Gateway Regional School District
DESE Required Comprehensive Plan
COVID-19 - Fall 2020

TABLE OF CONTENTS

A. Executive summary 4

B. Superintendent Letter to Community 6

C. In-person learning model: 8

Description: 8

Gateway's In-person Model: 8

Summary: 8

School Environment Modifications: 9

Masks: 9

Physical Distancing: 10

Grouping: 10

Screening: 11

Table 1: Staff Attestation Form 12

Personal Hygiene: 14

Isolation Spaces: 14

Testing for COVID-19 14

DESE Guidance on Vaccines: 14

DESE Guidance on Transportation: 15

Remote Learning Alternative Under In-person return: 15

Instructional Day: 16

D. Hybrid learning model: 16

Description: 16

Summary: 16

Grouping: 18

Student groups: 18

Cohorts by Town: 18

Class Cohorts: 18

Dates 18

Table 2 - Dates for Phase Changes 19

School Environment Modifications: 20

Maintenance: 20

Table 3 - Environment 20

Masks: 21

Physical Distancing: 22

Table 4 - Health & Safety 23

Table 5 - Staffing 24

Screening: 24

Personal Hygiene: 24

Isolation Spaces: 25

Table 6 - Facilities Information 26

Testing for COVID-19 26

DESE Guidance on Vaccines: 27

DESE Guidance on Transportation: 27

Table 7 - Student Transportation 28

Remote Learning Alternative Under In-person return: 28
Table 8 - Student Schedule 29
Instructional Day: 29
Table 9 - Extracurricular Activities 30

E. Remote learning model: 31
Description: 31
Summary: 31
School Environment Modifications: 32
Masks: 32
Physical Distancing: 32
Grouping: 32
Screening: 32
Personal Hygiene: 32
Isolation Spaces: 33
Testing for COVID-19 33
DESE Guidance on Vaccines: 33
DESE Guidance on Transportation: 33
Remote Learning Alternative Under In-person or hybrid return: 33
Instructional Day: 34
Technology Needs & Requirements: 35
Training and support for students, families, and staff members 36

F. Out-of-school time plan: 36
Before and After School: 36
Weekends: 36

G. Student supports and professional learning: 37
Safety, wellness, and social-emotional supports: 37
Planning and instruction: 37
Assessment: 38
Intervention: 38
School calendar with start date and PD days: 39

H. Other: 40
Table 10: Elementary Student Expectations for Online Learning 40
Table 11: MS/HS Student Expectations for Online Learning 41
Table 12: Teacher Expectations for Remote/Hybrid/In-Person Models 42
Table 13: Remote Learning Grading Expectations (elementary) 44
Tables 14&15: Remote Learning Grading Expectations (MS/HS) 46
Table 16: MS/HS Bell Schedules 50

I. Certification of health and safety requirements: 50

A. Executive summary

The Gateway Regional School District, under the direction of their administrators, undertook an exhaustive process to determine how to return our students to school in as safe and effective a manner as possible. Our intent was, and remains, to return all students to school as we recognize that 'in-person' learning under the direction of our exemplary staff is the most effective way to educate our students. We also understand that an 'in-person' return to school allows the district to provide social and emotional support to students and families, provides us with the ability to provide nutritional services to all students, provides social interactions between all participants, and provides a safe and supportive environment for student growth.

To accomplish this, the district created three (3) working groups that are composed of school staff, town officials, and parents.

The three groups are:

1. A District Level Group with Stephanie Fisk as the "COVID-19 District Leader"
2. An Elementary Level Group with Megan Coburn as the "COVID-19 Elementary Leader"
3. A Secondary Level Group with Jason Finnie as the "COVID-19 Secondary Leader"

The groups are staff across the disciplines (teachers by grade level/curricula area, paraprofessionals, custodians, secretaries, maintenance, nurses, special education, counselors, administrators), parents serving on school councils, school committee members, town officials, and public safety personnel. Notes of these meetings are shared with all members of the community to allow for ongoing engagement and the ability to provide additional input into the process through written comments.

Each working group developed plans to meet the many requirements of the DESE guidance within the parameters of the district's resources (fiscal and physical), acknowledge the limitations within the greater community (broadband access), and ensure input from staff and our families. Each plan also considered the impact over a 2 to 3 year period of the potential for additional budget constraints and how to include a potential furlough of up to 5% for all staff members. The plans also needed to be flexible enough to accommodate students and staff members who may be unable/unwilling to physically be present in the buildings as well as to allow the schools to easily transition between the three levels of participation based upon any changes in any new outbreaks of COVID-19 in the state.

The district-level group concentrated on overall parameters including transportation, budgeting, food service, custodial/maintenance, district health issues, collaborating with town officials, overall communications and surveys, working with state-level officials, resolving contractual issues, and providing resources to the school-based groups.

The elementary and secondary working groups concentrated on instructional parameters at these levels.

B. Superintendent Letter to Community

GATEWAY REGIONAL SCHOOL DISTRICT
BLANDFORD · CHESTER · HUNTINGTON · MIDDLEFIELD · MONTGOMERY · RUSSELL
12 LITTLEVILLE ROAD · HUNTINGTON, MASSACHUSETTS 01050 · (413) 685-1000 · GRSD.ORG

Dear members of the Gateway Regional School District Community,

The district was tasked with creating three models for a potential return of students to school for the 2020-2021 school year in a manner that accounted for the COVID-19 Pandemic. These were:

- a full return to an **in-school model** for all children;
- a **hybrid model** where some students attend on some days and other students on other days;
- and a fully **remote model** where students would receive all of their instruction online.

To complete this Herculean task in an effective manner, while receiving guidance from the Department of Elementary and Secondary Education (DESE) that was released over the course of several weeks, the district created three working groups. The “District” group concentrated on items such as school safety, health, nutrition, transportation, and budgeting while the “Elementary” and “Secondary” groups concentrated on how we would effectively teach our students under the three models. I commend all of the volunteers that served on these committees (staff, parents, community members, and town officials) for their hours of dedicated service that included much collaboration, problem-solving, innovative ideas, and keeping in mind the safety of our students and staff.

The work of these groups and all DESE guidelines can be found on the district’s website at **www.grsd.org**. Specific information regarding the implementation of this plan will be provided to families in a separate document. The DESE is requiring a two-step reporting process and the first report or initial plan can be found on the **district webpage** that outlines some of our findings and recommendations.

After weeks of efforts in reviewing information from the Department of Elementary and Secondary Education (DESE), surveying parents and staff members, negotiating the details with our unions, and taking input from the broader community, the district has determined that a modified hybrid model that will return students to in-person learning in a phased and structured manner was the most effective in getting students to return to school safely. The major findings are:

1. Due to state busing recommendations and staffing limitations, we are **unable to return all students** to an in-school model;
2. As DESE has essentially mandated a 10-day time period at the beginning of school to provide time for staff to prepare for all three models of instruction, students will not begin the school year until **Sept. 15th**;
3. To ensure that we can, if needed, move to full-remote instruction, we will begin the students’ school year with a week of fully remote learning;

4. To ensure that the district can safely return students to school under all applicable guidelines and regulations, we will be returning in several phases with the **most vulnerable students returning first**, followed by kindergarten and first-grade students, then the remainder of elementary students and middle school students, and finally high school students (the timeline and criteria for implementing these phases are to be determined);
5. The district will start with a **four-day week** (Monday/Tuesday and Thursday/Friday) for in-school learning with the most vulnerable students, kindergarten and first-grade students returning physically for the four days and being remote on the fifth day (Wednesday) with other grades physically returning on an A/B schedule by town (i.e., certain towns' students will return on Monday/Tuesday while others return on Thursday/Friday);
6. While not physically in school, all students on the hybrid model or the fully remote model will be required to participate online in the format and under the requirements currently being finalized and which will be much more stringent than this spring (following DESE guidelines);
7. All students and staff members will be required to wear a cloth **face mask** (except for those that qualify to not wear a mask under medical or other documented issues) and maintain a **six-foot social distancing** as part of the agreement by families to have their students physically return to school;
8. Any student may **opt for fully remote learning** at home if they are not comfortable returning to school in-person under these requirements;
9. Remote learning for everyone will occur in the event of any school cancellations.

The final and more detailed plan will be released once it is approved by DESE in the coming days. Once this is accepted, the district will be providing additional details to families regarding remote learning, the distribution of technology, class assignments, bus information, and a wide range of other information and resources to help students and families navigate the process. We will also be asking parents/guardians to complete another survey for the purposes of planning our return to school.

Should you have any questions after reviewing this letter and the materials on the website, please don't hesitate to contact me, your student's building principal, or Kurt Garivaltis, our director of Pupil Services.

Sincerely,
Dr. David B. Hopson

C. In-person learning model:

Description:

- For this learning model, students receive in-person instruction full time in school environments that have been appropriately modified to address health and safety requirements issued by DESE.
- In this model, districts may still have a subset of students whose families have decided to continue in a remote learning model while the rest of the school returns in-person full time.
- In the description of this model, districts should include information about how student learning, scheduling, protocols, and/or facilities use may look different than in traditional in-person learning with no restrictions.

Gateway's In-person Model:

Summary:

In reviewing all of the guidelines established by the DESE, the district determined that until the Governor's executive orders around COVID-19 reach stage 4 (effective treatment and vaccine), we are unable to return to school under a 'full in-person model' because we cannot meet the safety requirements in our schools or on our buses, even at the 3-foot social distancing requirements.

While we can fit all of our students into our schools using three-foot social distancing, we have a number of staff who have conditions under which they cannot physically return to school and interact with students. Due to our limited staffing, we cannot open with any teaching staff absent from the building and this was determined using parent surveys indicating that twenty (20%) of our families would keep their students home in this scenario.

In addition, as a staff, we are all concerned with effectively maintaining a 3-foot social distance and the consistent wearing of masks.

Given our bus routes and the reality that some of our bus runs are an hour in length, and using the DESE guidelines, we could not transport all of our students to school without a three-fold increase in either the number of buses of the number of busing tiers.

School Environment Modifications:

Masks:

Masks: Masks are one of the most important tools to prevent transmission of Covid-19 and under our plan submitted to DESE will be supported for all students and staff in the buildings. To further clarify, the following protocols will be observed:.

- All students (preK-13) are required to wear a mask that covers their nose and mouth while on school grounds, school buses, and at school events. Exceptions for meals, mask breaks, and medical exemptions are permitted.
- All adults, including educators, staff, and visitors, are required to wear masks/face coverings while on school grounds and at school events. Exceptions for meals, mask breaks, and medical exemptions are permitted.
- Exceptions to mask/face covering requirements will be made for those for whom it is not possible due to medical conditions, disability impact, or other health or safety factors. If a medical exception is being used, appropriate medical documentation may be required.
- Parents may not excuse their child from the face mask requirement by signing a waiver.
- Mask breaks will occur throughout the day. Mask breaks will occur when students and staff can be six feet apart and ideally outside or at least with the windows open.
- Additionally, face masks or face coverings will not be required when appropriate social distancing is enforced:
  - during mask breaks;
  - while eating or drinking;
  - during physical education classes (outside at 15-foot distance);
  - while outside (10-foot distance).
- Masks/face coverings should be provided by the student/family, but extra disposable face masks will be made available by the school for students who need them.
- Reusable masks/face coverings provided by families should be washed by families daily.
- Students should bring a spare mask to school each day.
- Students must make sure their masks comply with the school's Dress Code.
- Masks/face coverings are required to be worn by everyone on the bus during school bus transportation.
- To properly protect the wearer and others, a mask must:
  - cover both nose and mouth
  - fit snugly against the skin
  - be washed daily
  - be put on and removed using the ear loops, without touching the front of the mask
  - not have a one-way valve that allows unfiltered exhaled air

- In the event students behave in a way that jeopardizes public health and safety as outlined by the CDC, the district will take the appropriate steps as delineated in the student handbook (safety protocols). These safety protocols will be clearly defined for students and parents prior to students entering the school. Student adjustments may include:
  - Teacher redirection and/or reminders as needed.

    - Removal of a student from the classroom and notification of parent
    - Alternative instruction provided in a safe environment
- In the event that staff members behave in a way that jeopardizes public health and safety as outlined by the CDC, the district will take the appropriate steps as delineated in the contract.

Physical Distancing:

Based upon CDC guidelines and in accordance with a negotiated MOU with the district's unions:.

- Distancing requirements: schools will aim for a six-foot physical distance.
- Staff should seek to maximize physical distance among individuals within their physical and operational constraints.
- Classroom and facility configuration: Desks should be spaced six feet apart and facing the same direction. Again, staff will seek to maximize physical distance between desks within their physical and operational constraints.
- Alternative spaces in the school (e.g., cafeteria, library, and auditorium) may be repurposed to increase the amount of available space to accommodate the maximum distance possible. In these larger spaces, establishing consistent cohorts/classes with separation between the cohorts/classes provides another option to maximize these spaces safely.
- Additional safety precautions are required for school nurses and/or any staff supporting students with disabilities in close proximity, when distance is not possible: These precautions must include eye protection (e.g., face shield or goggles) and a mask/face covering and plexiglass dividers. Precautions may also include gloves and disposable gowns or washable outer layers of clothing depending on the duration of contact and especially if the individual may come into close contact with bodily fluids.

Grouping:

Student groups:

- To minimize the number of students who would potentially be exposed in the event of a COVID-19 event, to the extent feasible, elementary schools should aim to keep students in the same group throughout the day and the middle and high school are encouraged to minimize mixing student groups to the extent feasible.
- DESE initial requirements and related guidance are as follows:
    - Cohorts: Schools should divide students into small groups that remain with each other throughout the day, with smaller cohort sizes preferred. Schools should look for ways to isolate cohorts of students and prevent inter-group contact to the extent feasible.
    - Capacity: There are no required maximums on cohort or group sizes, so long as schools adhere to the physical distancing requirements above. (This guidance for the Fall will replace previous Summer guidance at the start of the school year, assuming positive health metrics hold.)
- High schools could also consider ways to cohort or cluster students, though we recognize this is more challenging at the high school level:

    - Placing students in cohorts. When grouping students into cohorts, a school should consider ways to keep families/siblings together (e.g., grouping students alphabetically, while recognizing that some siblings may have different last names).
    - Limiting travel within a school. High schools may try to group students into clusters in the school (a “school within a school”) to try to reduce interactions with other groups when students move to their next class.

Screening:

Screening upon entry:

- Checking for symptoms each morning by families and caregivers is critical and will serve as the primary screening mechanism for COVID-19 symptoms. The district 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 COVID19 symptoms.
- Screening procedures at the point of entry will be done as feasible, including temperature checks of both staff and students. School staff (as well as bus drivers) should observe students throughout the day and refer students who may be symptomatic to the school healthcare point of contact.
- Self-screening for high temperature and Covid-19 symptoms are required to be completed prior to staff members reporting to work. The attestation form below will be completed by all staff for staff each day they are expected to physically report to work.

Table 1: Staff Attestation Form

Please fill this form every day that you are scheduled to work at any school in the Gateway district, prior to entering the building.

Name *

Work Location *

Choose

Please indicate whether you are experiencing any of these symptoms today: *

- A fever (100.4 F or higher) or a sense of having a fever?
- A new cough that you cannot attribute to another health condition?
- New shortness of breath that you cannot attribute to another health?
- A new sore throat that you cannot attribute to another health condition?
- New muscle aches that you cannot attribute to another health condition or that may have been caused by a specific activity, such as physical exercise?
- New respiratory symptoms, such as sore throat, runny nose/nasal congestion or sneezing, that you cannot attribute to another health condition?
- New chills or repeated shaking with chills that you cannot attribute to another health condition?
- New loss of taste or smell that you cannot attribute to another health?
- New and unusual headache?
- New and unusual congestion or runny nose?
- New and unusual nausea or vomiting?
- New and unusual diarrhea?
- No symptoms at this time

In the last 14 days, have you been in contact with someone with a confirmed COVID-19 infection? *

- Yes/No/Maybe

Have you traveled to a state not designated as lower-risk AND not yet talked to your supervisor about this? DPH designated lower-risk states are New York, New Jersey, Connecticut, Maine, Vermont, New Hampshire, and Hawaii (for updates see mass.gov site for "updated travel guidance"). *

Yes/No

If you have answered “NO” to all questions: Please proceed to work and enter the building.

If you have answered “YES” to any of the questions: Please call your supervisor immediately, and do not enter the building. If your supervisor is unavailable, please call Jodi Cabral-Croke at her direct line 413-685-1203.

I attest that the information I have entered here is true and correct to the best of my knowledge. I will abide by all district rules regarding wearing of a face covering, adhering to physical distancing, and personal hygiene. Failure to do so could result in HR action. I agree to having my temperature taken upon reporting to school. *

Yes/No

Personal Hygiene:

Hand hygiene:

- Handwashing and hand sanitizing: 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 hand washing is not available.
- As has always been the case, handwashing should be used whenever hands are visibly soiled and after using the bathroom.
- DESE initial requirements and related guidance are as follows:
    - Students and staff are required to exercise hand hygiene (hand washing 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. Hand sanitizer should be placed at key locations (e.g., building entrances, cafeteria, classrooms).

Isolation Spaces:

COVID-19 related isolation space: In order to minimize transmission of COVID-19, Gateway has identified an isolated space available for students displaying COVID-19 symptoms in each school. DESE initial requirements and related guidance are as follows:

- Schools are required to designate a COVID-19 related isolation space that is separate from the nurse's office or other space where routine medical care is provided. A student who shows COVID-19 symptoms during the school day should be moved to the specific room pre-designated for medical-related isolation until they can be picked up by a family member. More information about steps to safely discharge students will be provided in future guidance.

Testing for COVID-19

COVID-19 testing in schools: At this time, in-school testing is not recommended by DESE. Students' families should discuss testing with their health care provider. As the accuracy of point-of-care testing develops, this guidance may change.

DESE Guidance on Vaccines:

Vaccines: Districts and schools should work with parents to ensure that students are current on all standard vaccinations before they return to in-person school. In addition, health providers strongly

recommend all students and staff get their regular flu vaccine. Whereas for COVID-19 it appears children are less likely to be infected with and to transmit COVID-19, this is not the case for influenza, where children are frequent transmitters. Therefore, ensuring all students, teachers, and staff receive the seasonal flu vaccine is an extremely high priority. The Department of Public Health will be issuing updated guidance regarding vaccines for schools and parents.

DESE Guidance on Transportation:

Busing for students:

- Masks - All staff and students on the bus, regardless of age, are required to wear masks at all times. Exemptions for students due to medical and/or behavioral reasons – and associated protocols – are further described later in this guidance. (essentially move to a 6' spacing)
- Distance - Students should be seated no more than one student per bench, alternating sides for each row, which allows students to maintain approximately 3 feet of physical distance. Children from the same household may sit together and in closer proximity (e.g., two students per bench).
- Ventilation - Keep windows open at all times during operation, unless not possible due to extreme weather conditions.
- Seat assignments - Students should be assigned to a single bus and a particular seat.
- Bus monitors - Districts should consider adding a bus monitor (e.g., volunteer, student leader, or staff member) for every bus to ensure strict adherence to these health and safety guidelines.

Remote Learning Alternative Under In-person return:

Any Gateway family that does not feel comfortable having their children physically return to school has the option to have Gateway provide a 'fully remote learning environment' that will be managed by the district and uses our staff to provide instruction.

Under DESE Guidance:

- During the 2020-21 school year, DESE will also require schools and districts to differentiate between students attending school in-person and remotely in their local Student Information System. This data will allow DESE to monitor remote learning programming and student engagement across the Commonwealth. The Department will release information soon with directions for districts to report this information.
- Thus students will be coded differently if they have chosen to be a 'fully remote participant' in the Gateway School District.

In order to comply with health and safety requirements, Gateway has established a transition period of no more than three to four weeks, to plan for the transition of a student from remote to in-person learning. During this time period, teaching and learning must continue uninterrupted for that student.

Instructional Day:

The instructional day would be very different under the DESE's COVID-19 guidelines. At the elementary level, students would remain in their classroom, seated 6 feet apart, for the entire day. Staff would not be able to mix with students as they too must maintain a 6-foot distance. Lunch would need to be in the classroom with some of the students allowed outside for mask breaks and switching with the remaining students to eat their lunch. In addition, another 'mask break' or recess would be instituted to meet DESE guidelines. At the middle and high school level students would be put into some sort of 'cohort' with their ability to move between classes severely limited, the number of lunch periods would have to be increased to maintain a 6-foot distance between students in the cafeteria, and all extracurricular activities would need to eliminated (see the reopening chart for additional details).

D. Hybrid learning model:

Description:

- In a hybrid model, students alternate between in-person learning with safety requirements and remote learning.
- In a hybrid model, some High Needs students may still participate in full-time in-person instruction to ensure effective accommodations, and some families may still decide to keep their children learning remotely full time.

Summary:

The Gateway District has determined that it will attempt to return to school in a 'modified hybrid model'. Based upon our findings in the three working groups (District, Elementary, and Secondary) in reviewing the three models, the agreed-upon conclusion is that Gateway needs to come back in a "Phased Hybrid Model" until social distancing is no longer required. This model would entail a phased reopening plan whereby we would offer two options to our families. One option would be to keep their children home and complete all of their education as remote learners, the second option is to return their children to schools as the district can meet the safety requirements as established in conjunction with our local boards of health.

The district would physically bring back a limited number of students into the school, based upon the maintenance of an average positivity rate (which is reported at Weekly COVID-19 Public Health Report) of five percent or less in the Gateway towns and contiguous communities (Blandford, Chester, Huntington, Middlefield, Montgomery, Russell, Becket, Chesterfield, Hinsdale, Granville, Otis, Peru, Southampton, Tolland, Washington, Westhampton, Westfield, Worthington), as well as a rating of Green of White under the state's new community COVID-19 ranking model as an average for the same towns, and can be postponed at the discretion of the superintendent in consultation with the district's local boards of health. An overall rating of Red, or an average positivity rate greater than 5% in the towns would result in reverting to fully remote learning. Under this plan, students would return either on a two-day or four-day per week schedule depending on what individual students need and

our ability to bring students back safely (i.e., at 6-foot social distancing, with appropriate staff physically able to be in the building, safely transporting students, etc.). The schools would be physically open for students four days per week (Monday, Tuesday and Thursday, Friday). Wednesdays would be total remote learning for all students with teachers and paraprofessionals using this time to touch base with students regarding their work and remote learning, preparation of lessons, professional development, group planning, and other related staffing and student needs as well the cleaning of the schools between groups of students.

The first group to return would be students with higher needs (this may include students with disabilities, ELL students, and economically disadvantaged students) based upon their prior success this spring with remote learning, their social/emotional status, the severity of their needs, and other considerations developed by the elementary and secondary working groups in consultation with our pupil services director. This group would be split into two groups, with one being students with the highest identified needs and the second being students with slightly lower, but still significant needs that would return to school with their grade level cohorts..

The second group to physically return would be students in PreK-first grade. These students may return on a two-day, or four-day a week schedule based upon our ability to bring students back safely under our restrictions of transportation and physically staffing the building. If we need to alternate cohorts, this would be done by town of residence which would allow members in the same household to attend on the same days.

The third group to physically return would be the remainder of the elementary grades (second through sixth) and our middle school students (grades 7 and 8). They would initially return under an alternating day, hybrid schedule as outlined above.

The last group to physically return would be the high school students. These students would return under an alternating day, hybrid schedule as outlined above.

Students who are not physically in school during these phases would be operating under a remote model of instruction. To ensure that this meets DESE requirements for remote learning, the district is purchasing hotspots for those students who have experienced difficulty in getting internet access, is providing a more robust platform for teachers to use in working with students, is holding classes as ‘scheduled’ during the day rather than as students can drop in (thereby allowing for attendance to be taken, group work to be utilized, a chance to grade both participation and work, and more robust student and staff interactions), is increasing the ability of staff to contact students without using their personal phone number, is providing an increased ability for staff to record lessons, and will be providing time for staff to work with students individually if they, or their family, are having difficulties under remote learning.

The transitions between these groups physically returning to school will be based upon specific criteria being met rather than on any set dates, much as the state’s reopening plan is based upon specific criteria. As with the state’s plan, the district may have to move back and forth between levels based upon the conditions as established.

Once the restriction on social distancing is lifted, the district would physically return all students to school and reinstate extracurricular activities.

There are multiple challenges:

- The need to have sufficient custodians to clean areas on a regular basis under CDC guidelines,
- The need to have high school groups move between classrooms due to the specific needs of certain classes (i.e., art, music, labs, PE),
- Addressing equity issues between staff members who may have to deal with different cohorts or who have to travel between different classrooms on a mobile cart to teach,
- In transporting students in a large rural district where buses travel over 1,500 miles a day and where many bus runs are almost an hour long,
- In accommodating teachers who may, due to underlying medical or other issues, be unable to return to work physically.

Grouping:

Student groups:

- Grades K-3 students from Blandford, Chester and Middlefield will attend Chester Elementary
- Grades K-6 students from Huntington, Montgomery, Russell will attend Littleville Elementary
- Grades 4-6 students from Blandford, Chester, Huntington, Middlefield, Montgomery and Russell will attend Littleville Elementary
- Grades 5 & 6 classrooms will be located on the first floor of the MS Complex.
- Grades 7 & 8 Classrooms will be located on the second floor of the MS Complex
- Grades 9 - 12 will be located in the high school

Cohorts by Town:

- COHORT A - Chester/Huntington/Middlefield - On site Mon/Tues and remote Wed-Fri
- COHORT B - Blandford/Montgomery/Russell - On site Thurs/Fri and remote Mon-Wed
- SCHOOL CHOICE - Will be individually assigned to a cohort based on class size
- PreK, Kindergarten, First grade and designated high needs students will be in school physically on Mondays, Tuesdays, Thursdays and Fridays and be in remote learning on Wednesdays.

Class Cohorts:

- Prek-6 grades will remain in the same student group and same classroom throughout the day.
- Grades 7-12 classroom changes will be minimized wherever possible

Dates

- Will be dependent on successfully implementing safety protocols and no significant changes in COVID-19 infections rates (tentative dates in Table 2).

Table 2 - Dates for Phase Changes

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
			Aug. 27	28
			PD and Protocols	PD and Protocols
31	Sept.1	2	3	4
Prof Dev & meet students/families to establish contact for social-emotional and establish health and safety and learning expectations			District PD and Mandated Training	Teacher Classroom Prep Day
7	8	9	10	11
HOLIDAY	Teacher Preparation Days			
	Chromebooks Distributed	Chromebooks Distributed		
14	15	16	17	18
Teacher Preparation Days	Remote Learning	Remote Learning	Remote Learning	Remote Learning
21	22	23	24	25
Remote Learning	High Needs	Remote Learning	High Needs	High Needs
28	29	30	Oct. 1	2
High Needs	High Needs	Remote Learning	PK-1	PK-1
5	6	7	8	9
PK-1	PK-1	Remote Learning	PK-1	PK-1
12	13	14	15	16
HOLIDAY	Pk-1	Remote Learning	Gr. 2-8	Gr. 2-8
19	20	21	22	23
Gr. 2-8	Gr. 2-8	Remote Learning	Gr. 2-8	Gr. 2-8
26	27	28	29	30
Gr. 2-8	Gr. 2-8	Remote Learning	Gr 9-12	Gr 9-12
Nov. 2	3	4	5	6
Gr 9-12	Gr 9-12	Remote Learning	Gr 9-12	Gr 9-12
9	10	11	12	13
Gr 9-12	Gr 9-12	HOLIDAY		

School Environment Modifications:

Maintenance:

Table 3 - Environment

	Fully in School	**Hybrid**	**Fully Online**
Storage	Gyms, Storage Units, Chester Elementary	Gyms, extra classrooms - fewer items need storing	N/A
Cleaning	Daily according to schedule	Daily as per schedule, enhanced cleaning on Wednesdays and Fridays	Standard Cleaning Routine
Ventilation	HVAC inspected monthly, additional room filters if needed	HVAC inspected monthly, additional room filters if needed	HVAC inspected monthly
Shift change	Yes. Later start at Main Complex	Yes. Later start at Main Complex	No shift change
Day time sub to clean and sanitize	Yes	Yes	N/A
Buildings close for cleaning and sanitizing at certain hour TBD	Yes	Yes	Yes
Set time for buildings to open	Yes - 6:45 a.m. Main, 8 a.m. Elem.	Yes - 6:45 a.m. Main, 8 a.m. Elem.	Yes. 7:30 a.m. Main & Elem.
Set time for buildings to close	Yes - 4 p.m. Main & Elem.	Yes - 4 p.m. Main & Elem.	Yes 2 p.m. Main & Elem.
PPE supplies	All staff, students 2-12 required, prek-1 recommended (https://docs.google.com/document/d/18FWHJ1ebqZFqcsiSTO4HHNI_VuavzemSF1Id7O0giNs/edit#heading=h.86telte0c5)	All staff, students 2-12 required, prek-1 recommended (https://docs.google.com/document/d/18FWHJ1ebqZFqcsiSTO4HHNI_VuavzemSF1Id7O0giNs/edit#heading=h.86telte0c5)	For custodial staff or staff working in buildings

Masks:

Masks: Masks are one of the most important tools to prevent transmission of Covid-19 and under our plan submitted to DESE will be supported for all students and staff in the buildings. To further clarify, the following protocols will be observed:.

- All students (preK-13) are required to wear a mask that covers their nose and mouth while on school grounds, school buses, and at school events. Exceptions for meals, mask breaks, and medical exemptions are permitted.
- All adults, including educators, staff, and visitors, are required to wear masks/face coverings while on school grounds and at school events. Exceptions for meals, mask breaks, and medical exemptions are permitted.
- Exceptions to mask/face covering requirements will be made for those for whom it is not possible due to medical conditions, disability impact, or other health or safety factors. If a medical exception is being used, appropriate medical documentation may be required.
- Parents may not excuse their child from the face mask requirement by signing a waiver.
- Mask breaks will occur throughout the day. Mask breaks will occur when students and staff can be six feet apart and ideally outside or at least with the windows open.
- Additionally, face masks or face coverings will not be required when appropriate social distancing is enforced:
  - during mask breaks;
  - while eating or drinking;
  - during physical education classes (outside at 15-foot distance);
  - while outside (10-foot distance).
- Masks/face coverings should be provided by the student/family, but extra disposable face masks will be made available by the school for students who need them.
- Reusable masks/face coverings provided by families should be washed by families daily.
- Students should bring a spare mask to school each day.
- Students must make sure their masks comply with the school's Dress Code.
- Masks/face coverings are required to be worn by everyone on the bus during school bus transportation.
- To properly protect the wearer and others, a mask must:
  - cover both nose and mouth
  - fit snugly against the skin
  - be washed daily
  - be put on and removed using the ear loops, without touching the front of the mask
  - not have a one-way valve that allows unfiltered exhaled air

- In the event students behave in a way that jeopardizes public health and safety as outlined by the CDC, the district will take the appropriate steps as delineated in the student handbook (safety protocols). These safety protocols will be clearly defined for students and parents prior to students entering the school. Student adjustments may include:
  - Teacher redirection and/or reminders as needed.
  - Removal of a student from the classroom and notification of parent
  - Alternative instruction provided in a safe environment

- In the event that staff members behave in a way that jeopardizes public health and safety as outlined by the CDC, the district will take the appropriate steps as delineated in the contract.

Physical Distancing:

Based upon CDC guidelines and in accordance with a negotiated MOU with the district's unions:.

- Distancing requirements: schools will aim for a six-foot physical distance.
- Staff should seek to maximize physical distance among individuals within their physical and operational constraints.
- Classroom and facility configuration: Desks should be spaced six feet apart and facing the same direction. Again, staff will seek to maximize physical distance between desks within their physical and operational constraints.
- Alternative spaces in the school (e.g., cafeteria, library, and auditorium) may be repurposed to increase the amount of available space to accommodate the maximum distance possible. In these larger spaces, establishing consistent cohorts/classes with separation between the cohorts/classes provides another option to maximize these spaces safely.
- Additional safety precautions are required for school nurses and/or any staff supporting students with disabilities in close proximity, when distance is not possible: These precautions must include eye protection (e.g., face shield or goggles) and a mask/face covering and plexiglass dividers. Precautions may also include gloves and disposable gowns or washable outer layer of clothing depending on duration of contact and especially if the individual may come into close contact with bodily fluids.

Table 4 - Health & Safety

Classes/Movement	**Fully in School**	**Hybrid**	**Fully Online**
Students per classroom at 3' = 15 - 16 for most	Would need to use all classrooms and need all teachers available	N/A	N/A
Students per classroom at 6' = 9 - 10 for most	Cannot fit all students in at 6' distance	Can fit in students on rotation basis and hi-needs students daily; can accommodate mix of teachers working from home and in school	N/A
Cohorts	Based upon classes and subjects win same cohort as much as possible with the intent to keep students safe	Based upon classes and subjects win same cohort as much as possible with the intent to keep students safe but with smaller numbers	N/A
Entry and exit procedure	Elementary 7-12 Main Entrance	Elementary 7-12 Main Entrance	N/A
Traffic flow	Elementary 2-3 buses unloaded at a time	Elementary 2-3 buses unloaded at a time	N/A
Movement of teachers instead of students	All K-6 students will remain in their classroom all day except for outside mask breaks. 7-12 Minimized	All K-6 students will remain in their classroom all day except for outside mask breaks. 7-12 Minimized	N/A
Mask breaks	K-6 20min. daily break 7-12 15-20 min daily K-12 Lunch Break	K-6 20min. daily break 7-12 15-20 min daily K-12 Lunch Break	N/A
Mask monitoring	By all staff	By all staff	For staff in building
Procedure for those unable to wear a mask	Additional PPE for staff, plexiglass shields or face shield for unmasked student(s)	Additional PPE for staff, plexiglass shields or face shield for unmasked student(s)	For staff in building

-

Table 5 - Staffing

	Fully in School	**Hybrid**	**Fully Online**
PD travel suspended (review in late fall)	Suspended through January, 2021.	Suspended through January, 2021.	N/A
Out of district field trips suspended	Suspended for FY ‘21	Suspended for FY ‘21	N/A
Mandatory training for staff	First 6 days of school	First 6 days of school	First 6 days of school
Accommodations for staff in vulnerable population	As per negotiated MOA	As per negotiated MOA	As per negotiated MOA
In-person staff meetings	Held in school with appropriate social distancing	Held remotely	Held remotely

Screening:

Screening upon entry:

- Checking for symptoms each morning by families and caregivers is critical and will serve as the primary screening mechanism for COVID-19 symptoms. Schools should 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 COVID19 symptoms.
- Screening procedures at the point of entry will be done as feasible, including temperature checks of both staff and students. School staff (as well as bus drivers) should observe students throughout the day and refer students who may be symptomatic to the school healthcare point of contact.
- Self-screening for high temperature and Covid-19 symptoms are required to be completed prior to staff members reporting to work. The prior attestation form (Table 1) will be completed for all staff for the days that they are expected to physically report to work.

Personal Hygiene:

Hand hygiene:

- Handwashing and hand sanitizing: 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.
- DESE initial requirements and related guidance are as follows:
    - 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. Hand sanitizer should be placed at key locations (e.g., building entrances, cafeteria, classrooms).

Isolation Spaces:

COVID-19 related isolation space: In order to minimize transmission of COVID-19, Gateway has identified an isolated space available for students displaying COVID-19 symptoms in each school. DESE initial requirements and related guidance are as follows:

- Schools are required to designate a COVID-19 related isolation space that is separate from the nurse's office or other space where routine medical care is provided. A student who shows COVID-19 symptoms during the school day should be moved to the specific room pre-designated for medical-related isolation until they can be picked up by a family member. More information about steps to safely discharge students will be provided in future guidance.

Table 6 - Facilities Information

Facilities	Fully in School	Hybrid	Fully Online
Drinking fountains - off, water bottle filling stations - on	Yes	Yes	Yes
Common areas closed - teacher rooms, fitness center, libraries	Yes	Yes	Yes
Location of sanitizing stations	Entrances, cafeteria	Entrances, cafeteria	Entrances, cafeteria
Location of isolation room	Elem.-Nurse's Office, Main Complex (1st room on right)	Elem.-Nurse's Office, Main Complex (1st room on right)	Elem.-Nurse's Office, Main Complex (1st room on right)
Facility use suspended until further notice	Yes	Yes	Yes
Fire drills	Law - Has to take place within first 3 days of school	Law - Has to take place within first 3 days of school	N/A
What about if outside temperatures are above 90 degrees?	Dependent on classroom temperature	Dependent on classroom temperature	N/A
Foodservice in classrooms at elementary level	Yes	Yes	N/A
Foodservice in the cafeteria and other areas at secondary level	Yes	Yes	N/A

Testing for COVID-19

COVID-19 testing in schools: At this time, in-school testing is not recommended by DESE. Students' families should discuss testing with their health care provider. As the accuracy of point-of-care testing develops, this guidance may change.

DESE Guidance on Vaccines:

Vaccines: Districts and schools should work with parents to ensure that students are current on all standard vaccinations before they return to in-person school. In addition, health providers strongly recommend all students and staff get their regular flu vaccine.Whereas for COVID-19 it appears children are less likely to be infected with and to transmit COVID-19, this is not the case for influenza, where children are frequent transmitters. Therefore, ensuring all students, teachers, and staff receive the seasonal flu vaccine is an extremely high priority. The Department of Public Health will be issuing updated guidance regarding vaccines for schools and parents.

DESE Guidance on Transportation:

Busing for students:

- Masks - All staff and students on the bus, regardless of age, are required to wear masks at all times. Exemptions for students due to medical and/or behavioral reasons – and associated protocols – are further described later in this guidance. (essentially move to a 6' spacing)
- Distance - Students should be seated no more than one student per bench, alternating sides for each row, which allows students to maintain approximately 3 feet of physical distance. Children from the same household may sit together and in closer proximity (e.g., two students per bench).
- Ventilation - Keep windows open at all times during operation, unless not possible due to extreme weather conditions.
- Seat assignments - Students should be assigned to a single bus and a particular seat.
- Bus monitors - Districts should consider adding a bus monitor (e.g., volunteer, student leader, or staff member) for every bus to ensure strict adherence to these health and safety guidelines.

Table 7 - Student Transportation

Transportation	Fully in School	Hybrid	Fully Online
3' social distancing	1 child per seat, siblings can sit together	1 child per seat, siblings can sit together	N/A
Masks required on buses	Yes	Yes	N/A
Monitor for each bus - additional cost to district	TBA	TBA	N/A
Move radius to 2 miles instead of 1.5 miles	Yes	Yes	N/A
DESE still looking at 3' social distancing on buses, so 24 students per 71 passenger bus	1 child per seat with mask, siblings can sit together	1 child per seat with mask, siblings can sit together	N/A
Sanitizing all buses in between runs and social distancing loading and unloading will require longer time in between bus runs	Yes, time in between tiers will have to increase by ½ hour.	Yes, time in between tiers will have to increase by ½ hour.	N/A
Do we look at 3-tier busing?	No	No	N/A
Plastic jersey barriers for driveway in front of school	TBA	TBA	N/A

Remote Learning Alternative Under In-person return:

Any Gateway family that does not feel comfortable having their children physically return to school has the option to have Gateway provide a 'fully remote learning environment' that will be managed by the district and uses our staff to provide instruction.

Under DESE Guidance:

- During the 2020-21 school year, DESE will also require schools and districts to differentiate between students attending school in-person and remotely in their local Student Information System. This data will allow DESE to monitor remote learning programming and student engagement across the Commonwealth. The Department will release information soon with directions for districts to report this information.
- Thus students will be coded differently if they have chosen to be a 'fully remote participant' in the Gateway School District.

In order to comply with health and safety requirements, Gateway has established a transition period of no more than three to four weeks, to plan for the transition of a student from remote to in-person learning. During this time period, teaching and learning must continue uninterrupted for that student.

Table 8 - Student Schedule

Cohort	Elementary	Secondary
High Needs (as identified)	In-Person - M/Tu/Th/Fr 9:00 am to 3:35 pm Remote - 9:00 to 3:35 on Wednesday	In-Person - M/Tu/Th/Fr 7:15am to 1:50 pm Remote - 7:15 to 1:50 on Weds
PreK, Kindergarten, FIrst Grade	In-Person - M/Tu/Th/Fr 9:00 am to 3:35 pm Remote - 9:00 to 3:35 on Wednesday	N/A
Cohort A (Chester, Huntington, Middlefield)	In-Person - M/Tu 9:00 am to 3:35 pm Remote - 9:00 to 3:35 on Wednesday/Thursday/Friday	In-Person - M/Tu 7:15am to 1:50 pm Remote - 7:15 to 1:50 onWeds/Thursday/Friday
Cohort B (Blandford, Montgomery, Russell)	In-Person - Thursday/Friday 9:00 am to 3:35 pm Remote - 9:00 to 3:35 on Monday/Tuesday/Wednesday	In-Person -Thursday/Friday 7:15am to 1:50 pm Remote - 7:15 to 1:50 on Monday/Tuesday/Friday
School Choice	Individually Assigned	Individually Assigned

Instructional Day:

The instructional day would be similar to the times and schedules of our traditional school day. At the elementary level, schools would start and end 15 minutes later to accommodate the cleaning of

buses between runs. Elementary students would spend their day in ‘class cohorts’, and activities such as recess, lunch, and similar activities would remain similar except with appropriate social distancing. However, our elementary students would only be physically in school two days a week (with the exception of designated high-needs students who will be in school 4-days a week and those families that have chosen to have their students attend on a fully remote platform) and participating in remote learning activities for the remaining three days. At the secondary level, the school day will start and end 15 minutes earlier to accommodate the cleaning of buses between runs, students will be placed in as few cohorts as possible, and the daily schedule will remain similar to the past except that our middle and high school students would only be physically in school two days a week (with the exception of designated high-needs students who will be in school 4-days a week and those families that have chosen to have their students attend on a fully remote platform) and participating in remote learning activities for the remaining three days.

Table 9 - Extracurricular Activities

Specials/After School	**Fully in School**	**Hybrid**	**Fully Online**
Band	As per DESE	As per DESE	Virtual format
Chorus	As per DESE	As per DESE	Virtual format
Physical education	As per DESE	As per DESE	Virtual format
Assemblies	In school suspended for FY ‘21, may be virtual. Graduation TBD	In school suspended for FY ‘21, may be virtual Graduation TBD	N/A unless via online format
Athletics	All sports dependent on state guidance.	All sports dependent on state guidance.	All sports dependent on state guidance.
Concerts	In school suspended for FY ‘21, may be virtual	In school suspended for FY ‘21, may be virtual	N/A unless via online format
Plays	In school suspended for FY ‘21, may be virtual	In school suspended for FY ‘21, may be virtual	In school suspended for FY ‘21, may be virtual
Wrap-around	Suspended for FY ‘21	Suspended for FY ‘21	N/A
Interns, Student teachers	Allowed on a case by case basis	Allowed on a case by case basis	Allowed on a case by case basis

E. Remote learning model:

Description:

- In this learning model, remote learning is the default mode of instruction for all students, though some High Needs students may still be served in-person full time or through a hybrid model. Structured Learning Time requirements apply to remote learning.
- Remote learning must include the following requirements per DESE regulations:
    - procedures for all students to participate in remote learning, including a system for tracking attendance and participation;
    - alignment of remote academic work to state standards;
    - a policy for issuing grades for students' remote academic work; and
    - a method for teachers and administrators to regularly communicate with students' parents and guardians, including providing interpretation and translation services to limited English proficient parents and guardians.
- Districts should also include information about the technology platforms, staffing model, curriculum, and instructional materials they will employ.

Summary:

Remote learning would be part of our return to school plan as we begin a phased, physical return to school for all students, even those who are brought physically back first (due to the Wednesdays the buildings are closed to students) and due to the need to 'flip' instruction so that teachers only have to create one lesson and work with all students at the same time. To effectively implement a more robust remote learning experience, we would build upon the lessons learned this spring and this includes looking at three options - one option would be that we physically bring back students in a phased plan to receive in-person instruction while others participate remotely, two, all students would receive all instruction and services remotely if the incidence of COVID-19 increases in the area, and three, working with those families who have opted to remain under the 'remote' learning umbrella even if the schools are open for physical attendance. Under all options, the following would need to occur:

- Providing additional professional development to staff members in remote learning and the Google platform (including moving to Google Enterprise for Education),
- Ensuring every student has access to internet by providing hotspots to those students who have indicated they don't have reliable internet service (~60 students),
- Providing an opportunity for parents to receive training/tutoring on assisting their children with online learning
- Providing a simpler way to access several different teachers (dashboard or single sign-on for grade level or related courses) for course work

- Creating grade-level curriculum/instructional teams to ensure content is aligned and material is covered equitably across subjects
- Ensuring that an accurate means is developed for measuring participation/attendance
- Enhancing our ability to provide grades/credit for work done and courses completed
- Continuing two-way dialogue with families

School Environment Modifications:

Masks:

- As students are expected to be at home for the portion of the day that they are in remote learning, there are no mask requirements.

Physical Distancing:

- As students are expected to be at home for the portion of the day that they are in remote learning, there are no physical distancing requirements.

Grouping:

Student groups:

- Students at home in a remote learning situation will be part of their normal ‘class’ but there is no at home ‘cohort’.

Screening:

- As students are expected to be at home during remote learning, they are not entering the school buildings or being transported by bus, therefore there is no need for an entrance screen.

Personal Hygiene:

Hand hygiene should be followed at home just as it would be in school:

- Handwashing and hand sanitizing: 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.
- DESE initial requirements and related guidance are as follows:

- 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. Hand sanitizer should be placed at key locations (e.g., building entrances, cafeteria, classrooms).

Isolation Spaces:

- A student's home would be considered their isolation space if they had COVID-19 symptoms.

Testing for COVID-19

COVID-19 testing in schools: At this time, in-school testing is not recommended by DESE. Students' families should discuss testing with their health care provider. As the accuracy of point-of-care testing develops, this guidance may change.

DESE Guidance on Vaccines:

Vaccines: Districts and schools should work with parents to ensure that students are current on all standard vaccinations before they return to in-person school. In addition, health providers strongly recommend all students and staff get their regular flu vaccine.Whereas for COVID-19 it appears children are less likely to be infected with and to transmit COVID-19, this is not the case for influenza, where children are frequent transmitters. Therefore, ensuring all students, teachers, and staff receive the seasonal flu vaccine is an extremely high priority. The Department of Public Health will be issuing updated guidance regarding vaccines for schools and parents.

DESE Guidance on Transportation:

- There would be no district transportation for students during their remote learning time.

Remote Learning Alternative Under In-person or hybrid return:

Any Gateway family that does not feel comfortable having their children physically return to school has the option to have Gateway provide a 'fully remote learning environment' that will be managed by the district and uses our staff to provide instruction.

Under DESE Guidance:

- During the 2020-21 school year, DESE will also require schools and districts to differentiate between students attending school in-person and remotely in their local Student Information System. This data will allow DESE to monitor remote learning programming and student engagement across the Commonwealth. The Department will release information soon with directions for districts to report this information.
- Thus students will be coded differently if they have chosen to be a 'fully remote participant' in the Gateway School District.

Instructional Day:

The instructional day for a fully remote student would be similar to an in-person student in terms of classwork, time on learning, group work and days except would be done at home in a virtual environment that would be linked with the in-school classroom and managed by themselves or a parent/guardian.

- Parents/caregivers are responsible for ensuring their child attends school every day, whether for in-person or remote learning. The district will investigate extended absences and make and document reasonable efforts to locate the student and determine the reason for nonattendance.
- Synchronous and Asynchronous Learning Districts may determine the amount of synchronous and asynchronous teaching and learning during remote learning programming. However, consistent with 603 CMR 27.08(3)(b), DESE requires that remote learning programs include regular, two-way communication between students, educators, and families to ensure students and families have meaningful opportunities to connect regularly with staff. Students must have regular, consistent opportunities to access live, synchronous instruction, student-to-student interaction, collaborative assignments/projects, teacher feedback, and other needed supports (e.g., semi-weekly office hours, individual check-ins with students bi-weekly, etc.), as they are critical for student academic growth and meaningful student and family engagement.
- Grades: Consistent with 603 CMR 27.08(3)(b), districts must assess all students based on the district's and educator's performance criteria for students during the 2020-21 academic year. This performance criteria must be consistent across in-person, hybrid, and remote learning environments. For example, if students typically receive a letter grade (A-F) for a particular course, students who are participating remotely must also receive a letter grade. Although a district's grading policy will be implemented across all scenarios, districts should consider exemptions for students under extreme circumstances (e.g., students in households with family members experiencing significant health issues related to COVID-19) and ensure they receive the appropriate support and wraparound services to accelerate learning.
- Learning Standards Consistent with 603 CMR 27.08(3)(b), all students – whether learning in-person or remotely – must have access to grade-level instruction in all content areas included in the Massachusetts curriculum frameworks. While the scope and sequence of the instruction teachers provide will vary depending on student needs and district requirements, all students will be required to take the MCAS tests in spring 2021. Students learning remotely should also have opportunities to engage in enrichment opportunities and receive

intervention supports as needed.

- Special Education in Remote Settings All schools and districts are required to have a comprehensive plan for delivering special education instruction and services remotely. Instruction and Services: (e.g., structured learning time, teletherapy, and video conferencing). This includes:
    - A regular and consistent schedule of classes, interventions, services, and therapies as required by the student's IEP, offered synchronously or asynchronously;
    - Structured learning time designed so that the student can access state standards; and
    - Frequent interactions with teachers and other staff members to ensure participation. A consistent schedule of classes interventions, services and therapies must include students 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 can be provided via telephone or video conferencing. Students might also benefit from asynchronous pre-recorded videos of lessons to follow at home.
    - For students receiving the majority of their daily instruction through special education, teachers and therapists should 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.
- English as Second Language (ESL) in Remote Settings: Districts and schools must continue to meet their legal obligation to serve English learners, even when students are learning remotely. All schools and districts must have a comprehensive plan for delivering English Learner Education (ELE) services remotely, and this model must be available for individual students who are not returning in person and for all students in the event of future classroom or school closures due to COVID-19

Technology Needs & Requirements:

The Gateway District has provided Chromebooks to every student and a laptop device to all staff members. The district surveyed parents and purchased managed hotspots for those students that had difficulty with internet access this spring. Only one staff member (cafeteria worker) indicated a problem with internet access this spring. The district also has broadband available to staff and students in the buildings and in the parking lots.

- Learning Management System - Gateway will use Google Enterprise including Google Classroom as the LMS.
- Collaboration tools: Identify and select common collaboration tools for staff and students and purchase enterprise licenses if selected technologies are not open-use. Ensure all stakeholders are using compatible software for activities such as:
    - Face-to-face communication (Google Meet)
    - Instant messaging (Google Classroom)
    - Document collaboration (Google Documents)
- File-sharing (Google Drive)

- Calendar-sharing (Google Calendar)
- Content platform(s): For asynchronous and supplemental learning materials, Gateway will use Screencast-o-Matic for screen recording and See-Saw, RazKids, Mystery Science and FlipGrid in addition to Google Classroom
- Single-sign on platform: Gateway will use Clever for our single-sign on access point for students and families to make accessing remote learning as simple as possible.
- The district also has subscriptions to LanSchoolAir for staff monitoring students activity on district Chromebooks and Securly for content filtering.

Training and support for students, families, and staff members

- Gateway has set procedures for account setup and user testing on new platforms, disseminating user guides and online resources, and offers technical support resources and training, as needed. Gateway will provide streamlined, consistent communication and support to enable all students, parents/caregivers, and/or educators to do the following:
    - Log on to their device and use technology tools and platforms safely and effectively
    - Access ongoing technology support (both for hardware and network issues)
    - Access curriculum and content
    - Assign and/or complete and submit assignments and receive feedback
    - Monitor course progress and student performance (such as grades and assessment results)
    - Engage with their teacher(s) for instruction and interact with other students
    - Access services and accommodations for students with disabilities
    - Access services for English learners

F. Out-of-school time plan:

In this section, please include any information about additional supports, instruction, or services the district will provide to students: (a) before and after school, (b) through 21st Century Learning, if applicable, and (c) on the weekends.

Before and After School:

As noted in Table 9, Gateway is not currently planning on before and after school activities, including extracurricular and athletic activities until we are comfortable with a safe return to school for academic purposes.

Weekends:

As noted in Table 8, Gateway is not currently planning on activities on weekends, including extracurricular and athletic activities until we are comfortable with a safe return to school for academic purposes.

G. Student supports and professional learning:

Safety, wellness, and social-emotional supports:

PBIS: Gateway Regional School District will continue in the second year of Positive Behavior Interventions and Supports (PBIS) in all platforms (remote, hybrid and in-person). This includes having a clearly communicated outline of student and staff expectations, a system of recognition for students and staff, a predictable system of reporting with clearly defined consequences for not meeting expectations and supports for students who struggle to meet expectations consistently. The goal of this implementation is to improve school climate, improve attendance and decrease disciplinary incidents. There is a team of dedicated educators committed to continuing with the Multi-tiered Systems of Supports (MTSS) academy focused on PBIS who will continue planning and implementation in all formats for students and staff.

Second Step: Gateway Regional School District has purchased the materials for Second Step Social-Emotional Learning Curriculum for grades kindergarten through eighth grade. This curriculum is carefully crafted to address social needs in groups of students with particular attention to positive language and student identification of self-regulating strategies. The counseling department will be leading the implementation of this curriculum at all levels during the 2020-2021 school year.

Planning and instruction:

Literacy Initiative: Littleville and Chester Elementary Schools have previously engaged in two intensive years of literacy training including implementation of Orton Gillingham teaching methodology using Project Read materials under the guidance of literacy consultant Laurie Cousseau (Green River Literacy). Teachers will continue in the 2020-2021 school year to implement phonics/linguistic instruction both virtually and in person.

Math Instructional Leadership Team: Gateway Regional Middle School has engaged in a year-long study of instructional practices in conjunction with the Statewide Systems of Support team. This team continues to meet to review high-quality curricular materials, planning, instruction and assessment. This work was extended to an Elementary PLC, and will be furthered into the high school level during the 2020-2021 school year. Vertical alignment and instructional strategies are primary goals of this work which should directly impact student achievement as evidenced by accountability data.

Standards Tracking: During the spring of 2020, teachers engaged in specific Massachusetts framework standards to identify what was accomplished in person, remotely, or not accomplished during the 2019-2020 school year. This tracking will be a valuable tool in planning for the upcoming school year, and is available to all staff. Standards tracking will assist in mapping curriculum and supports for the 2020-2021 school year.

Curriculum Development: Gateway Regional School District is engaging in an intensive year of curriculum mapping in mathematics and English language arts during the 2020-2021 school year. Funded by Title II a funds and Turnaround grant funds, the district will purchase Atlas Rubicon curriculum mapping software, and support several teacher-leaders to move forward in the ODRM targeted district report-recommended intensive curriculum-mapping.

Assessment:

In order to ensure compliance with State and Federal law and regulations, formal assessment for the purpose of determining eligibility for special services, or required as part of the IEP process under IDEA commenced on-site this Summer with district clinical staff. School Psychologist and Related Services Clinicians (OT, PT, SLP, SAC, and BCBA) will conduct face to face assessments by practicing safe social distancing in rooms that afford such space within each building with staff and students wearing appropriate PPE provided by the district. The district is further exploring various plastic shield and barrier options so that staff may safely conduct required evaluations in smaller spaces when necessary.

Intervention:

Elementary Title I Supports: Chester Elementary School will provide literacy support via title I with a highly trained literacy staff member to provide online support to struggling learners as well as a highly trained para to support in-person interventions for our high-risk students. Supports will include strategies to improve nonsense word fluency, decoding, oral reading fluency, and basic comprehension skills.

Elementary Response to Intervention: Elementary students at Littleville and Chester Elementary Schools will have data collected using various assessment tools, and students will receive individualized supports during remote, hybrid, and in-person learning. This multi-tiered approach consists of assessing, instructing, progress-monitoring, adjusting instruction, assessing and making data-informed decisions for at-risk students. This practice has yielded strong results in previous years and the district plans to adapt the model for all possibilities in the 2020-2021 school year using programs such as DIBELS Next, ThinkCentral, RAZ Kids, SeeSaw, Google Classroom, Google Meets, and many more.

Targeted small-group instruction: Students at Gateway Regional School District will benefit from small-group instruction at all levels. Instruction will be varied through pre-recorded direct instruction, in-person mini-lessons, and other methodologies to ensure devoted time for guided practice in small groups. The schedule in remote, hybrid and in-person models includes extended time in core academic courses, allowing for a focus on small groups. Best practices in small group instruction will be one focus during the additional professional development in September 2020.

PBIS Tiered Supports: Gateway Regional School District is dedicated to the implementation of PBIS throughout the district. This includes tiers two and three, specifically with a check-in, check out

program for struggling students and data-informed student intervention plans. There is a team of dedicated educators committed to continuing with the Multi-tiered Systems of Supports (MTSS) academy focused on PBIS who will continue planning and implementation in all formats for students and staff.

Secondary Peer Tutoring: Peer tutoring will be implemented at Gateway Regional School District at the middle and high school levels. This evidence-based practice includes connecting struggling, high-risk students with academically strong peers for additional support. Academically strong peers not only provide core academic support, but mentorship as well, which enhances student connection with the school. This practice will occur using google meets exclusively during the 2020-2021 school year.

Building additional Child Study and Student Intervention Team Supports: Funded by Title IV, the secondary level at Gateway Regional School District will engage in a strengthening of child study and intervention teams to better serve high-risk populations. This will include separating into two teams, a Student Intervention Team (SIT) which focuses on evidence-based interventions for struggling students identified through teacher assessment and achievement data. The second team, Child Study Team (CST), will further review student cases and develop a student intervention plan when SIT identifies a struggling learner. CST will also take on the responsibility of gathering data in the case of a necessary referral to pupil services.

School calendar with start date and PD days:

Please note that the original calendar has been modified as per Table 1 to account for the additional 10 days of professional development and preparation time that the DESE Commissioner has provided to the MTA and which the local association (Gateway Educational Association) has negotiated into an MOA to reopen schools. The first five days for staff (August 27, 28, 31 and Sept. 1, 2) will be PD directed by the district for the purposes of preparing to instruct students in a hybrid model, the six and seventh day will be for classroom preparation and mandated state training (Sept 3 & 4) and the eighth through twelfth day (Sept. 8, 9, 10, 11, 14) will be for individual teacher preparation and remote learning will start for one week beginning Sept. 15). Chromebooks will be distributed on September 8th and 9th.

H. Other:

Table 10: Elementary Student Expectations for Online Learning

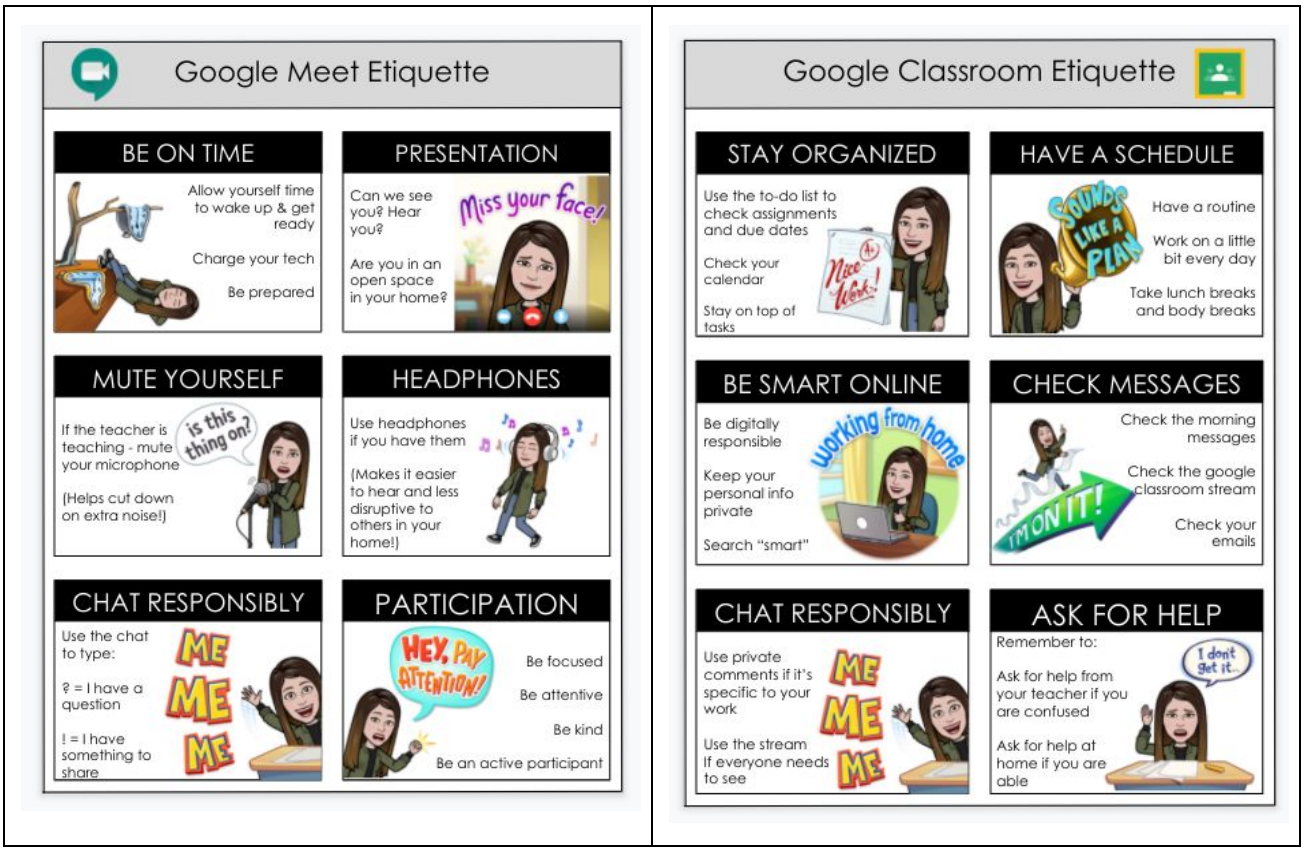

Table 11: MS/HS Student Expectations for Online Learning

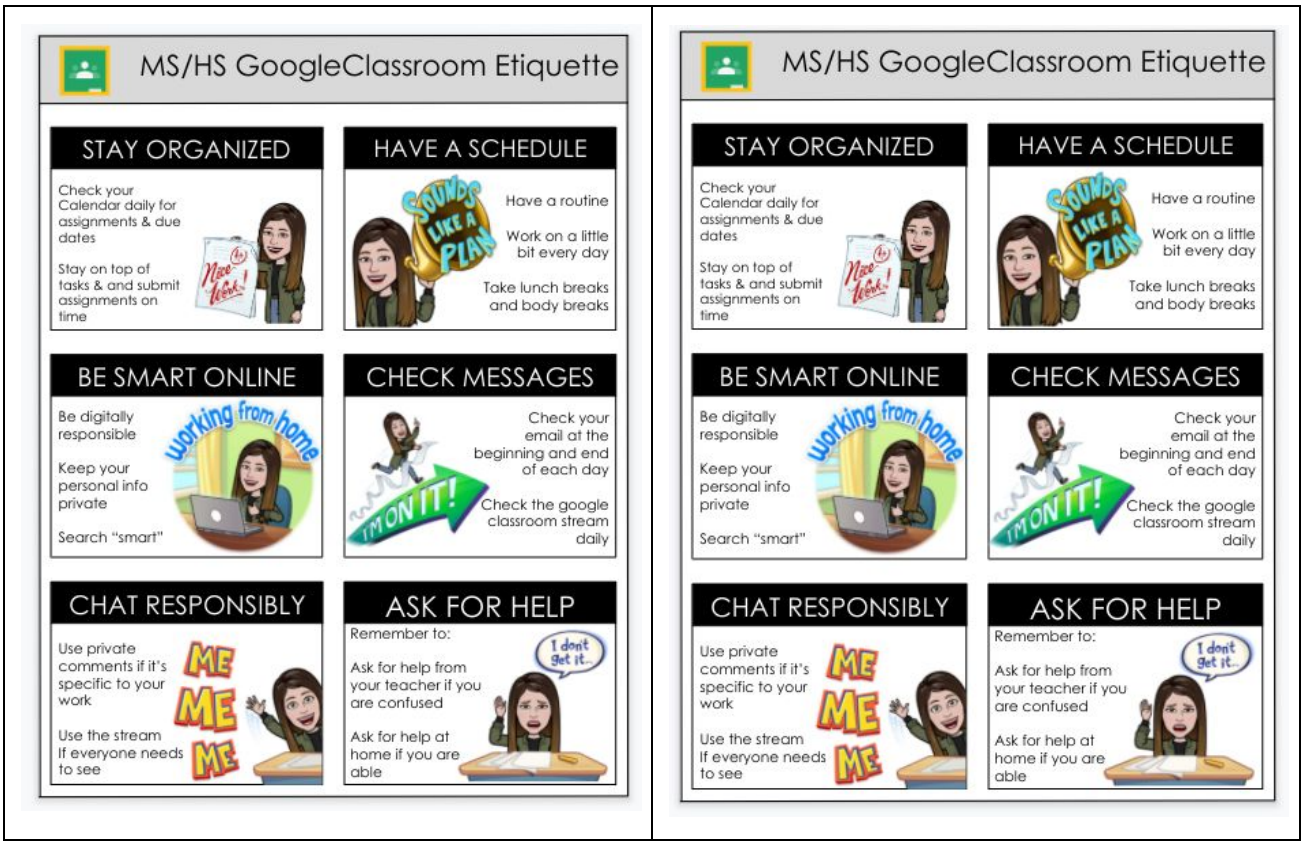

Table 12: Teacher Expectations for Remote/Hybrid/In-Person Models

	Grades K-2	Grades 3-6	Grades 7-8	Grades 9-12
Attendance	-Taken at the beginning of each class via google meets -Attendance entered into Powerschool	-Taken at the beginning of each class via google meets -Attendance entered into Powerschool	-Taken at the beginning of each class via google meets -Attendance entered into Powerschool	-Taken at the beginning of each class via google meets -Attendance entered into Powerschool
Grading	-Grades will be updated weekly in Powerschool -Grades will include participation in class, summative assessments, group work completion, projects and individual work completion. -Independent work (homework) will only be scored on completion	-Grades will be updated weekly in Powerschool -Grades will include participation in class, summative assessments, group work completion, projects and individual work completion. -Independent work (homework) will only be scored on completion	-Grades will be updated weekly in Powerschool -Grades will include participation in class, summative assessments, group work completion, projects and individual work completion. -Independent work (homework) will only be scored on completion	-Grades will be updated weekly in Powerschool -Grades will include participation in class, summative assessments, group work completion, projects and individual work completion. -Independent work may be scored for accuracy with a student option to fix errors
Direct Instruction	-Pre-recorded or synchronous direction provided for 5-6 minutes per content area -May include educational recordings from outside sources, pre-recorded lessons, synchronous teaching, podcasts, high quality content websites, informational reading, etc.	-Pre-recorded or synchronous direction provided for 10-12 minutes per content area -May include educational recordings from outside sources, pre-recorded lessons, synchronous teaching, podcasts, high quality content websites, informational reading, etc.	-Pre-recorded or synchronous direction provided for 12-15 minutes per content area -May include educational recordings from outside sources, pre-recorded lessons, synchronous teaching, podcasts, high quality content websites, informational reading, etc.	-Pre-recorded or synchronous direction provided for 12-15 minutes per content area -May include educational recordings from outside sources, pre-recorded lessons, synchronous teaching, podcasts, high quality content websites, informational reading, etc.

	-Will include all grade level content standards identified in the Massachusetts frameworks	-Will include all grade level content standards identified in the Massachusetts frameworks	-Will include all grade level content standards identified in the Massachusetts frameworks	-Will include all grade level content standards identified in the Massachusetts frameworks
Guided Practice/Group Work	-Remainder of assigned class time is spent in small group guided practice and/or other in-person supports for students (individual, small group or whole class) -Teacher is available to all students during guided practice time (entire assigned class period)	-Remainder of assigned class time is spent in small group guided practice and/or other in-person supports for students (individual, small group or whole class) -Teacher is available to all students during guided practice time (entire assigned class period)	-Remainder of assigned class time is spent in small group guided practice and/or other in-person supports for students (individual, small group or whole class) -Teacher is available to all students during guided practice time (entire assigned class period)	-Remainder of assigned class time is spent in small group guided practice and/or other in-person supports for students (individual, small group or whole class) -Teacher is available to all students during guided practice time (entire assigned class period)
Independent student work (including homework)	-10 minutes per content area (Math + ELA) in addition to small group work -Independent work is assigned from district-approved curricular materials/ platforms	-10-15 minutes per content area (Math + ELA + Science) in addition to small group work -Independent work is assigned from district-approved curricular materials/ platforms	-15 minutes per content area (Math + ELA + Science + Social Studies) in addition to small group work -Independent work is assigned from district-approved curricular materials/ platforms	-20 minutes per content area (Math + ELA + Science + Social Studies) in addition to small group work -Independent work is assigned from district-approved curricular materials/ platforms
Google Classroom	-Teachers maintain one single google classroom for their self-contained class -All assignments are posted in Google Classroom or in Seesaw for all students. -All assignments include a due date	-Teachers maintain a grade-level google classroom which each teacher contributes their content material to -All assignments are posted in Google Classroom or for all students. -All assignments include a due date so that	-Teachers maintain a grade-level google classroom which each teacher contributes their content material to -All assignments are posted in Google Classroom for all students. -All assignments	-Teachers maintain individual google classrooms for each course taught -All assignments are posted in Google Classroom for all students. -All assignments include a due date so that

	so that assignments are easily visible in calendar view	assignments are easily visible in calendar view	include a due date so that assignments are easily visible in calendar view	assignments are easily visible in calendar view
Classroom Management	-Minor behavioral incidents will follow 3 step process: step 1 is teacher redirection, step 2 is muting/asking student to leave meet for 2 minutes and teacher reaches out to parent, step 3 is a referral to administrator or counselor -Major behavioral incidents will be a direct referral to administrator	-Minor behavioral incidents will follow 3 step process: step 1 is teacher redirection, step 2 is muting/asking student to leave meet for 5 minutes and teacher reaches out to parent, step 3 is a referral to administrator or counselor -Major behavioral incidents will be a direct referral to administrator	-Minor behavioral incidents will follow 3 step process: step 1 is teacher redirection, step 2 is muting/asking student to leave meet for 5 minutes and teacher reaches out to parent, step 3 is a referral to administrator or counselor -Major behavioral incidents will be a direct referral to administrator	-Minor behavioral incidents will follow 3 step process: step 1 is teacher redirection, step 2 is muting/asking student to leave meet for 5 minutes and teacher reaches out to parent, step 3 is a referral to administrator or counselor -Major behavioral incidents will be a direct referral to administrator

Table 13: Remote Learning Grading Expectations (elementary)

As elementary students progress toward mastery of the skills and standards in the curriculum, teachers will use various indicators to monitor and assess student progress.

GRADING PERCENTAGES (Weighted Values)
Daily Assignments = 60%
Tests/Projects = 25%
Attendance/Participation in Google Meets = 15%

MINIMUM NUMBER OF GRADES RECORDED EACH WEEK

SUBJECT AREA	DAILY GRADES	TEST/PROJECT GRADES
ELA	At least 2 per week	At least 3 per reporting period
MATH	At least 2 per week	At least 2-3 per reporting period
SCIENCE	At least 1 per week	At least 2 per reporting period
SOCIAL STUDIES	At least 1 per week	At least 1 per reporting period
PE/HEALTH, MUSIC, ART	Grades will be based on successful participation in the planned weekly activities and completion of assigned activities	

* Work that is graded will be recorded in the district electronic gradebook within ten (10) school days of the date received by the teacher.

LATE WORK: Students are expected to submit all work. Late work is classified as work not submitted on time, but not due to an absence. The timeline for completion and submission of late assignments shall be two (2) school days from the posted assignment due date. Late work penalties will apply after the assignment is more than 2 days late. Late work penalties do not apply to make up work from absences.

Late Work Penalties (Grades 3-6):
-10 pts. for the third day
-15 pts. for the fourth day
-20 pts. for the fifth/sixth day
Work over a week late will not be accepted.

MAKE-UP WORK: All students will be allowed to make up work when they are absent from class.

•Students will have up to five (5) school days to complete all missed assignments. Students will have five (5) school days from the date of their return to complete make-up work from the dates of absence.

•In the case of a long-term illness or family emergencies, teachers may modify assignments and determine an appropriate due date.

STUDENTS NOT COMPLETING WORK: After the second grade of “0” is assigned to a student in a grading period, the parents will be contacted. If the problem persists, a student-teacher-parent conference is recommended.

Tables 14&15: Remote Learning Grading Expectations (MS/HS)

In all three models, Gateway Regional MS and HS will be returning to grade level and content grading expectations that existed prior to COVID 19 closings. These will be communicated in MS team communications and/or individual course syllabi to all students and families. Below are the common elements of the policy from each school's handbook and the HS Program of Studies:

MS Handbook Elements Related to Grading

MS BASIS FOR GRADES

As many as six categories may make up a grade in any subject area. These areas are test results, quiz results, projects, class work, homework, and class participation. All six areas are important but some count more than others. Also, because classes are different, one area might count more in one class than in another. For example, projects might count more in social studies than in math class, but tests might count more in English than in science. To help with these differences, a chart may be given to you by each teacher for each class or subject. Here is an example of a rubric that might be used:

Assessment	**% of Grade**
Tests	30%
Quizzes	20%
Projects	10%
Class Work	15%
Homework	20%
Class Participation	5%

MS GRADE COMPETENCIES

Below is a list of competencies that help define an A, B, C, D, or F, as well as a definition of an incomplete grade.

A – Demonstrates these competencies:

- Organizes his/her work carefully and successfully.
- Overall performance shows evidence of *excellent* study habits.
- Participates constructively in class activities.

B – Demonstrates these competencies:

- Organizes his/her work carefully and successfully.
- Overall performance shows evidence of *above average* study habits.
- Participates constructively in class activities.
- Mastery of unit or term's skills is at *above average* level.

C – Demonstrates these competencies:

- Attempts to organize his/her work carefully and successfully.
- Overall performance shows evidence of *average* study habits.
- Participates constructively in class activities.
- Attainment of unit or term's skills is at *average* level.

D – Demonstrates these deficiencies:

- Has difficulty organizing his/her work carefully and successfully.
- Overall performance shows evidence of *below average* study habits.
- Has difficulty participating constructively in class activities.
- Performance of unit or term's skills is at *below average* level.

F – Demonstrates these deficiencies:

- Has much difficulty organizing his work carefully and successfully.
- Overall performance shows evidence of poor study habits.
- Has much difficulty participating constructively in class activities.
- Performance of unit or term's skills is at *failing* level.

HOMEWORK GUIDELINES

Homework is a learning activity, which should increase in complexity with the maturity of the student and aid in his/her development. The care with which a homework assignment is given, the quality of the responses of students, and the nature of the follow-up activities in the classroom are of greater importance than the quantity of work involved in a homework assignment.

Meaningful homework assignments should be made, with the purpose of the assignment being clearly understood by both the teacher and the student. Assignments should be consistent in terms of the amount so that the teacher and the student can establish a pattern of meaningful homework.

Homework should not require the use of reference materials not readily available in most homes, school libraries, or the public library, and should require the use of those materials only when the student has received instruction in the use of them. Because students within the same class differ in their abilities, interests, and educational needs, teachers are encouraged to vary homework assignments.

Homework should be an application or adaptation of a classroom experience. To support teacher assignment of homework, parents or guardians are encouraged to provide a time and place for completion of homework. To help make homework most helpful to the student, parents can also offer needed guidance and support to promote student responsibility. If there are questions about assignments, parents are encouraged to contact individual teachers.

MAKE-UP OF CLASS WORK AND HOMEWORK

Students are responsible for promptly arranging to make up work missed due to an absence from class. Teachers are not obligated to remind students about the need to make up missed work. Teachers are authorized to give failing grades for work that is not made up in a satisfactory manner **within a time frame equal to their absence** (*for example, a student out for 3 days will have 3 additional days to complete their work upon their return)*. The safest plan for the student is to arrange for making up work immediately upon their return to school after an absence. Students who are truant or who intentionally miss an assigned class period will forfeit all privileges to make up work. Students on external suspension are entitled to receive homework assignments and make up any work missed during the suspension. If the work is sent home, students are expected to make an effort to complete the work while outside of school. If externally suspended students need teacher assistance before competing their work, they are expected to make arrangements with their teacher for completing the missed work.

HS Handbook Elements Related to Grading

HS GRADE SCALE

LETTER GRADE	NUMERICAL GRADE	AP	HONORS	COLLEGE PREP	Basic/CP2
A+	100	5.00	4.5	4.00	3.5
A+	99	4.93	4.43	3.93	3.43
A+	98	4.86	4.36	3.86	3.36
A	97	4.79	4.29	3.79	3.29
A	96	4.72	4.22	3.72	3.22
A	95	4.65	4.15	3.65	3.15
A	94	4.58	4.08	3.58	3.08
A	93	4.51	4.01	3.51	3.01

A-	92	4.44	3.94	3.44	2.94
A-	91	4.37	3.87	3.37	2.87
A-	90	4.3	3.8	3.3	2.8
B+	89	4.23	3.73	3.23	2.73
B+	88	4.16	3.66	3.16	2.66
B	87	4.09	3.59	3.09	2.59
B	86	4.02	3.52	3.02	2.52
B	85	3.95	3.45	2.95	2.45
B	84	3.88	3.38	2.88	2.38
B	83	3.81	3.31	2.81	2.31
B-	82	3.74	3.24	2.74	2.24
B-	81	3.67	3.17	2.67	2.17
B-	80	3.6	3.1	2.6	2.1
C+	79	3.53	3.03	2.53	2.03
C+	78	3.46	2.96	2.46	1.96
C	77	3.39	2.89	2.39	1.89
C	76	3.32	2.82	2.32	1.82
C	75	3.25	2.75	2.25	1.75
C	74	3.18	2.68	2.18	1.68
C	73	3.11	2.61	2.11	1.61
C-	72	3.04	2.54	2.04	1.54
C-	71	2.97	2.47	1.97	1.47
C-	70	2.9	2.4	1.9	1.4
D+	69	2.83	2.33	1.83	1.33
D+	68	2.76	2.26	1.76	1.26
D	67	2.69	2.19	1.69	1.19
D	66	2.62	2.12	1.62	1.12
D	65	2.55	2.05	1.55	1.05
D	64	2.48	1.98	1.48	0.98
D	63	2.41	1.91	1.41	0.91
D-	62	2.34	1.84	1.34	0.84
D-	61	2.27	1.77	1.27	0.77
D-	60	2.2	1.7	1.2	0.7
F	59-0	0.00	0.00	0.00	0.00

HS GRADE POINT AVERAGE (GPA)

Students in grades nine through twelve receive a weighted GPA at the end of each year with their final report card for the year. In addition, seniors receive a mid-year GPA. A GPA is calculated primarily for the purpose of determining class rank, which is a factor that many colleges look at in assessing a candidate for admission. The GPA is calculated by assigning a weight to all numerical grades, with higher weights given to higher-level classes such as Advanced Placement and Honors courses. Classes taken at Gateway Regional High School in English, social studies, mathematics, world language and science are included in the calculation of the GPA. Courses taken under the Dual Enrollment Program or while a student has been home-schooled are not included in the calculation of the student's GPA. This is done because of the closeness of overall grade point averages among top students when selecting class honors such as valedictorian and salutatorian. A student must have attended Gateway Regional High School during his/her junior and senior year in order to be considered for the awarding of class valedictorian or salutatorian. The following chart contains the weighted values for grades received in courses at different instructional levels.

HONOR ROLL REQUIREMENTS

First Honors - All A's in all courses taken.

Second Honors - A minimum of two A's with B's in all other courses taken.

Third Honors - A minimum of one A with B's and no more than one C in courses taken.

If a student carries a D or F in any subject, this automatically disqualifies him/her from consideration for honors. Students with incomplete grades are not considered for honors until the final grades are given.

HOMEWORK GUIDELINES

Homework is a learning activity, which should increase in complexity with the maturity of the student and aid in his/her development. The care with which a homework assignment is given, the quality of the responses of students, and the nature of the follow-up activities in the classroom are of greater importance than the quantity of work involved in a homework assignment.

Meaningful homework assignments should be made, with the purpose of the assignment being clearly understood by both the teacher and the student. Assignments should be consistent in terms of the amount so that the teacher and the student can establish a pattern of meaningful homework.

Homework should not require the use of reference materials not readily available in most homes, school libraries, or the public library, and should require the use of those materials only when the student has received instruction in the use of them. Because students within the same class differ in their abilities, interests, and educational needs, teachers are encouraged to vary homework assignments.

Homework should be an application or adaptation of a classroom experience. To support teacher assignment of homework, parents or guardians are encouraged to provide a time and place for completion of homework. To help make homework most helpful to the student, parents can also offer needed guidance and support to promote student responsibility. If there are questions about assignments, parents are encouraged to contact individual teachers.

Please keep in mind that the level of a course (i.e., an Advanced Placement course vs. a College Prep course) may be an indication of the amount of homework necessary by the demands of the course.

MAKE-UP OF CLASS WORK

Students are responsible for promptly arranging to make up work missed due to absence from class. Teachers are not obligated to remind students about the need to make up missed work. Teachers are authorized to give failing grades for failure to make up work satisfactorily within **two weeks upon return to school**. The safest plan for the student is to arrange for making up work immediately upon his/her return to school after an absence. Students who are truant or who intentionally miss an assigned class period will forfeit all privileges to make up work. Students on external suspension are entitled to receive homework assignments and make up any work missed during the suspension. Students absent for illness, or other approved reasons, such as a school-sponsored activity may make up class work.

Table 16: MS/HS Bell Schedules

Daily Schedule (60 min.)		**Daily Schedule** (60 min.)	
7:15	Warning Bell	7:15	Warning Bell
7:17 - 8:17	Period 1	7:17 - 8:17	Period 1
8:19 - 9:19	Period 2	8:19 - 9:19	Period 2
9:21 - 10:21	Period 3	9:21 - 10:21	Period 3
10:23 - 11:23	Period 4	10:21 - 10:41	LUNCH (gold) Period 4 (blue)
11:23 - 11:43	LUNCH	10:51 - 11:11	LUNCH (blue) Period 4 (gold)
11:48 - 12:48	Period 5	11:13 - 11:46	Period 4 (all)
12:50 - 1:50	Period 6	11:48 - 12:48	Period 5
		12:50 - 1:50	Period 6

I. Certification of health and safety requirements:

The Gateway Regional School District certifies that the plan for returning students to school during the state's emergency orders around COVID-19 meets the health and safety requirements of the Department of Elementary and Secondary Education.