prior 12 months.
- **Americans Disabilities Act (ADA):** Qualified individual with disability who requires reasonable accommodations to perform the essential job functions, as long as such accommodations would not pose an undue hardship to the employer’s business operations. Eligibility for leave as a reasonable accommodation may be determined through interactive processes.

End of Staff Information Appendix

Appendix F. Technology

Technology will be used in all three learning models: full in person, hybrid, or all remote. Teachers will use these tools in their day to day teaching in order to move seamlessly from one learning model to another if needed.

Technology Devices & Tools

Devices

All K-12 students will have access to a Chromebook for learning. PVCICS's high school allows students to use their own laptop (Mac, PC, or Chromebook).

When using the school network, students will have filtered access to the Internet. When online for school work, all students are expected to comply with the school's Code of Conduct and Internet Use Policy.

The devices listed by level are:

- Chromebooks
- Laptops: 9-12 (can bring their own laptop)
- Students who need a loaner Chromebook will be provided one
- Students are expected to have device fully charged for class
- Extra chargers will be available for remote and hybrid learning options.

Accessories

Peripheral accessories will be available for teachers to provide students with rich learning opportunities in school, in a hybrid model and at home. Each teacher has audio-visual technology in their classroom. Upon request teachers may borrow classroom technology and accessories for remote use.

Google Classroom

Google Classroom is an essential tool for both hybrid and remote learning, as well as for in-person learning. Teachers will set up their assignments throughout the year in their Google Classroom so there is a single place for students to get assignments.

Collaboration/Assessment and Content Creation Tools

Online applications are essential for collaboration, content creation and assessment. Teachers will use consistent, collaborative, content creation and assessment applications during in school, hybrid, and remote learning. Some examples are:

- Google Educational Suite including Docs, Sheets, Presentations, Calendar.
- Padlet
- NearPod
- Flipgrid
- YouTube
- Pear Deck

Video Conferencing Application

PVCICS uses *Google Hangout Meet* for video conferencing. Google Hangout Meet has closed captioning, integrates with Google Classroom and Google Suite, and is designed to use with participants within the school domain.

Note: At this time, Zoom is not being used due to privacy concerns. Should this change, Zoom may be added to the video conferencing tool list.

Technology online training

Technology online training will be made available to students, parents and teachers. Training videos for recommended applications will be housed in a central location on the website which can be accessed 24/7.

Technology Support

The technology department will offer technical support to students and staff during the school week for issues related to school devices and/or school software.

Access for all

The technology department will ensure all students have access for remote learning. Any families needing a device and/or WiFi Internet Service should call the school. Teachers will maximize digitally shared documents reducing the need for printed materials. .

Bandwidth and Internet connections

The technology department will provide the technical infrastructure for in school, hybrid and remote learning. This includes providing bandwidth to support streaming video conferences to students and assist teachers in maximizing their connections to support synchronous sessions from home.

End of Technology Appendix

Appendix G. Other Facilities and Procedural Changes

The following are highlights of facilities and procedural changes implemented in preparation or the in person and hybrid models.

Building Signage

Building signage has been designed to give a consistent message in the school. Signs will be placed in strategic locations and will serve as a reminder to keep everyone safe. Hand hygiene, physical distancing, hallway directions, reinforcement of wearing a face mask, attestation to feeling well and being symptom free as well as room and elevator capacity are examples of the signage that will be implemented. Key signs will be available in English, Spanish and Chinese.

Building Cleaning

The custodial staff at PVCICS was increased to five custodians to address building cleaning. PVCICS will follow guidance is based on recommendations from state and federal agencies such as DESE and the Centers for Disease Control (CDC).

It should be understood that the unpredictable nature of the COVID-19 virus requires the custodial staff be adaptable and that guidelines for cleaning and disinfection be fluid.

PVCICS custodial staff will be cleaning and disinfecting. Cleaning removes all visible and invisible soiling and disinfection eliminates many or all pathogenic microorganisms, except bacterial spores, on inanimate objects. Disinfection will inactivate/destroy the virus if the appropriate procedures and chemicals are used.

In addition to the regular cleaning that is done by the custodial staff, additional measures will be put in place due to COVID-19. These include, but are not limited to:

- Spray bottles with a neutral cleaner and paper towels will be in classrooms and other instructional spaces.
- Hand sanitizer pump-bottles will be in classrooms and specific locations near entrances and exits.
- Cleaning and disinfection of student desks, tables and chairs, including interim cleaning after lunch periods;
- Elimination of all bubblers (automatic water bottle filling functions at hydration stations will remain available);
- Removal of trash after lunch periods;
- Separate trash for used masks will be put in each classroom, and
- High touch surfaces, including light switches, tables, doorknobs, countertops, phones, keyboards, restroom fixtures, handrails, etc. will be cleaned and disinfected throughout the day.
- Each afternoon/early evening, each school will be thoroughly cleaned and disinfected.

Deep cleaning is triggered when a staff or student is identified as positive for COVID 19 based on testing. All areas visited by the sick person will be closed off. Outside doors and windows will be opened and ventilating fans will be used to increase air circulation in the area. Custodians will wait 24 hours or as long as practical before beginning cleaning and disinfection of all areas such as offices, bathrooms, common areas, shared electronic equipment (e.g. laptops, keyboards, etc.) used by the ill persons, focusing especially on frequently touched surfaces. Once the area has been appropriately disinfected, it can be opened for use. Staff without close contact with the person who is sick can return to work immediately after disinfection

Air Quality/Ventilation

PVCICS has relatively new HVAC systems that cool and heat the building. This summer the HVAC

vendor inspected and installed an ionizer air purifier in the HVAC system that cleans the air multiple times during the day.

The HVAC system currently uses MERV filters and the HVAC vendor will be monitoring the system throughout the school year.

PVCICS's classrooms have large windows that open should teachers want air from the outside brought in that way. While it is encouraged to utilize windows where available and where practical (based on outside weather/temperature, allergies), they are not necessarily required for ventilation.

For certain smaller spaces such as offices, HEPA air purifiers may be installed if occupancy is expected.

For health care spaces (School Nurse's Offices and Isolation Rooms), PVCICS follows DESE's recommendation of installing portable air filtration units with HEPA filters. HEPA filters are typically used in hospitals and laboratory cleanrooms. Installing these units in classrooms was considered but deemed not to be feasible and not recommended for a number of reasons, including higher risk of students tripping over the extensions cords, overloading electrical circuits, and increased noise.

Transportation

For any in person learning model, parents are encouraged to provide transport to and from school. When this is not feasible, PVCICS will provide limited fee-based busing to its regular routes.

PVCICS busing is contracted through Five Star. All of PVCICS's school buses are 77-passenger vehicles. The July 22, 2020 DESE guidance restricts capacity to 32% or 25 students. Students will be seated no more than one student per bench, alternating sides for each row, which allows for approximately 3 feet of physical distancing. Siblings may sit together in closer proximity. Each student will be assigned to a bus and a particular seat. All students must wear a mask and face forward at all times.

Parents are expected to check the health of their children before allowing them to board the bus. In addition, students must wash their hands and/or apply hand sanitizer prior to boarding the school bus. Masks are required of all bus riders regardless of age with the exception of those with medical reasons. PVCICS will seek to hire bus monitors to ensure students adhere to our safety protocols.

To increase ventilation on the school buses, windows will be kept open at all times unless not possible due to extreme weather conditions. Five Star will be responsible for cleaning the buses daily.

Students who do not abide by PVCICS's safety protocols will be denied continued access to busing. If a child becomes sick during the day, they will not be permitted to travel home on the school bus. Parent or guardian pick up will be required.

Food Service

PVCICS will continue its school lunch program with Revolution Foods. They will provide pre-packaged meals that are transported to PVCICS during the week, then heated and served as part of our daily operations.

Meal service will be ordered through its existing "Boonli" online ordering system. Entrees are in sealed pre-packaged meal choices and there are no a la carte items. Students are encouraged to bring a water bottle to school each day and use a bottle filling station to stay hydrated. Water bubblers have been disconnected.

Students will order a meal in advance using PVCICS's online ordering system. Meals will be brought to the classroom to ensure physical distancing. Students will be required to adhere to proper hand hygiene before and after meals and mask changes. Meals will be eaten in the classroom or outdoors (weather permitting) with students maintaining 6 feet of distancing. Masks will be removed during meal times when students are seated, following our mask removal and storage protocols.

Subject to Federal guidelines, Eligible National School Lunch Program (NSLP) students in the remote learning program will be provided meals. Meals will be offered through a pre-ordering system with curbside pick-up at designated sites.

End of Other Facilities Appendix