
Northampton Public Schools 2020 School Reopening Plan



Including Fully Remote, Hybrid, and Fully In-Person Models



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Letter From the Superintendent

COVID-19 presents the toughest set of educational challenges I have ever faced. I am deeply concerned for the wellbeing of all in our district. I have heard and empathized with those who fear a return to in-person instruction will endanger their safety or the safety of loved ones. I have also heard and empathized with those who have seen the regression of their children's skills or who have been unable to provide for their families without the supports and services schools typically provide.

At this time, the school committee has determined that school will open in a fully remote mode, with our most vulnerable students having the opportunity for in-person instruction. This group of students includes: English Learners, students in foster care, students with disabilities, homeless students, and students without internet connectivity. It is important to note that my team has developed plans, not only for fully remote learning, but also for hybrid and fully in-person instruction. These plans have been submitted to the state and remain viable options for the future. This document includes details for all three plans. I think it is everyone's hope and belief that we will be able to provide more in-person instruction at some point.

As we plan to open with a fully remote model of instruction, I want to assure the community that we will continue to be guided by science to keep our students and staff safe and healthy, and will be prepared to make adjustments along the way if public health conditions or other variables change. Prior to the statewide school closure, I was engaged in regular meetings with our health director. Director O'Leary and our school physician, Dr. Johanson, serve on the district Pandemic Response Team and provide ongoing medical advice concerning our district plans to respond to the pandemic.

We have a skilled, hardworking, and innovative team of educators working on all aspects of school reopening. I am confident that we will have a successful school year as we begin to implement the plans we have made for our students.

Sincerely,



John A. Provost, Ed.D.
Superintendent of Schools

Introduction

This plan outlines the steps we have taken to prepare for a safe and responsible school reopening. This document is organized into the following sections:

Executive Summary of the reopening plan

Family Engagement This section reviews steps taken to solicit involvement in the development of the plan.

COVID-19 Response Protocols This section describes our collaboration with health authorities and includes information on masks/face coverings, physical distancing, classroom configuration, student groups, screening upon entry, hand hygiene, COVID-19 medical waiting room, COVID-19 testing in schools, vaccines, and health and safety supplies.

Facilities This section includes information on air flow testing, entry and exit procedures, drinking fountains, shielding, and hand-sanitizing stations.

Technology This section includes information intended to help students and caregivers navigate the technological challenges of remote learning.

Transportation This section includes information on physical distancing, masks, cleaning and disinfecting of school buses, bus schedules, bus capacity, alternative modes of transportation, and operational considerations.

Food Services This section describes our plan to maintain continuity of food service operations in either fully remote or hybrid learning environments.

Special Populations This section describes our plans to prioritize the most vulnerable students for in-person instruction in each of our models and describes procedures we will use to monitor and assess students and conduct required meetings.

Preschool This section describes our plans for preschoolers, who are prioritized for in-person instruction in all of our learning models.

Supporting School Staff This section outlines steps the district is taking to support educators and staff who may have special needs, and to prepare all staff to deliver robust remote instruction.

Remote Learning Plan Approved by School Committee on 8/6/2020 This section describes the remote learning plan the school committee has chosen for the start of the new school year. It includes information about the new regulatory requirements for remote learning and remote learning schedules.

Hybrid Learning Plan This section describes our plans for hybrid learning. It includes hybrid learning schedules for the elementary, middle, and high schools.

In-Person Learning Plan This section describes the plan for return to full-time in-person instruction.

Frequently Asked Questions This section includes frequently asked questions gathered during town hall meetings with caregivers.

Certification of Health and Safety Requirements: This certification is required by DESE.

Appendix: This section includes prior public presentations concerning school reopening.

Timeline

This partial chronology summarizes key events in the development of the school reopening plans

May 12, 2020	Establishment of School Reopening Working Groups, Release of First NPS Reopening Video
June 3-8, 2020	Staff town hall meetings
June 8, 2020	Community Needs Survey Deployed, Release of Second NPS Reopening Video

June 12, 2020	Presentation to School Committee- Potential School Reopening Options
July 9, 2020	Presentation to School Committee- School Reopening Options Hybrid and In-Person Options with 6-foot Social Distancing
July 13, 2020	In-person services begin for some students with disabilities
July 21, 2020	Presentation to School Committee - Revised Hybrid Option with 6-foot Social Distancing, School Committee adopts 3 plans to be submitted to DESE
July 30-Aug 6	Staff/Caregiver town hall meetings
August 6, 2020	School Committee determines that Fully Remote Model will be implemented at start of school year

Executive Summary

The school year will begin on September 16th with a remote learning model. In the remote learning model approved by the Northampton School Committee, only the most vulnerable students will be invited to participate in in-person instruction. Those students prioritized for in-person instruction include: English Learners, Students in Foster Care, Students with Disabilities, Homeless Students, and Students without Internet Connectivity. To determine staffing needs, arrange transportation, and properly provision the schools to accommodate students prioritized for in-person instruction, school staff will be reaching out to families eligible for in-person instruction to determine their preferences.

Remote learning will continue at least until November 4th. If health and safety metrics are met, as adopted by the Pandemic Response team, we will move to the NPS hybrid model at the next natural break in the school calendar. To support remote learning, 5 days of professional development on remote teaching techniques have been scheduled to take place prior to the start of remote classes on the 16th.

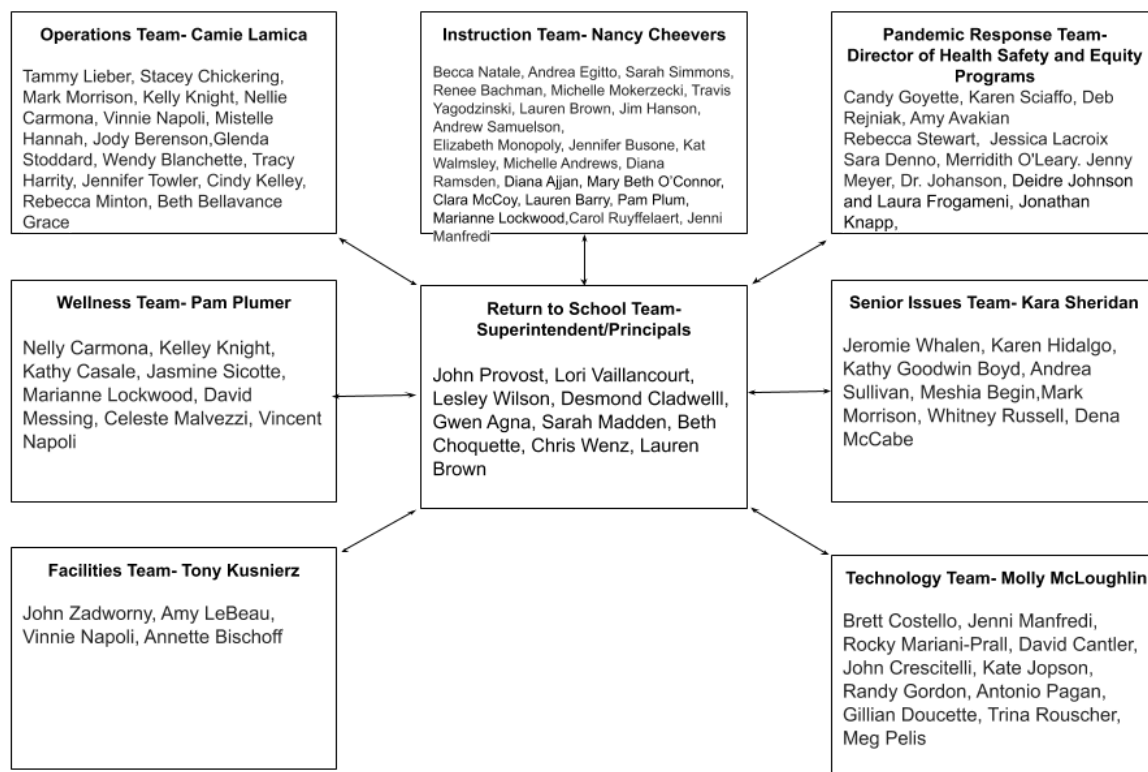
Remote instruction will conform to guidelines published by the Department of Elementary and Secondary Education on July 29th in a document entitled Remote Learning Guidance for Fall 2020.

[School Year 2020-2021 Academic Calendar](#)

The Northampton Public Schools [2020-2021 calendar](#) is available on the district website. New teachers begin an induction program on August 26th and 27th. All faculty and staff return to school Thursday, August 31st. The first day of remote instruction for students will be Wednesday, September 16th.

School Reopening Workgroups

The challenges of safely reopening schools are exceedingly complex. To thoroughly and efficiently work through the myriad of considerations for school reopening, we have divided the work between eight working groups. The following groups have been meeting since early May to plan all aspects of school reopening.



Family Engagement

Throughout the planning process, we have surveyed families for preliminary information about which students will return to in-person learning in the fall; how families experienced remote learning last spring and what ideas they had for improvement; which families need internet/technology access and technical support; which children will need bus transportation; and opinions on phasing models. Additionally, we held a series of town hall meetings to review the reopening options with each school community, and to respond to questions submitted by caregivers. Although we may not be able to meet in the same physical space at this time, we are committed to maintaining a sense of community through virtual meetings, ongoing communication, and outreach to families, to determine their needs and preferences during the remote learning phase and any subsequent phases of instruction that may occur this year.

A particularly important focus of our family engagement will be the health and safety protocols required for any in-person instruction. In-person instruction is only made possible by strong partnerships between families and the district. Later sections of this document describe specific health protocols that require in-home support and two-way communication between families and the district in order to be successful. In the new school year, we look to partner with families in ways we have never done before. Indeed, we will need to in order to keep our students, staff, and the broader community safe.

Covid Response Protocols

The district Pandemic Response Team is led by Lisa Safron, the Director of Health, Safety, and Equity Programs, and includes the School Physician, the Northampton Health Director, the Public Health Nurse for the city of Northampton, six school nurses and various other school employees. The pandemic response team is charged with advising on all health-related aspects of the district reopening plan. This section of the school reopening plan is directly informed by their work.

Collaboration with Health Authorities

The City of Northampton Health Department, under the guidance of the Board of Health, assesses and addresses the needs of the community in order to help protect and improve the health and quality of life of residents and visitors. This is carried out by the implementation of disease surveillance, health promotion, environmental health inspection, public outreach, education, and empowerment. Health Director O’Leary and the city’s Public Health Nurse are both members of the district Pandemic Response Team. The Health Director and Superintendent of Schools meet several times each week to review key metrics concerning the activity of the coronavirus in the local community and the state. The Health Director and Public Health Nurse both testified before the School Committee during deliberations concerning school reopening.

Medication Administration

The school nurses will review all student medications with families prior to the start of in-person services. In accordance with district policy, medication must be kept in the nurse’s office. In some instances, students may need to take medication during the school day. Medications should be given at home to the best degree possible. In the event that a student requires a scheduled medication during the school day, times of administration and office visit will be conveyed to staff from the building nurse.

Caregivers will receive communication prior to the start of school about how to schedule an appointment to deliver medications necessary for the school day. Medication drop-off procedures will occur outside of the school building with staggered appointment times, maintaining physical distancing. **NO MEDICATION SHOULD BE DELIVERED BY ANYONE WHO IS ILL.** Nebulizer medication delivery must be converted to an inhaler with a spacer.

COVID-19 Signs and Symptoms

Sars-CoV-2, a novel (new) coronavirus, has been identified as the virus which causes the disease COVID-19. COVID-19 is a new, highly contagious respiratory illness that presents with mild to severe symptoms. The primary mode of transmission of COVID-19 is via respiratory droplets through cough/sneeze from an infected individual to an uninfected individual.

The symptoms below may be noted:

- Fever > 100.4 without the use of fever-reducing medications such as Tylenol or Ibuprofen
- Chills, shaking chills
- New onset cough (not associated with known Asthma or Allergies)
- Shortness of breath or difficulty breathing
- Fatigue
- Muscle aches or body aches in addition to other symptoms
- Headache
- New loss of taste or smell
- Loss of appetite
- Nausea/vomiting/diarrhea
- Sore throat
- Congestion or runny nose (not associated with known allergies)

Symptoms may appear 2-14 days after exposure to COVID-19.

The CDC will update this list as more knowledge is gained regarding COVID-19.

Seek medical attention immediately if the following symptoms are noted:

- Trouble breathing
- Persistent pain or pressure in the chest
- New onset of confusion
- Inability to wake or stay awake
- Bluish lips or face

For more information concerning COVID-19, please visit the following websites:

<https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html>

<https://www.mass.gov/info-details/about-covid-19>

Please see the appendix for a complete list of resources pertaining to our COVID-19 Response Protocols.

Parent/Caregiver Communication

The Pandemic Response Team has developed a standardized process for the safe return to in-person school environments, utilizing industry specific guidelines put forth by The Department of Elementary and Secondary Education, the Centers for Disease Control, The Massachusetts Department of Health, and the Northampton Board of Health. The health and safety of our community is of the utmost importance. To mitigate the spread of disease within the community, we will provide ongoing communication concerning a set of measures that, when combined, help stop the spread of COVID-19. These mitigation practices include the following:

- Staying home when ill
- Physical/Social Distancing, reducing large group interactions
- Hand Hygiene
- Face covering/Mask use
- Cleaning and disinfecting frequently touched surfaces

The Northampton Public Schools are committed to proactive, two-way communication with parents and families to establish and maintain the effective home/school partnerships needed to successfully employ these mitigation measures. To support this goal we have captioned video messages in Spanish, providing bilingual town hall meetings, and translating key documents, such as this one, into Spanish.

Mask/Face Covering

The primary route of transmission for COVID- 19 has been documented as respiratory. Therefore, the use of a cloth face covering/mask is an important mitigation strategy to help prevent the spread of virus.

DESE requires that: Students in grade 2 and above and adults, including educators and staff, wear a mask that covers their nose and mouth at all times, except for designated breaks.

NPS strongly recommends that **all** students wear cloth coverings/masks to help with the prevention of transmission. If a student is not able to tolerate a cloth covering/mask, then wearing a face shield is an option.

Masks are to be worn by everyone on school transportation, regardless of age, as tolerated.

There are exceptions for wearing cloth coverings/masks: requirements will need to be made for those whose wearing of a mask is not possible due to medical conditions, behavioral needs, disability impact, or other health or safety factors. Face shields may be an option for students with medical or behavioral challenges.

Transparent face masks will be available for staff and students to support teachers and students in classes of hearing impaired and classes with younger students relying on visual/facial cues and for service providers as well.

When staff need to be closer than 6 ft. to a student that cannot wear a mask, additional supplies will be provided. (face shield or goggles, gloves).

Cloth coverings/masks for students will be provided by family/caregivers. Reusable cloth face coverings are acceptable and are to be laundered each day at home. Families/Caregivers are encouraged to send an extra reusable covering for each student daily. The district will have available additional disposable facemasks in the event a student or staff member forgets to bring one to school, or it is soiled or unwearable.

Staff may use their own cloth covering and will be supplied disposable masks per DESE guidelines.

To review frequently asked questions concerning masking, please visit the following website:

<http://www.doe.mass.edu/covid19/faq/>

Mask Breaks:

Under the current DESE guidelines, it is recommended that students have at least two mask breaks per day (e.g. mealtime and recess). Spaces for mask breaks should allow 6 feet physical distancing, preferably outdoors or with windows open. Alternating rows of seating to allow for further distancing should be a consideration, as an example rows 1, 3 and 5 break first, and rows 2 and 4 break next, students facing forward.

Handwashing/hand sanitizer stations are required to be on hand for washing of hands before face covering removal and after reapplying face covering and/or before and after leaving the identified break space.

Masks should be placed on a napkin or a paper towel, with the inside part facing up for the break.

Younger students may need additional assistance during this time.

While wearing a face covering /mask, staff and students should NOT be touching their face. If an individual does touch face/covering, then hand hygiene should be implemented.

Additional information regarding cloth face coverings may be found at the following link: <https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/cloth-face-cover.html>

Respiratory etiquette is an important strategy as well, which includes coughing into a sleeve or tissue and covering a sneeze with tissue.

Physical Distancing

Physical Distancing is a critical component in mitigating the transmission of the virus. The State guidance asserts that a minimum physical distance of three feet, when implemented in conjunction with other preventative measures, has been determined to be safe in the school setting. However, the Northampton Public Schools return to school models are based on 6 feet of physical distance between students in the classrooms.

Physical distancing must be encouraged:

- During transitions
- Walking in hallways to bathrooms
- Waiting for bathrooms
- Moving from indoors to outdoors and vice versa
- Using transportation (i.e. busing)
- Exiting transportation
- Staggered drop off and pick up times

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- Staggered outdoor/recess time
 - During mask/covering breaks
 - Separating desks in classrooms or other spaces

CDC guidance on physical distancing may be found at the following link:

<https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/social-distancing.html>

Noncompliance with Health and Safety Requirements

The Northampton Public Schools value collaborative problem solving and restorative practices. If a student refuses to wear a mask or follow other health and safety requirements, we will work with students to understand that these measures are in place to protect them and our community. We will work with caregivers and the school nurse to develop a plan to wear a mask. Students will be expected to wear masks and participate in a safe environment.

Screening for Symptoms

Families, students and staff will have an integral part each morning for this checklist system for COVID-19 symptoms. This is our primary screening mechanism, as it has been determined in the guidelines that:

- Screening procedures are not required at the point of entry of the school. (However, school staff should observe students throughout the day and refer to the health office any students that may be symptomatic for further evaluation)
- It has been noted in previous guidance that temperature checks are not recommended secondary to high likelihood of false positives and false negatives

Caregivers, students and staff members will be required to complete a symptoms self-checklist at home **EACH DAY BEFORE COMING TO SCHOOL, INCLUDING PRIOR TO BOARDING A BUS/VAN FOR TRANSPORTATION TO SCHOOL.**

Self-Checklist Procedure:

- a.) Caregivers, families and staff members will receive and have access to the checklist prior to the start of school.
- b.) Each day, prior to boarding transportation or arriving at school, the symptoms checklist should be reviewed at home.

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- c.) If any answer to the questions on the check list is- YES, STAY HOME. Students will not have any attendance consequence and staff will stay home with pay.
- d.) Caregivers are to call the absence line for reporting student/s being out of school.
- e.) Caregivers are then to call and notify the building RN.
- f.) Staff are to enter their absence via Frontline
- g.) Staff are then to call and notify the building RN.
- h.) Staff that are not in a school building (i.e. central office staff), notify your immediate supervisor.

More information about the importance of self-screening can be found at the following link:

<https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/symptom-screening.html>

Hand Hygiene

Hand washing and / or hand sanitizing are expected. Handwashing removes pathogens from the surface of the hands.

Hand washing with soap and water is the preferred option, using an alcohol-based sanitizer of at least 60% ethanol or 70% isopropanol may be utilized when handwashing is not available.

Hand washing should be done:

- With visible soiling of hands
- Upon entry and exit of building and program space
- Before and after eating
- After sneezing/coughing or blowing nose
- After toileting or diapering
- After any shared equipment use
- After assisting children to wash their hands
- Before and after medication administration
- Before and after contact with face covering/mask
- Before and after application of gloves

Hand washing technique:

- Wet hands with warm water
- Use soap
- Wait for visible lather and wash all surfaces of hands
- Wash for 20 seconds
- Rinse thoroughly
- Dry with individual paper towel
- Dispose of paper towel

Hand Sanitizer technique:

- Apply sanitizer to hands on all surfaces
- Amount should be applied in sufficient quantity that it takes 20 seconds of rubbing hands together for the sanitizer to dry.

To review CDC handwashing recommendations, please visit the following website:

<https://www.cdc.gov/coronavirus/2019-ncov/hcp/hand-hygiene.html>

COVID-19 Medical Waiting Room

Procedures for health office visits will look different upon return to school. As we have an understanding of COVID-19 symptoms looking like many other illness presentations, we are anticipating health offices to see an increased volume. NPS will add extra nursing support for each health office. Extra nursing support will assist with the medical waiting rooms, health office visits, and daily operations within the building, as determined by the building Principals.

Office visits will begin with triage via phone with classroom/building staff with concerns, in order to keep office congestion to a minimum. Each building should be sure that an up to date extension list is available.

Minor first aid, to the best extent possible should be handled in the classroom. Students will provide self-care, to the best extent possible, with staff direction and physical distancing. For those that will need further evaluation and assessment, an office visit will be the next step.

Visit procedures will include hand hygiene when entering and leaving the office, mandated mask/face covering wearing, maintaining physical distancing, and keeping visits as brief as possible. No visitors or student pick up will occur in the health office. Health office visits will be limited to medically indicated reasons only. Additional guidance will be communicated prior to the return to school.

School staff are encouraged to work with the building-based nursing staff for continuity of care in a healthy and safe manner.

Parents will receive communication prior to the start of school on procedures for scheduling an appointment to deliver medications necessary for the school day. Medication drop-off procedures will occur outside of the school building with staggered appointment times, maintaining physical distancing. **NO MEDICATION SHOULD BE DELIVERED BY ANYONE WHO IS ILL.** Nebulizer medication delivery must be converted to an inhaler with a spacer.

COVID-19 Testing in Schools

At this time, in-school testing is not recommended or available. Families should discuss testing with their health care provider. As the accuracy of point-of-care testing develops, this guidance may change.

Immunizations

Immunization requirements and updated physicals for admission to school remain unchanged for the school year 2020-2021. Parents must ensure that vaccines are current before children return to school in-person. Health providers strongly recommend all students and staff get their regular flu vaccine. Ensuring all students, teachers, and staff receive the seasonal flu vaccine is an extremely high priority.

PPE Use

The Northampton Public School District has obtained the DESE recommended supplies for the return to school. To date, we have procured:

- Gloves
- Disposable gowns

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- Disposable masks for staff
 - Disposable masks for students (1 mask per week supplement for those supplied by caregivers)
 - Cloth masks for staff and students
 - Disposable youth masks
 - Face shields
 - Goggles
 - KN95 masks
 - Infrared thermometers
 - Hand sanitizer

We have received the majority of our orders and anticipate that we will have supplies on hand by the end of August.

Training for staff and students will include how to put on and take off (don and doff) appropriate equipment in use.

Illness and Isolation

Partnering with families, caregivers and staff to perform self-monitoring for COVID-19 symptoms is an important part of our overall disease mitigation strategy. Nevertheless, it is likely that individuals in our schools will present with symptoms that present similarly to COVID-19. Even though public health metrics in Massachusetts remain positive, the risk of exposure to COVID-19 cannot be absolutely eliminated.

Confidentiality and protection of individual health information remains a TOP priority with any illness identification. School community alert notifications, in the event of a positive case will be in alignment with previous notifications of infectious disease (i.e. varicella, pertussis) within our district.

To protect all students and staff, any symptoms of COVID-19 will be assessed by the onsite RN in the health office. A medical waiting room will be used when a student presenting with COVID-19 symptoms may need to be separated. Students who exhibit COVID-19 symptoms during the school day will need to be picked up immediately. Staff members experiencing symptoms of COVID-19 must notify the on-site RN and will be relieved of their duties.

Maintaining accurate and up to date contact information for families, caregivers and staff is important for the dismissal of students to home and in the event of contact tracing for positive COVID-19 cases.

DESE and the CDC have compiled comprehensive guidance for schools to use in their decision-making about potentially infected individuals (see links below). Some of the key points in the publications include:

- Most people who test positive and have a mild illness will need to stay in self-isolation for at least 10 days. Those that have tested positive can resume public activities after 10 days and once the following has occurred:
 - Gone 3 days without a fever and use of fever-reducing medications like Tylenol;
 - Experience improvement in other symptoms, such as a cough that has gotten much better; and
 - Received clearance from public health authority contact tracers through our Local Board of Health or the Community Tracing Collaborative.
- Repeat testing prior to return is not recommended and return to school should be based on time and symptom resolution.
- Close contacts of a positive COVID-19 case should be tested. A close contact per DPH is:
 - Being within less than 6 feet of COVID-19 case for at least 10 minutes.
 - Can occur while caring for, living with, visiting, or sharing a healthcare waiting area or room with COVID-19 positive case while the case was symptomatic or within 48 hours before symptom onset, OR
 - Having direct contact with infectious secretions of a COVID-19 case; being coughed on, sneezed on while not wearing recommended personal protective equipment.
- In a school setting:
 - Close contacts include other students, staff who were within 6 feet of the student or staff for at least 10-15 minutes in a classroom, in other school spaces, on the bus, or at an extracurricular activity.
 - In elementary and other school situations where the students are in self-contained classrooms for an extended period, ALL students/staff within this cohort are considered close contacts as they may have been within 6 feet of the person with a positive test result.

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- Positive close contacts should not come back to school until they have been tested (OR elected to self-quarantine for 14 days).
 - IF an individual tests positive for COVID-19, then self-isolation is for a minimum of 10 days AND until at least 3 days have passed with no fever and improvement in other symptoms as noted.
 - If the test is NEGATIVE, the student/staff can return to school if asymptomatic and wearing a mask
- *While each situation is unique, there are common components for possible COVID-19 scenarios:
 - Evaluating symptoms: If staff or students present with any symptom of COVID-19, further assessment will be made by the onsite RN in the building.
 - Separating the potentially infected individual from others: If determined that a student is presenting with COVID-19 symptoms, a medical waiting room will be utilized until caregiver pick up. Possibly infected students will be masked, as tolerated, and will be supervised by staff until parent/caregiver can pick up the student.
 - Cleaning and disinfecting spaces visited by the potentially infected individual: spaces may be closed for 24 hours before cleaning protocol.
 - Testing for COVID-19: remain home while awaiting results:
 - Students/staff who test positive for COVID-19 must remain home at least 10 days AND until at least 3 days have passed with no fever and improvement in other symptoms. They should also:
 - Monitor symptoms
 - NOTIFY school and personal close contacts
 - Answer call from Local Board of Health, or Massachusetts Community Tracing Collaborative, OR NPS RN Liaison for return to school

For more information on protocols for to be used in the event of potential virus exposure in the schools, please visit the following websites:

<https://www.cdc.gov/coronavirus/2019-ncov/php/contact-tracing/contact-tracing-plan/appendix.html#contact>

<http://www.doe.mass.edu/covid19/on-desktop/2020-0717protocols-document.docxx>

The quick reference sheet below lists key actions to be taken in a variety of scenarios.

Quick reference sheet: Key actions for individual COVID-19 events

Event	Location of Event	Testing Result	Quarantine
Individual is symptomatic	<p>If an individual is symptomatic <u>at home</u>, they should stay home and get tested.</p> <p>If an individual student is symptomatic <u>on the bus or at school</u>, they should remain masked and adhere to strict physical distancing. Students will then be met by the nurse and stay in the medical waiting room until they can go home. They should not be sent home on the bus. If an individual staff member is symptomatic at school, they should find coverage for their duties and then go home and get tested.</p>	Individual tests <u>negative</u>	Return to school once asymptomatic for 24 hours
		Individual tests <u>positive</u>	Remain home (except to get medical care), monitor symptoms, notify the school, notify personal close contacts, assist the school in contact tracing efforts, and answer the call from local board of health or MA Community Tracing Collaborative. Most people who have relatively mild illness will need to stay in self-isolation for at least 10 days <u>and</u> until at least 3 days have passed with no fever and improvement in other symptoms.
		Individual <u>is not tested</u>	Remain home in self-isolation for 14 days from symptom onset
Individual is exposed to COVID-19 positive individual	<p>If an individual is <u>at home</u> when they learn they were in close contact with an individual who tested positive for COVID-19, they should stay at home and be tested 4 or 5 days after their last exposure.</p> <p>If an individual is <u>at school</u> when they learn they were in close contact with an individual who tested positive for COVID-19, they should be masked for the remainder of the day (including K-1 students) and adhere to strict physical distancing. At the end of the day, they should go home and should not take the bus home. They should stay at home and be tested 4 or 5 days after their last exposure.</p>	Individual tests <u>negative</u>	Return to school, if asymptomatic or once asymptomatic for 24 hours
		Individual tests <u>positive</u>	Remain home (except to get medical care), monitor symptoms, notify the school, notify personal close contacts, assist the school in contact tracing efforts, and answer the call from local board of health or MA Community Tracing Collaborative. Most people who have relatively mild illness will need to stay in self-isolation for at least 10 days <u>and</u> until at least 3 days have passed with no fever and improvement in other symptoms.
		Individual <u>is not tested</u>	Remain home in self-quarantine for 14 days from exposure

Facilities

The district has taken several steps to increase ventilation, improve air quality, and make our school buildings safer for returning students and staff. Our practices reflect recommendations from *Schools for Health: Risk Reduction Strategies for Reopening Schools*. These improvements include installing MERV 13 filters in our HVAC systems, reviewing and adjusting energy management schedules to increase airflow and air exchange, adjusting damper settings to increase the amount of fresh air being drawn into the building units, conducting preventative maintenance and verifying the performance of HVAC systems, enhancing and improving HVAC controls at JFK middle school and fixing windows to ensure that all classrooms have at least one operable window. We have also purchased portable air cleaners with high-efficiency particulate air (HEPA) filters to supplement the HVAC system in areas where testing indicates supplementation would be appropriate.

Airflow Testing

An independent contractor (commissioning agent) conducted airflow and air exchange tests in all instructional and non-instructional spaces. The results of this testing are being used to prioritize systems for electronic and mechanical maintenance and for supplementation with portable air cleaners. Testing results will be shared with the public on the COVID-19 tab of the district website.

Entry and Exit Procedures

Elementary Enter/Exit Plan for Remote, Hybrid, and In-Person Models

Please note that these plans are tentative and subject to change. We appreciate your patience and flexibility. Thank you!

Students and staff should always wear masks once they arrive at school. Social distancing protocols must be followed (6-feet apart) at all times. If caregivers are walking students to designated areas, they must wear a mask. Only students and staff will be allowed to enter the building. Students and staff must use hand sanitizer upon entering the building.

Remote, Hybrid, and In-Person

Students will meet a member of the school faculty or staff at their assigned entrance in order to get into the building in time for instruction to begin at 8:50 (see charts below for

school-specific details). As students arrive, they will be directed towards their designated entry as determined by building principals. Caregivers may not drop off students prior to 8:45 a.m.

Students who take the bus will be greeted and directed to go to their designated gathering location. All students riding the bus will adhere to the transportation guidelines issued by DESE. Seat assignments and distancing guidelines will be reviewed and shared with elementary students and families prior to the start of the school year. Students will be released slowly to allow proper distancing when exiting the bus. Staff will be assigned to greet children, and to make sure students are distanced and wearing masks when exiting the bus. Dismissal will follow similar procedures.

Due to heightened concerns regarding safety of our students and staff, it is extremely important to pick up students on time.

Drop-In Services

Students participating in drop-in services will receive individualized instructions for building entry and exit from school staff.

Hybrid Model Start/End Time Adjustments

Due to extensive transportation needs, arrival and start times for the Hybrid model will be the same for Bridge Street School and Jackson Street School (15 minutes earlier). Leeds and Ryan Road Schools arrival and start times will be the same (20 minutes later). If/when we move to a hybrid model, building principals will remind caregivers of the time change.

Ryan Road Location for Drop Off	Grade	Additional Information
Central Front Door	Grades 4 & 5	Classes will line up socially distanced at a designated spot.
Left Corner Door	Grade 1	ESP will meet students at the blacktop basketball court and come in the front door after grades 4 and 5 have finished entering the building.
Back Door	Kindergarten	ESPs will meet students in the outside, fenced basketball court and come in the back door.
Side Door	Grades 2 & 3	Classes will line up socially distanced at a designated spot.

Ryan Road Location for Pick Up	Grade	Additional Information
Central Front Door	Kindergarten	Parents must pick up out front (masked and socially distanced from one another)
Right Corner Door	Grades 4 and 5	Parents can pick up (masked socially distanced from one another)
Back Door (by custodial entrance)	Grade 3	Parents can pick up (masked socially distanced from one another)
Left Corner Door	Grades 1 & 2	Parents can pick up (masked socially distanced from one another)

Bridge Street Location for Drop Off and Entry	Grade	Additional Information
PreK/K Playground Doors	Prek and Kindergarten	PreK and Kindergarten
Double Doors Back Playground	3rd Grade	A designated adult will be at this location. Students must wear a face mask and stay socially distanced. If a caregiver brings a student to the designated door, they must wear a mask and practice social distancing.
Door by Crosswalk/Crossing Guard	1st and 4th Grade	A designated adult will be at this location. Students must wear a face mask and stay socially distanced. If a caregiver brings a student to the designated door, they must wear a mask and practice social distancing.
Doors by Cafeteria/Gym	2nd Grade	A designated adult will be at this location. Students must wear a face mask and stay socially distanced. If a caregiver brings a student to the designated door, they must wear a mask and practice social distancing.
Doors at top of stairs on PreK/K playground	1st and 5th Grade	A designated adult will be at this location. Students must wear a face mask and stay socially distanced. If a caregiver brings a student to the designated door, they must wear a mask and practice social distancing.

Bridge Street Location for Pick-Up and Exit	Grade	Additional Information
PreK/K Playground Doors	PreK and Kindergarten	PreK and Kindergarten ESPs must make contact with the caregiver before dismissing.
Double Doors Back Playground	3rd Grade	No students will be allowed outside on the playground after school. Caregivers must pick-up their children by 3:00 p.m. at designated door.
Door by Crosswalk/Crossing Guard	1st and 4th Grade	No students will be allowed outside on the playground after school. Caregivers must pick-up their children by 3:00 p.m. at designated door.
Doors by Cafeteria/Gym	2nd Grade	No students will be allowed outside on the playground after school. Caregivers must pick-up their children by 3:00 p.m. at designated door.
Doors by 1 Morgan	1st and 5th Grade	No students will be allowed outside on the playground after school. Caregivers must pick-up their children by 3:00 p.m. at designated door.

Jackson Street School		
Location for Drop-off and Entry	Grade	Additional Information
Door D (usual K/1 entry point, by the little playground)	Kindergarten and First	Each grade will gather in a separate, clearly labeled zone near their entry point. All present must wear a mask and maintain six feet of social distance. A designated school adult will escort groups safely into the building.
Door B (usual 2/3 entry point, across from the soccer field)	Second and Third	
Door C, (usual 4/5 entry point, near garden)	Fourth and Fifth	

Jackson Street School		
Jackson Street Location for Pick-Up and Exit	Grade	Additional Information
Door A (front door)	students who take the bus	Students who take the bus will exit through the front door, under the supervision of a designated school adult.
Door D (usual K/1 entry point, by the little playground)	Kindergarten and First	Students will exit through their assigned door whether they are meeting a caregiver outside the building or in their car, or are walking home on their own. If caregivers are meeting their child outside of the school, they must wait in the designated zone used during drop off. All present must wear a mask and maintain six feet of social distance.
Door B (usual 2/3 entry point, across from the soccer field)	Second and Third	
Door C, (usual 4/5 entry point, near garden)	Fourth and Fifth	

Leeds Drop Off and Entry	Grade	Additional Information
PreK/K Playground Doors	PreK enter classroom door from playground Kindergarten enter classroom door from playground	Ms. Andersen classroom will enter through PreK/K entrance PreK starts 10 minutes after Kindergarten
Old Wing Entrance	Grades 1 & 2 Students enter old wing main entrance to designated area to meet teacher and walk while socially distanced to classrooms.	
Grade 3 Classroom Doors	Grade 3 students enter through classroom doors	
Grades 4 & 5 Wing Entrance	Grades 4 & 5 enter through side door of grades 4 & 5 wing	
Bus	Students get off bus and line up in grade level groups with an adult while socially distanced and enter: PreK/K - PreK/K entrance Grades 1 & 2 back playground door. Grade 3-5 front entrance	

Leeds for Pick-Up and Exit	Grade	Additional Information
PreK/K Classroom / Playground Doors	PreK and Kindergarten	Andersen's classroom will exit through PreK/K entrance. PreK is picked up 10 minutes prior to Kindergarten.
Walkers	Grades 1 & 2 - Back playground door Grade 3 - Classroom doors Grades 4 and 5 - Side wing door	
Car Pick Ups	Grades 1 through 5 - Old wing main entrance Grades 1 & 2 will be in cafeteria until called Grades 3 through 5 will remain in classrooms until called	
Bus	PreK & K students will remain in classroom until loaded onto bus and exit out the classroom doors. Grades 1 and 2 will be in the gymnasium socially distanced until loaded onto bus. Grades 3 through 5 will be socially distanced outside until loaded onto bus.	

***This year students will not be allowed to be dismissed to the playground for unsupervised play. All students must leave school grounds at 3:00 p.m either on a bus or with a caregiver. If students walk home, caregivers must send in a note stating that their child can walk home.**

Students should wash hands or use hand sanitizer before exiting the building.

If any caregivers are waiting for students, they can wait near the designated doors, but everyone must remain socially distanced and wear a mask.

If caregivers are picking up children in more than one location, they should pick up their younger child first.

Please note: All students arriving after 8:45 AM should come to the front door. If you need to pick up your child before dismissal at 3:00 p.m, please call the school office.

We appreciate your patience and flexibility as we try to ensure safety as students arrive and depart school.

JFK

Entering the Building

The school day will begin for students at 7:50 am. Buses will make every effort to hold students until 7:50 am. Students arriving by walking, biking, being dropped-off, et cetera may not enter the building until 7:50 am. Caregivers may not drop off students prior to 7:50 a.m. If a caregiver arrives with their child prior to 7:50 am, the student must remain in the vehicle until 7:50 a.m. As students arrive, they will enter through one of three doors, as determined by a students' grade level. Staff will monitor hallways and rooms to ensure students maintain proper mask wearing and safety guidelines.

Bus Transitions

All students riding the bus will adhere to the transportation guidelines issued by DESE. Seat assignments and distancing guidelines will be reviewed and shared with students

and families prior to the start of the school year. Students will be released slowly to allow proper distancing when entering the building upon arrival.

Parent Drop off/ Pick up

Students being dropped off by caregivers will enter one of three building entrances based on grade level. This is to minimize student contact and potential bottlenecks. Caregivers should not exit their vehicle at any time.

Passing/ Transition Time

Students will remain in the classroom until a designated time for transitions such as leaving classroom, services and dismissal. They will leave the classroom in single file order and remain socially distanced, following the guiding arrows and floor decals that represent appropriate distancing.

Exiting the Building

Students will exit the building using the same doors through which they entered the building during morning entry. Students who are transported on buses will be dismissed first. Bus students will be expected to immediately board their buses. Students who walk, ride bikes, are picked up, et cetera will be dismissed secondly. Walkers and bike riders will be expected to leave school grounds upon exiting the building. Students who are waiting to get picked up will be expected to adhere to social distancing guidelines and wear a mask on school property.

NHS Entry/Exit Plan

How will students be dropped off in the morning?

- The school day will begin for teachers and students at 8:00 am.
- Students arriving by drop off **may not enter the building until 7:55 am.**
- If a caregiver arrives with their student prior to 7:55 am, the student must remain in the vehicle until 7:55 am.
- Caregivers must remain in their vehicles at all times. Staff will be outside at drop off locations to help students enter the building safely.
- Students who drive themselves to school may not enter the building until 7:55 am. If they arrive before 7:55 am, they must remain in their vehicles.

How will students safely enter the building?

- Students will enter the building using designated entrances:
 - Enter **Circle Doors**- If Period 1 is located on the **ground floor or**

-
- **students are enrolled in our Goals/Transitions programs.**
 - Enter **Auditorium Doors**- If Period 1 is located on the **first or second floors**
 - Enter **Main Office Doors**- If Period 1 class is located on the **third floor**
 - Staff will monitor and maintain proper mask wearing and safety guidelines while students enter the building.
 - Hand washing/sanitation stations will be available at each entry. Masks are available at each as needed
 - All students and staff will wear masks covering their noses and mouths
 - Doors will be by propped open during entry/exit times to limit contact with door surfaces.

How will students safely exit the building?

- Students will exit the building according to the location of their period 4 class
 - Exit **Circle Doors**- if Period 4 class is located on the **ground floor or students are enrolled in our Goals/Transitions Programs.**
 - Exit **Auditorium Doors**- If Period 4 class is located on the **1st or 2nd floors**
 - Exit **Main Office Doors**- If Period 1 class is located on the **3rd floor.**
- Students are expected to exit the building at the final bell.
- Students are NOT permitted to linger in hallway spaces or outside the building.

What are the protocols for passing in the hallway during class transitions?

- Students will remain in the classroom until the designated transition times (such as leaving classroom, mask breaks, services and dismissal).
- Standard hallway routes will be labeled with one-directional signs.
- Hallways will be one-directional to prevent students from directly passing each other.
- Staff will reinforce these directions, adherence to physical distancing, and masking.
- The back stairwells (those closest to the sports stadium) will be designated as “UP” stairwells. Students and staff will use the back stairwells to access the first, second, or third floors from the ground level up.
- The front stairwells (those closest to Elm Street) and the large blue stairwell at the circle doors will be designated as “DOWN” stairwells. Students and staff will use the front/circle stairwells to access the lower levels.

Cleaning and Disinfecting

Consistent with CDC and DESE recommendations, shared equipment, spaces, materials, and surfaces will be cleaned and disinfected throughout the school day. Special attention will be paid to the most highly touched surfaces, such as door handles, light switches, sink handles, and any elevator buttons. Through a partnership with the Massachusetts Facilities Administrators Association (MFFA) and DESE, we have identified and sourced GE Fight Bac RTU as our best option for cleaning and disinfecting at this time. This food-contact safe, citric acid-based disinfectant kills over 99.9% of bacteria and viruses in 3 to 5 minute contact time. It is formulated with a botanical active ingredient and free from harsh chemicals. This product provides superior disinfection and meets the EPA’s Design for the Environment standards. A sample cleaning frequency schedule follows below

Cleaning Frequency	Examples
Daily	<ul style="list-style-type: none"> ● Classroom desks, tables, and chairs ● Shared spaces
Multiple Times a Day	<ul style="list-style-type: none"> ● Door handles ● Light switches ● Handrails ● Drinking fountains ● Sink handles ● Restroom surfaces ● Cafeteria surfaces ● Elevator buttons
Between Uses	<ul style="list-style-type: none"> ● Bus Seats

Drinking Fountains

Students will be asked to bring their own full water bottle to school each day. Additionally, a water bottle has been purchased for each student in the district as well. Drinking fountains will only be used as “bottle filler stations”, not to drink directly from. Students may use motion activated drinking fountains, more of which were installed this summer, when filling water bottles if a refill is needed during the school day. Bringing a full water bottle from home will decrease the number of trips from the classroom, and reduce hallway congestion.

Shielding

To provide added protection for office staff, the district is contracting the Phillips Enterprises to install plexiglass shields in all school and non-school offices.

Hand Sanitizer

The district has purchased copious amounts of hand sanitizer for use in schools and non-school areas. Hand sanitizer stands will be placed at the entrances of school buildings and other high use areas. All classrooms and offices will have hand sanitizer, and bathrooms will have ample supplies of soap and water to support hand hygiene protocols.

Technology

In both the remote and hybrid learning models that are part of this reopening plan, instructional technology will be a crucial component of the instructional program. The technology working group, led by Molly McLoughlin, the district Digital Literacy and Computer Science Coordinator, has planned professional development on remote learning that is scheduled to take place before the beginning of remote classes on September 16th, and organized the deployment of instructional hardware and software needed for remote learning. In the sections that follow, you will find the schedule of planned professional development to support remote learning and hyperlinked reference sheets addressing technology needs that may arise for students and staff implementing remote learning.

Professional Development to Support Remote Learning

Remote learning this spring took place during school closures ordered by the Governor, and districts were not required to fully meet the student learning time requirements.

This will change for the fall. Districts will be required to meet the structured learning time requirements, whether they are providing instruction in-person, remotely, or in a hybrid model.

Remote learning constitutes structured learning time so long as a district's remote

learning model is consistent with the requirements of 603 CMR 27.08(3)(b) outlined above. Structured learning time is defined in the regulations as “time during which students are engaged in regularly scheduled instruction, learning activities, or learning assessments within the curriculum for study of the ‘core subjects’ and ‘other subjects.’ In addition to classroom time where both teachers and students are present, structured learning time may include directed study, independent study, technology-assisted learning, presentations by persons other than teachers, school-to-work programs, and statewide student performance assessments.” **All the activities listed in this definition may be incorporated in or adapted to hybrid and remote learning programs.**

In order to provide our students with a much more robust remote learning experience than we were able to provide last spring, we have planned the comprehensive training for faculty and staff.

All				
Sept 2 (Wed)	Sept 3 (Thurs)	Sept 4 (Fri)	Sept 8 (Tues)	Sept 9 (Wed)
8-8:30 Keynote All	8-9 Elem Turn your materials digital ('dM) JFK/NHS work time OR Securly	8-9 All Entirely Online (MM) ESPs: Zoom small group (DC) Nurses: w Lisa	8-9 Elem All: Exec Process Teach (KG) Secondary All: Exec Process Teach (AJ) ESPs All: Badging w stu (MM)	8-9 Secondary All: Work time/ collaborate Elem All: Entirely Online (MM)
8:45-9:45 ALL Support Reluctant Learners (KS) 9-3 Food Staff w Mistelle	9:30-10:30 Elem All: Dojo (DC) Secondary All: Turn Materials digital ('dM)	9:30-10:30 JFK: Supporting the caregiver (DM) NHS: Supporting the caregiver (MM) Elem: Supporting the caregiver (DC)	9:30-10:30 All Work/Collaborate OR Tech Integrator Exploring Tools (JC/DC/KJ/RMP)	9:30-10:30 NHS: Feedback(KJ) JFK: Feedback (MM) Elem: Feedback (DC) SLPs: Clinical Eval Procedure (MB) Service Providers: TBD Librarians: Overdrive Nurses: w Lisa

9:50-10:50 Elem: Executive Processing for the Student (KS) 10-11 NHS: Google Classroom (KJ) 10-11 JFK: Google Classroom (DM)		10:45-11:45 All Connections (ER)	10:45-11:45 Elem/Secondary All: Flipped Class (ST) Elem ESPs: Best strats self led Secondary ESPs: non teacher supporting stu & teacher (BW)	10:45-11:45 Elem All: Best of the best breakout rooms (RMP) Secondary All: All Online(MM/GC)	10:45-11:45 Secondary All: Get off the screen (KJ) Elem All: Get off the screen (RMP)
Elem: 10:50-11:50	Secondary y 11-12	Lunch 11:45-12:45 All			
11:50-12:40 Elem: Cross curricular collaboration (KS) 12:45-1:45 3-5 Dreambox preK-2 work time Service Providers: TBD 12-1 JFK/NHS Work time 1-2 JFK/NHS Secondary Cross curricular collaboration (KS) SLPs App swap self led		12:45-3 Work time/Collaboration *Aimsweb for selected individuals	12:45-1:15 Elem Teachers: Aspen (MM) then work till 3 12:45-1:45 Elem Esps: Non teacher supporting stu/teach (BW) 12:45-2 Secondary All work time/Collaboration till 2 Aspen (MM) Elem ESPs: Best strats self led *Optional Secondary: Breakout Rooms 12:45-1:45 (RMP)	12:45-3 ALL Work time Optional sessions For all: 1-2 Teaching Math Online (KJ) 2-3 Zoom Fundamentals (MM)	12:45-1:45 All Personalized Learning (ER)
2-3 PreK-2 Dreambox 3-5 Google Classroom (RMP) JFK/NHS Executive Processing for the Student (KS)			12:45-3 Service Providers: TBD SLPs: Strats to support Diverse Needs (MB) Nurses: w Lisa		2-3 All Work time/Collaboration

Reference Sheet for Addressing Student Technology Needs

Student Needs a Chromebook OR a charger.	Student Needs Wifi Access	Student Needs an iPad App	Student's Chromebook isn't Working/ Needs Repair	Student can't remember their email password	Student can't log into Clever	Student can't launch Zoom	Student says a website is blocked.
Fill out THIS Google Form	Encourage to sign up with companies in the area that are offering programs.	Student sends teacher the request and includes the serial number of their ipad. (This can be found by going to Settings: General: About)	Student fills out the repair form HERE .	Email the tech integration specialist in your building.	Review the helpful information on the district website .	Watch the videos on the district website: Tech: Resources	Ask the student to take a screen shot of the block message or describe it in detail. For ex. "It looks like a stop sign with a hand held up."
Kelley Knight will drop off a chromebook as they become available.	Fill out THIS Google Form for a hot spot.	Teacher emails Molly the request and includes serial number of the ipad.	Student will drop it off at James House on Thurs. (42 Gothic St.)	He/she will reset the password and will "chat it" back to the teacher or Google Voice call the student.			If it's a hand & stop sign: Email Jim or Eric the website.
	Kelley Knight or Nelly will deliver if/when one becomes available.	If it's free, Molly will push the app out that day/24 hours and will email. If it is paid, it requires a whole bunch of steps.	Student will receive a loaner & be updated upon repair of original machine.				If it's something with the word Securly: Email Molly with the website.

Reference Sheet for Addressing Staff Technology Needs

Teacher/Staff Needs a Chromebook	Teacher wants to use a website that requires a login	Teacher has a website that students claim is blocked.	Teacher has a question about how to do something	Teacher wants to add a new app/ extension and it says it's disabled.	Teacher has a student teacher who needs a login.
Teacher/Staff fills out a support ticket requesting one.	Teacher looks up if Northampton allows this website by going to the district website: Tech: Approved Sites . If yes, then use it.	Teacher can verify this by logging into the fake student account: mollytest2@stu... pw: Molly12345 and see if it's age-restricted (black screen from youtube) or Stop Sign = Sophos)	Teacher looks at the zoom office hours posted on the school webpage for integrators & attends one. Or, utilizes the resources on the Tech Resources page . Or teacher attends a workshop on a topic.	Contact Molly with the name of the app/extension.	Contact Molly to create one.
Teacher picks one up at James House (42 Gothic) based on the repair hours (Thurs. 10:30-12)	If no, then teacher looks to see if it's approved on the Massachusetts Data Privacy Alliance page. "Search the Database": Search by Resource . If yes, email Molly & it will take about 24 hours to get an agreement.	If it is youtube, it could be blocked because of youtube's age restrictions --download the video to your Google Drive and share it. If you're not able to do this, contact your Tech Integrator. (Ex: https://www.y2mate.com/) or this tutorial .	Teacher emails tech integrator from school. If still unanswered, emails Molly.		
	If no, email Molly and it may take multiple weeks to get an approval but it cannot be used until notified.	Email Molly or Jim Bates <i>with the URL</i> to the video or website and s/he will put it in Securly as safe. If it's a stop sign - Jim/Eric.			

Caregiver Training To Support Remote Learning

The Tech Integration Team will be offering a series of remote training opportunities to help caregivers support the remote learning of their students. Zoom links for the following caregiver training sessions will be posted in the COVID-19 tab of the district website.

Schedule of Caregiver Training Sessions:

September 8th: 7PM: **Clever & Dojo & Chromebooks**—an introduction to the basic communication & navigation tools elementary school students will use.

Facilitator: David Cantler, Tech Integrator

September 10th: 8AM: **Google Classroom**—what it looks like from a student's view & what you can expect to see as a caregiver.

Facilitator: Molly McLoughlin, DLCSC

September 14th: 7PM: **Clever & Dojo & Chromebooks**—an introduction to the basic communication & navigation tools elementary school students will use.

Facilitator: David Cantler, Tech Integrator

September 15th: 9AM **Where to go with Elementary?**—how to log into the chromebook with your student and a light overview of some of the tools your child will use.

Facilitator: Rocky Mariani-Prall, Tech Integrator

September 17th: 7PM: **Google Classroom**—what it looks like from a student's view & what you can expect to see as a caregiver.

Facilitator: Kate Jopson, Tech Integration Specialist

September 22nd: 7PM **Where to go with Elementary?**—how to log into the chromebook with your student and a light overview of some of the tools your child will use.

Facilitator: Rocky Mariani-Prall, Tech Integrator

September 23th 7PM: **Take a deep breath, we got you:** Q&A on any tech topic you have, geared toward Secondary students.

Facilitator: Kate Jopson, Tech Integrator

September 24th: 8AM: **Tips & Tricks for helping your student organize**

There are a number of different strategies and tools your student will have been introduced to to help them organize their time and workload. We will introduce you to these so you know what your student knows.

Facilitator: Molly McLoughlin, DLCSC

September 29th: 7PM: **Where can I find... (all)**

If you want to learn the ins & outs of where you can find common questions or resources on the district website, as well as where to get tech help and learn more about programs used in our district, join us for this meeting.

Facilitator: Molly McLoughlin, DLCSC

October 1 7PM: **Take a deep breath, we got you:** Q&A on any tech topic you have, geared toward elementary students.

Facilitator: Rocky Mariani-Prall, Tech Integrator

October 7th: 7PM: **Tips & Tricks for helping your student organize**

There are a number of different strategies and tools your student will have been introduced to to help them organize their time and workload. We will introduce you to these so you know what your student knows.

Facilitator: Molly McLoughlin, DLCSC

Transportation

A multi-tiered system of protections will be used to safely transport students to school. Several core practices will support safe school bus operations this fall:

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.

Distance

According to DESE guidelines, 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). Note: This recommendation has yet to be discussed with the school committee. Initial transportation modeling has assumed 6-foot social distancing on buses, which means that students would be seated every other seat.

Ventilation

Bus windows will be kept open at all times during operation, unless not possible due to extreme weather conditions.

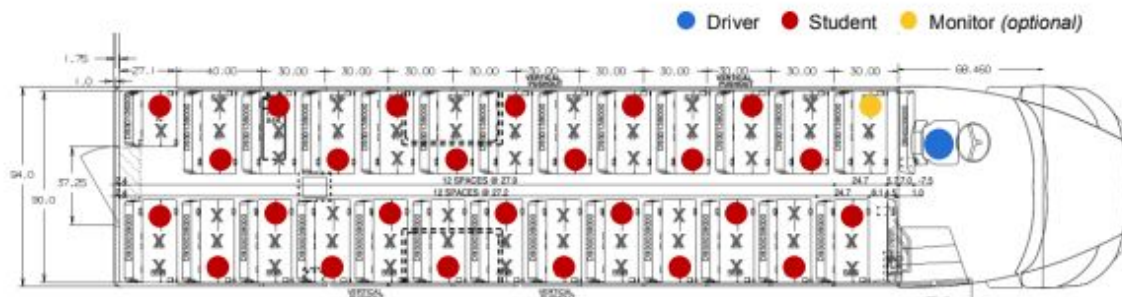
Seat assignments

Students should be assigned to a single bus and a particular seat.

Bus monitors

We will consider adding a bus monitor (e.g., volunteer, student leader, or staff member) to ensure strict adherence to these health and safety guidelines.

The diagram below represents a 77-passenger bus configured according to the DESE guidelines. Actual bus configurations used in Northampton may allow for fewer students if it is determined that 6-foot social distancing is to be maintained on buses.



Due to the reduced capacity of our buses, we are currently planning to provide school transportation only for students in grades K-6 who live more than 2 miles from school and students who qualify for specialized transportation due to a disability.

Food Services

Meal Service in the Fully Remote Model:

In the event the current Universal Free waiver is extended for the school year 2020-2021, meals will be available at four sites within the city, utilizing buses for distribution. In addition, there will be meals pick-up sites at Bridge Street Elementary, JFK Middle School, Northampton High School and Leeds Elementary school.

Meals will be provided in a Grab and Go model to those students participating in shortened “in-class” learning days. Breakfast will be available as students enter the building and lunch as they exit the building daily.

If the current Universal Free waiver expires on 8/31/2020, students will be provided meals, via pre-ordering method, two times weekly to support five days of breakfast and lunches. Meals will be pre-packed and available for pick-up at assigned times at each school.

Meal Service in the Hybrid Model:

PK-12 students working virtually will be able to access 5 days’ worth of meals once weekly at assigned schools. In the absence of the Universal Free model, all meals will need to be pre-ordered the week prior to assigned meal pick up date.

PK-8 students phasing into classroom learning will have access to breakfast upon entering the building to take to the classroom. Lunch is to be pre-ordered with attendance and delivered to the classroom at assigned lunch times.

Grades 9-12 will continue with five-day meal pick up once weekly.

Special Populations

Northampton Public Schools are committed to continuing to provide a free and appropriate public education (FAPE) with necessary health and safety protocols in place for students, their educators, and their service providers. Consistent with the Department of Elementary and Secondary Education guidance regarding the fall of 2020, the district will prioritize in-person instruction and services for students with IEPs, preschool students, English Language Learners, homeless students, students in foster care, and students without internet access. Following DESE’s summer guidance, the district successfully provided in-person services to a small number of high needs students over the course of five weeks this summer (in addition to providing remote support for many other students). While the district is committed to providing robust

remote learning services for any family who chooses that option, the district will also provide a range of services, either drop-in or up to five days per week, for students who require that level of in-person support. It is important to note that these populations of students are being prioritized for in-person support even in the district's "fully remote" plan. Thus, whether we are fully open in person, hybrid, or fully remote, the individualized needs of these students will be prioritized.

The district has begun contacting families regarding their child's needs for the fall, and will staff programming according to those needs. Effective and timely consultation with families is a priority for the final weeks leading up to our opening on September 16th. Some students will be in person up to five days per week. Those students might receive in-person services as well as staff support in accessing virtual content. Some students will receive targeted drop-in services, and receive other special education services and support remotely. Each family will have the opportunity to collaborate with NPS to make a plan that works for their child. Any changes in a student's provision of services will be reflected in a document to the family after consultation. All students' IEPs will continue to reflect what services would look like if school was fully in-person, and changes to provision of services due to COVID-19 will not result in a change to the student's IEP. The last signed IEP will be considered the "stay put" IEP for that student and progress reports will reflect those goals and objectives.

Monitoring Student Progress

All instruction and service models will monitor attendance and participation. All remote learning will be aligned to state standards, student work will be graded, and two-way communication will occur with families. Special consideration and planning regarding health and safety will be given to students who are themselves immunocompromised but still require some in-person services. In some cases, home services may be provided.

We will continue to send progress reports for students with IEPs at least as often as report cards according to 603 CMR 28.07(3). Progress reports will be sent to families, guardians and state agencies involved with the student through mail or email with parent permission and will be translated into the language of the home when required. Educators will continue to monitor student progress on IEP goals and objectives, and English Language Learners will participate in all required screenings or assessments.

Initial Evaluations, Reevaluations, and IEP Meetings

While the district resumed Annual Reviews and Transition Meetings in the spring, a number of evaluations were postponed due to the COVID-19 restrictions. The district has been monitoring the number of evaluations that were in process and will be prioritizing those for completion as soon as school reopens; we also attempted to conduct some evaluations this summer with appropriate safety precautions in place. This fall we will continue to hold team meetings and resume assessments. Currently, we have some faculty who are participating in training regarding remote assessments if that becomes necessary. The district will follow DESE timelines for assessments and team meetings. Team meetings will be held remotely whenever possible, and families will be supported with technology to ensure participation.

The district will provide training on safety procedures and protocols for any educator providing in-person services. Additionally, our faculty and staff will participate in several days of training regarding remote learning. The district has access to appropriate Personal Protective Equipment including face shields, masks, gowns, goggles, and gloves. The Student Services Department will work closely with the Director of Health, Safety and Equity Programs who meets regularly with our Department of Public Health to ensure effective safety protocols are in place.

While students may have a range of support provided to them, in all cases, students with IEPs and English Language learners will be prioritized to receive the support that was expected to be present if schools were fully opened, to the best degree possible. Students will participate in a regular and consistent schedule of classes, interventions, services and therapies as required by the student's IEP, structured learning time designed so that the student can access state standards, and frequent interactions with teachers and other staff members to ensure participation. Virtual support will include synchronous and asynchronous instruction from educators.

While the district has identified students with IEPs, it is important to note that students who may participate in person will have a wide range of abilities. We will strive to provide in-person inclusive opportunities whenever possible, in small, appropriate groups with students who receive general education support, including those who receive EL services, homeless and foster students, as well as students with no internet. Whether accessing services remotely or in-person, a goal will be to ensure that students

with disabilities and other frequently marginalized populations participate in experiences that are inclusive and welcoming during this time of great difficulty.

Early Childhood Special Education and Preschool Children

The Northampton Public Schools, Principals Choquette and Wenz, and Student Services Director Plumer are carefully reviewing requirements set forth by the Department of Early Education and Care (MA EEC). The district will follow DESE and EEC guidance. A key strength of NPS' preschool programs is its strong partnership with EEC and Northampton's community-based early childhood programs. Through the EEC funded Commonwealth Preschool Partnership Initiative, NPS has a formal relationship to city childcare centers, their administrators and teachers. As these programs are now in operation, NPS has the benefit of their experience. Preschool children with and without disabilities are particularly in need of in-person services so that they can develop the socialization, motor and communication skills that are vitally important at this age. Northampton Public Schools will prioritize in-person instruction for this age group but will also be prepared to adjust to hybrid or remote services if necessary. Northampton Public Schools will work with families to ensure family engagement strategies are in place, especially for families and children who are new to our preschool program.

Supporting School Staff

Employees Unable to Return to In-Person Learning

We are taking appropriate measures to make the workplace as safe as possible for employees to return to on site work at our schools. We are going to ask all staff and students to conduct a self-screening before reporting to school. To ensure the safety of all, we will ask those who are symptomatic to stay home from school. For on-site work, employees and others in our school community will be provided PPE such as masks, hand sanitizer, and gloves. PPE use and social distancing will be required.

If an individual employee feels the COVID-19 precautions are insufficient to protect their health, we encourage them to also take advantage of other benefits available to them. For example, at-risk staff may request a leave. In this case, we will work with the employee to determine whether they are eligible for state or federal leave protections such as Family and Medical Leave Act or the Families First Coronavirus Relief Act). In

some circumstances, employees may also be eligible for reasonable accommodations. Reasonable accommodations for health reasons may be available to an individual with a qualified disability under the ADA or State law, or who may need them due to pregnancy or a pregnancy related condition. When an employee makes a request for an accommodation, we will generally need to review medical documentation in order to determine eligibility and will consider accommodations that may effectively meet the employee's needs so they can perform the essential functions of their job. For example, we would consider whether the employee can perform the essential duties of their job on-site with additional modifications beyond the regular COVID-19 protocols, whether the employee can perform their job remotely from home, or whether a leave of absence for a specific period of time can be accommodated. Reasonable accommodations vary based on the individual staff's needs and the job duties of the position.

Remote Learning Plan Approved by School Committee on 8/6/2020

Requirements For Remote Learning

On June 30, 2020, the Board of Elementary and Secondary Education adopted, on an emergency basis, amendments to the student learning time regulations, 603 CMR 27.00. In particular, the amendments include 603 CMR 27.08(3)(b), which requires all remote learning models to meet the following standards:

- Procedures for all students to participate in remote learning, including a system for tracking attendance and participation;
- Remote academic work is aligned to state standards; and
- A policy for issuing grades for students' remote academic work.
- Teachers and administrators shall regularly communicate with students' parents and guardians, including providing interpretation and translation services to limited English proficient parents and guardians.

Structured Learning Time Remote learning this spring took place during school closures ordered by the Governor, and districts were not required to fully meet the student learning time requirements. **This will change for the fall. Districts will be required to meet the structured learning time requirements, whether they are providing instruction in-person, remotely, or in a hybrid model.**

Remote learning constitutes structured learning time so long as a district's remote

learning model is consistent with the requirements of 603 CMR 27.08(3)(b) outlined above. Structured learning time is defined in the regulations as “time during which students are engaged in regularly scheduled instruction, learning activities, or learning assessments within the curriculum for study of the ‘core subjects’ and ‘other subjects.’ In addition to classroom time where both teachers and students are present, structured learning time may include directed study, independent study, technology-assisted learning, presentations by persons other than teachers, school-to-work programs, and statewide student performance assessments.” **All the activities listed in this definition may be incorporated in or adapted to hybrid and remote learning programs. Our remote learning plan includes activities that are both computer-based and non-computer-based.**

As with in-person programming, some activities that may occur during the school day, while organized by a teacher or school staff member, do not constitute structured learning time. Unless directly incorporated into standards-based instructional time, the following activities do not meet the criteria described above and do not count toward meeting the minimum structured learning time requirement: recess, social or informal check-ins, non-instructional games, unstructured study periods, and participating in optional school programming (such as social clubs).

Schools and districts must take daily attendance whether a student is in person or remote. Consistent with 603 CMR 27.08(3)(b), districts must have a daily attendance policy and system for remote learning that can be reported. Schools may employ multiple ways to track attendance (e.g., monitor whether students are present in synchronous sessions, submitting assignments online, logging onto online learning platforms, attending virtual check-ins, etc.) depending on the structure of the remote learning program. It is critical that districts clearly communicate this policy to students, families, and staff to ensure attendance reporting accuracy.

Caregivers are responsible for ensuring their child attends school every day, whether for in-person or remote learning. Schools and districts must continue to investigate extended absences and make and document reasonable efforts to locate the student and determine the reason for nonattendance. We will work directly with families to identify barriers to student attendance and to support families in alleviating these challenges.

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.

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 the district's grading policy will be implemented across all scenarios, we will 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.

In every model, districts and schools are ultimately responsible for the overall student learning experience so that all students are appropriately engaged, making academic progress, and have the resources and support they need throughout the year.

Teachers will meet with their students on Wednesday to provide them with a daily schedule of work consisting of 5 hours (elementary) or 5.5 hours (secondary) of learning

within the curriculum of study of core or other subjects. Teachers will assess student performance on these activities to ensure that students remain engaged in learning time is aligned to the curriculum frameworks and state standards for teaching and learning.

Elementary Wednesday Sample Learning Activities

(Teachers will provide students with a schedule for the day during their morning meeting)

- Mystery Science lessons
- Reading Response Google form
- Lexia for reading
- Epic for reading
- Math practice and games
- Writing activities (continue with writing project for the week, work on editing and revision with a checklist, demonstrate strategies from the unit by highlighting where students tried a new skill)
- Word Study/Phonics
- Asynchronous lessons
- Special class (art/music/PE)

At the Middle and High School teachers will provide class assignments on Wednesday that could include but not be limited to:

1. Writing activities
2. Assignments to practice skills
3. Project based learning
4. Asynchronous lessons
5. Research assignments
6. Assigned reading and reading assignments

*Individual teachers will either provide their students with the plans for Wednesday in their remote class sessions or post on Google Classroom.

Elementary School Remote Learning Plan

Details of the Plan:

- During the course of your student's school day they can expect to receive 5 hours of instruction. This may include the following types of sessions: A number of synchronous sessions, some small group sessions, some independent, & directed study, technology assisted learning.
- Each grade level team in a building will have the same sequence of subjects being taught in the course of a day. The time allotted to each subject will vary based on student needs and teacher discretion. Each student will receive a special, lunch and recess block daily as well.
- Each teacher will have one zoom link for their classroom that will be used throughout the whole week. Specials instructors will provide a link for their session.
- Teachers will take morning and afternoon attendance by one or more of the following means:
 - Student presence in synchronous sessions
 - Submitting assignments online
 - Logging into online learning platforms
 - Attending virtual check-ins
- Times for different content areas will be based off of the lunch, recess and Specials schedules.

Elementary: SAMPLE Grade Level Schedule

Morning Meeting and Closing Circle fall within the curriculum of study of core or other subjects.

Suggested Time	Suggested Topic	Monday EXAMPLE	Tuesday EXAMPLE	Wednesday EXAMPLE	Thursday EXAMPLE	Friday EXAMPLE
8:50	Morning Meeting	synchronous (attendance)	synchronous (attendance)	synchronous (attendance)	synchronous (attendance)	synchronous (attendance)
TBD	Math	synchronous	independent work	Independent work on teacher selected digital resources	small group	synchronous
TBD	Reading	small group	synchronous		Teacher intro: Digital Resource	independent work
<i>Movement break</i>						
TBD	Writing	independent work	synchronous	Office hours: Teachers available to answer student questions	small group	synchronous
	Lunch	11:30-12:15 Lunch				
TBD	Social Studies/ Science	Teacher intro: Digital Resource	small group	self directed collaboration (teachers)/ self directed learning (students)	synchronous	small group
<i>Movement break</i>					<i>Movement break</i>	
TBD	Special - Art, PE, Music, SEL, Library	specials	specials		specials	specials
2:45-3:00	Closing Circle	synchronous	synchronous	synchronous	synchronous	synchronous

JFK Remote Schedule

BUILDING SCHEDULE - A and B Periods						
BLUE DAY (Monday and Thursday)			Wednesday	SILVER DAY (Tuesday and Friday)		
Period	Length	Time		Period	Length	Time
1	83 min	7:55-9:18	self directed collaboration (teachers)/ self directed learning (students)	FLEX	83 min	7:55-9:18
1A	42 min	7:55-8:37				
1B	41 min	8:37-9:18				
Passing/Break	5 min	9:18-9:23				
3	82 min	9:23-10:45				
3A	41 min	9:23-10:04				
3B	41 min	10:04-10:45				
Lunch	30 min	10:45-11:15	Lunch	Lunch	30 min	10:45-11:15
5	82 min	11:15-12:37	self directed collaboration (teachers)/ self directed learning (students)	4	82 min	11:15-12:37
5A	41 min	11:15-11:56				
5B	41 min	11:56-12:37				
Passing/Break	5 min	12:37-12:42				
6	83 min	12:42-2:05				
6A	41 min	12:42-1:23				
6B	42 min	1:23-2:05				
*Students will leave at 2:05; staff will remain until 2:40 for Prep Time				*Students will leave at 2:05; staff will remain until 2:40 for Prep Time		
2:05-2:40	35 min	Prep		2:05-2:40	35 min	Prep

Flex Time includes direct instruction, independent study, and technology assisted learning.

NHS Remote Learning Schedule

Class/Time	M	T	W	T	F	
Period 1 8:00–9:15	8:00–9:15 Full class: virtual class instruction	8:00–8:20 Full Class: Login, Attendance, Instruction	Class Check Ins- Log in, Take attendance, Give instructions for independent study Period 1 8:00–8:30 Period 2 8:35–9:05 Period 3 9:10-9:40 Period 4 9:45–10:15 FLEX- 10:20-10:50 Lunch 10:55-11:20 Independent Study & Teacher Collaboration 11:20-2:30pm	8:00–8:20 Full Class: Login, Attendance, Instruction	8:00–8:20 Full Class: Login, Attendance, Instruction	
		8:20–9:15 A Group: virtual class B/C Group: breakout, guided study		8:20–9:15 B Group: virtual class A/C Group: breakout, guided study	8:20–9:15 C Group: virtual class A/B Group: breakout, guided study	
Period 2 9:20–10:35	9:20–10:35 Full class: virtual class instruction	9:20-9:40 Full Class: Login, Attendance, Instruction		9:20-9:40 Full Class: Login, Attendance, Instruction	9:20-9:40 Full Class: Login, Attendance, Instruction	
		9:40–10:35 A Group: virtual class B/C Group: breakout, guided study		9:40–10:35 B Group: virtual class A/C Group: breakout, guided study	9:40–10:35 C Group: virtual class A/B Group: breakout, guided study	
Flex 10:40–11:15	10:40–11:15 Flex Mentor Monday	10:40–11:15 Flex Block:			10:40–11:15 Flex Block:	10:40–11:15 Flex Block:
Lunch 11:15–11:55	11:15–11:55 Lunch	11:15–11:55 Lunch			11:15–11:55 Lunch	11:15–11:55 Lunch
Period 3 11:55–1:10	11:55–1:10 Full class: virtual class instruction	11:55–12:15 Full Class: Login, Attendance, Instruction		11:55–12:15 Full Class: Login, Attendance, Instruction	11:55–12:15 Full Class: Login, Attendance, Instruction	
		12:15–1:10 A Group: virtual class B/C Group: breakout, guided study	12:15–1:10 B Group: virtual class A/C Group: breakout, guided study	12:15–1:10 C Group: virtual class A/B Group: breakout, guided study		
Period 4 1:15–2:30	1:15–2:30 Full class: virtual class instruction	1:15–1:35 Full Class: Login, Attendance, Instruction		1:15–1:35 Full Class: Login, Attendance, Instruction	1:15–1:35 Full Class: Login, Attendance, Instruction	

		1:35–2:30 A Group: virtual class B/C Group: breakout, guided study		1:35–2:30 B Group: virtual class A/C Group: breakout, guided study	1:35–2:30 C Group: virtual class A/B Group: breakout, guided study
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A, B, C student groupings in the full remote model will be at the individual teacher’s discretion. Groupings will be announced during the first part of each class period. They may be organized to address similar skill levels of students; to support project-based learning; to offer support or enrichment; etc. Equity and student access to teachers will be guiding factors in the creation/modification of groupings.

Flex Time includes independent study, technology assisted learning, presentations other than teachers and school-to-work programs.

Hybrid Learning Plan

Elementary Hybrid Learning Plan

Details of the Plan:

- During the course of your student's school week your child will have at least two days of in person learning and three days of remote learning.
- Each grade level team in a building will have the same sequence of subjects being taught in the course of a day. The time allotted to each subject will vary based on student needs and teacher discretion. Each student will receive a special, lunch and recess block daily as well.
- On in-person days, attendance will be taken in school. On remote days, teachers will take morning and afternoon attendance by one or more of the following means:
 - Student presence in synchronous sessions
 - Submitting assignments online
 - Logging into online learning platforms
 - Attending virtual check-ins
- Times for different content areas will be based off of the lunch, recess and Specials schedules.

Monday	Tuesday	Wednesday	Thursday	Friday
A	A	O	B	B
Half of students are in person learning JSS & BSS 8:30-2:45 or LES & RR 9:15-3:20. Other half of students will follow the Remote Sample Schedule		All students will follow the Remote Sample Schedule.	Half of students are in person learning JSS & BSS 8:30-2:45 or LES & RR 9:15-3:20. Other half of students will follow the Remote Sample Schedule	

Please see the next page for a sample student schedule.

This schedule is from the perspective of students who attend school on Mondays and Tuesdays and are remote the rest of the week.

Suggested Time	Suggested Topic	Monday EXAMPLE	Tuesday EXAMPLE	Wednesday EXAMPLE	Thursday EXAMPLE	Friday EXAMPLE
8:30 or 9:15	Morning Meeting	In person learning as usual.		synchronous (Attendance)	synchronous (Attendance)	synchronous (Attendance)
TBD	Math			Independent work on teacher selected digital resources	small group	synchronous
TBD	Reading				Teacher intro: Digital Resource	independent work
<i>Movement break</i>						
TBD	Writing	In person learning as usual.		Office hours: Teachers available to answer student questions	small group	synchronous
	Lunch	11:30-12:15 Lunch				
TBD	Social Studies/ Science	In person learning as usual.		self directed collaboration (teachers)/ self directed learning (students)	synchronous	small group
<i>Movement break</i>					<i>Movement break</i>	
TBD	Special - Art, PE, Music, SEL, Library	In person learning as usual.			specials	specials
2:30-2:45 or 3:05-3:20	Closing Circle				synchronous	synchronous

*Start time/end time subject to shift due to transportation. See times in the hybrid chart above.

JFK Hybrid Schedule

BUILDING SCHEDULE								
Grade 6 12 pods			Grade 7 10 pods			Grade 8 10 pods		
Time	Length	Class	Time	Length	Class	Time	Length	Class
7:55-8:30	35 min	HR/ FLEX	7:55-8:30	35 min	HR/ FLEX	7:55-8:30	35 min	HR/ FLEX
8:30-9:19	49 min	Period 1	8:30-9:19	49 min	Period 1	8:30-9:19	49 min	Period 1
9:19-10:0 8	49 min	Period 2	9:19-10:0 8	49 min	Period 2	9:19-10:0 8	49 min	Period 2
10:08-10: 57	49 min	Period 3	10:08-10: 57	49 min	Period 3	10:08-10: 57	49 min	Period 3
10:57-11: 27	30 min	Lunch	10:57-11: 46	49 min	Period 4	10:57-11: 46	49 min	Period 4
11:27-12: 16	49 min	Period 4	11:46-12: 16	30 min	Lunch	11:46-12: 35	49 min	Period 5
12:16-1:0 5	49 min	Period 5	12:16-1:0 5	49 min	Period 5	12:35-1:0 5	30 min	Lunch
1:05-1:55	50 min	Period 6	1:05-1:55	50 min	Period 6	1:05-1:55	50 min	Period 6
*Students will leave at 1:55; staff will remain until 2:40 for Team Time								
1:55-2:40	45 min	Team Time	1:55-2:40	45 min	Team Time	1:55-2:40	45 min	Team Time

Potential "A Day" Student Schedule					
	Monday	Tuesday	Wednesday	Thursday	Friday
Time	In- Person			Remote	
7:55-8:30	HR/ FLEX	HR/ FLEX	HR/ FLEX		
8:30-9:19	Period 1 - ELA	Period 1 - ELA	Period 1 - ELA	Math Support with STEM teacher/ Reading/World Language/Music	ELA Support with Humanities Teacher/Readin g/World Language/Music
9:19-10:08	Period 2 -	Period 2 -	Period 2 -		

	Math	Math	Math		
10:08-10:57	Period 3 - Science	Period 3 - Science	Period 3 - Science		
10:57-11:27	Lunch	Lunch	Lunch	Lunch	Lunch
11:27-12:16	Period 4 - Specials	Period 4 - Specials	Period 4 - Specials	Science Support with STEM teacher/ Reading/World Language/Music	Social Studies Support with Humanities Teacher/ Reading/World Language/Music
12:16-1:05	Period 5 - Specials	Period 5 - Specials	Period 5 - Specials		
1:05-1:55	Period 6 - Soc. Studies	Period 6 - Soc. Studies	Period 6 - Soc. Studies		
1:55 Dismissal					

NHS Hybrid Learning Schedule

Class/Time	M	T	W	T	F
Period 1 8:00–9:15	<u>Full class online</u> virtual class instruction	<u>A Group:</u> in-building <u>B/C Group:</u> breakout, guided study	Class Check Ins- Log in, Take attendance, Give instructions for independent study Period 1 8:00–8:30 Period 2 8:35–9:05 Period 3 9:10-9:40 Period 4 9:45–10:15 FLEX- 10:20-10:50 Lunch 10:55-11:20 Independent Study & Teacher Collaboration 11:20-2:30pm	<u>B Group:</u> in building <u>A/C Group:</u> breakout, guided study	<u>C Group:</u> in building <u>A/B Group:</u> breakout, guided study
Period 2 9:20–10:35	<u>Full class:</u> virtual class instruction	<u>A Group:</u> in building <u>B/C Group:</u> breakout, guided study		<u>B Group:</u> in building <u>A/C Group:</u> breakout, guided study	<u>C Group:</u> in building <u>A/B Group:</u> breakout, guided study
Flex 10:40–11:15	10:40–11:15 Flex Mentor Monday	10:40–11:15 Flex Block:		10:40–11:15 Flex Block:	10:40–11:15 Flex Block:
Lunch 11:15–11:55	11:15–11:55 Lunch	11:15–11:55 Lunch		11:15–11:55 Lunch	11:15–11:55 Lunch
Period 3 11:55–1:10	<u>Full class:</u> virtual class instruction	<u>A Group:</u> in building <u>B/C Group:</u> breakout, guided study		<u>B Group:</u> in building <u>A/C Group:</u> breakout, guided study	<u>C Group:</u> in building <u>A/B Group:</u> breakout, guided study
Period 4 1:15–2:30	<u>Full class:</u> virtual class instruction	<u>A Group:</u> in building <u>B/C Group:</u> breakout, guided study		<u>B Group:</u> in building <u>A/C Group:</u> breakout, guided study	<u>C Group:</u> in building <u>A/B Group:</u> breakout, guided study

A, B, C student groupings in the hybrid model will be determined by student last name:

“A” group: Last name A-G

“B” group: Last name H-O

“C” group: Last name P-Z

Significant conflicts may warrant a change in groups. Students and caregivers will notify the student’s counselor or administration if they wish to request a change in grouping. Changes may be allowed for the following conflicts: class size is too large based on last name groupings; student and sibling live in the same home but have different last names; potential conflicts with dual-enrollment course offerings; make up time after a significant absence, etc.

In-Person Learning Plan

At this time, the Northampton School Committee has directed that 6-foot social distancing be maintained in school. Plans have been presented to allow for in-person learning with 6-foot social distancing (see appendix). They require split schedules and extensive use of tents. Due to the logistical and financial complexities of these plans, in-person instruction has been determined to be untenable at this time.

Courses Requiring Additional Safety Considerations

Our learning plans adhere to DESE's specific guidance for physical education, music, and chorus classes. DESE recommends that these courses be held virtually or partially online or outdoors when possible. When these courses meet in person, teachers will implement specific safety guidelines including:

- Holding classes outside when possible
- If 10' apart, students may remove masks; if less than 10' apart, students must wear masks for these activities whether students are indoors or outdoors
- Students must wash their hands before and after using shared equipment
- The district will make every reasonable effort to limit equipment sharing by assigning equipment and workstations to students
- Equipment that touches the eyes or mouth may only be shared if the equipment has a disposable protective cover
- Instruments that do not come into contact with the mouth may be shared but must be disinfected before and after each use with an EPA approved disinfectant.
- Equipment or objects with that are difficult to clean (e.g., have irregular surfaces or made of fabric) may not be shared

Frequently Asked Questions

The following section contains "Frequently Asked Questions" about the school reopening plan. These questions were submitted by community members for the series of caregiver virtual town hall meetings held between July 30, 2020 and August 6, 2020.

Why can we not have the children have separate desks and not do group desks and space them throughout a classroom?

The school committee has mandated that 6-foot spacing be maintained for students. Every single instructional space was measured. To determine classroom capacities, we

used an open source modeling program from CannonDesign. Based upon actual classroom dimensions and the desired social distance parameter, this software calculates the maximum classroom capacity and optimum student seating arrangement. The program reserves space for the teacher, teacher's desk and an additional buffer zone along one wall of the classroom so that the teacher can move back and forth along that wall without encroaching on any student's six-foot social distance zone.

How will parents that work be able to accommodate children at home and make sure their children are doing their school and getting on the computers to do their class work if we are working ourselves and supporting our own households and don't have alternative care for our children?

This is the hardest question of all. All we can do is the best we can. Some caregivers will have better opportunities and an easier time with this challenge, but school is not judging, and we will be working to support anyone who is struggling. Some families are trying to work together to balance out the needs of their children and their employment. We will all do the best we can. It will not be pretty or perfect, and it won't last forever.

Are we looking at the social impact all this is having on our children and the ways this is changing their lives and having negative effects on them?

Every day, we think about this topic and wonder about the lasting impact. We have been happy to see the immediate impact at Summer School with a number of our students who were eager to re-engage in learning and laughing (even with their masks). During the closure in the spring, we worked hard to send community building videos and silly ways to connect that many parents said were very helpful in keeping their children happy and feeling connected to school. This is an awful situation, but we are continually surprised by the resilience in children.

Why are we making children social distance so far away from each other when children are the least likely to carry the COVID-19 virus?

The School Committee made this decision in the interest of staff and student safety. Information was provided about potential school capacities with 5-foot social distancing and 4-foot social distancing, but the Committee has directed that 6-foot social distancing be used for all school reopening plans.

Are we looking at the negative effects that remote learning is having on children that need other in-school assistance, especially children that have hard times concentrating and need extra help in and out of the classroom?

The medical community has spoken clearly about the negative effects school closure is having on children and youth. The Department of Elementary and Secondary Education and our School Committee have made it clear that English Learners, Students in Foster Care, Students with Disabilities, Homeless students, and students without internet connectivity will be prioritized for in-person instruction. We will follow this guidance and we hope this can help to mitigate the difficulties for some families and students.

What does a socially distant school day look like? It seems like most benefits of in-person education would be negated by staying in one place and not being close enough to work together?

We have an incredibly warm and creative staff, and we will figure out how to build strong relationships and classroom communities, even under these difficult circumstances

What happens if a child or staff member becomes sick with COVID-19? What is the protocol/response for that school?

DESE and the CDC have compiled comprehensive guidance for schools to use in their decision-making about potentially infected individuals. Some of the key points in the publications include:

- Most people who test positive and have a mild illness will need to stay in self-isolation for at least 10 days. Those that have tested positive can resume public activities after 10 days and once the following has occurred:
 - Gone 3 days without a fever and use of fever-reducing medications like Tylenol;
 - Experience improvement in other symptoms, such as a cough that has gotten much better; and
 - Received clearance from public health authority contact tracers through our Local Board of Health or the Community Tracing Collaborative.
- Repeat testing prior to return is not recommended and return to school should be based on time and symptom resolution.
- Close contacts of a positive COVID-19 case should be tested. A close contact per DPH is:
 - Being within less than 6 feet of COVID-19 case for at least 10 minutes.

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- Can occur while caring for, living with, visiting, or sharing a healthcare waiting area or room with COVID-19 positive case while the case was symptomatic or within 48 hours before symptom onset, OR
 - Having direct contact with infectious secretions of a COVID-19 case; being coughed on, sneezed on while not wearing recommended personal protective equipment.
 - In a school setting:
 - Close contacts include other students, staff who were within 6 feet of the student or staff for at least 10-15 minutes in a classroom, in other school spaces, on the bus, or at an extracurricular activity.
 - In elementary and other school situations where the students are in self-contained classrooms for an extended period, ALL students/staff within this cohort are considered close contacts as they may have been within 6 feet of the person with a positive test result.
 - Positive close contacts should not come back to school until they have been tested (OR elected to self-quarantine for 14 days).
 - IF an individual tests positive for COVID-19, then self-isolation is for a minimum of 10 days AND until at least 3 days have passed with no fever and improvement in other symptoms as noted.
 - If the test is NEGATIVE, the student/staff can return to school if asymptomatic and wearing a mask
 - *While each situation is unique, there are common components for possible COVID-19 scenarios:
 - Evaluating symptoms: If staff or students present with any symptom of COVID-19, further assessment will be made by the onsite RN in the building.
 - Separating the potentially infected individual from others: If determined that a student is presenting with COVID-19 symptoms, a medical waiting room will be utilized until caregiver pick up. Possibly infected students will be masked, as tolerated, and will be supervised by staff until parent/caregiver can pick up the student.
 - Cleaning and disinfecting spaces visited by the potentially infected individual: spaces may be closed for 24 hours before cleaning protocol.
 - Testing for COVID-19: remain home while awaiting results:

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- Students/staff who test positive for COVID-19 must remain home at least 10 days AND until at least 3 days have passed with no fever and improvement in other symptoms. They should also:
 - Monitor symptoms
 - NOTIFY school and personal close contacts
 - Answer call from Local Board of Health, or Massachusetts Community Tracing Collaborative, OR NPS RN Liaison for return to school

Will there be recess?

Yes, movement outside will be critically important. The principals have been talking about how to allow for groups of students to access different zones on the playground on different days, and we are figuring out (with our health director who consults with the Board of Health) what types of equipment could be used.

Will staff and/or students be required to be tested for COVID-19 on a regular basis?

Not on a regular basis at present. Those that have had an exposure or are considered to be a close contact will be directed for testing. DESE guidelines presently note that any staff or student that exhibits any symptom of COVID-19 be tested prior to returning to school. Primary Care Providers will determine alternative diagnosis in consultation with staff member or student/family member.

What will professional development look like for teachers and staff to prepare for remote learning?

Five days of professional development on online learning have been planned for teachers. The schedule is available on the district website on our COVID-19 Tab.

If we choose to use the remote only option for our student can we switch to onsite learning at some point during the school year if the pandemic no longer presents major risks to the community or do we need to commit to the entire year online? Specifically, we're looking to mitigate risks at the top of cold/flu season (October/November) until we see how that impacts the community.

If you start remote or in person and decide it's not right for you, then yes you can change - and if you decide the choice was not correct you may return, at that point, your decision will be final.

Will there be a sense of accountability for students during remote learning this year--will they be given assignments that their teachers will review? Will there be specific projects and tasks they must complete? (Because the lack of that in the spring made it feel like there really was no school at all in the spring.) Also, what will remote learning look like for lower elementary school grades, including kindergarten?

Unlike last spring any remote learning that takes place this fall will include daily attendance and formal grades. DESE released it's formal guidance on fall remote learning. We have posted it on the COVID-19 tab of our district website.

How will you make sure there is equity for children who cannot attend in person until there is a vaccine? I have yet to hear about how remote learning will work better and who will be doing that teaching.

We are going to do our very best to support our students whose caregivers have chosen fully remote learning. We are currently developing a schedule for remote learning. Once that is complete it will be on the district website under the COVID 19 tab. In the event that everyone is fully remote, they will be participating in the exact same learning experience. If we reopen using the Hybrid model - all students will have 3 days of remote learning that will be the same and we will do our best to support the students who are fully remote.

If there is a hybrid schedule, will families be able to request days in order to share childcare with another family?

After the school committee votes on the reopening model, we are going to be asking families if they have a preference A or B group. We will begin by grouping students alphabetically to keep families together and will try to honor requests as best we can, but we may not be able to honor requests to balance the number of students who will be in person at one time.

What are the remote options for kindergarten and what supports are in place for parents engaged in homeschooling?

First, let's discuss the difference between remote learning and homeschooling. In remote learning your child is enrolled in NPS and will be assigned a classroom teacher and receive their instruction on-line. Curriculum and materials will be provided by the school. As Dr. Provost has stated, DESE has just released their remote learning guidance and it is posted on the district website.

This is not the same as homeschooling. To homeschool you would need to submit a Home Education Proposal Plan and include an outline of the schedule, who would be facilitating the education, and resources/materials you would use, then seek review and approval from Superintendent Provost. Once approved, we would withdraw your child from the Northampton Public Schools, and you would only be able to access NPS for student services if your child qualifies or is on an IEP.

I have numerous questions but one of my biggest concerns is air flow in the school building and whether the ventilation has been checked and whether the district has considered purchasing air purifiers for the classrooms? I understand it's a big expense but I wonder whether PTO money could be used or there could be a fundraiser? I know doctors and dentists offices are using them. If there are items like this which the district cannot budget or are beyond the guidelines but would be helpful to make teachers/classrooms/kids safer I think caregivers and community members may be willing to contribute.

Commissioning agents started air flow and air exchange testing at JSS yesterday and moved on to Bridge Street today. They will progress through the rest of the elementary schools and then move on to JFK and NHS. Results of this testing will be shared with the public and used to target any systems showing poor performance for software or mechanical adjustments or supplementary safeguards prior to the opening of school.

I have 2 children on IEPs and I am assuming both will be in the special needs first group that will be offered 5 days in school. Will I have to accept that 5 day or can I choose 3 or 4 days in school? Will I be able to add more days as the weeks progress if all the students aren't totally back in school?

We will continue to work with families who have students on IEPs or other high needs students, so you will be able to choose 3 or 4 days in school and add more days as the weeks progress.

I have a middle schooler who has a history of school refusal and with her not being in school since March 12th I have concerns if we overload the in school days right off she will refuse to attend at all.

If you have concerns about your child's transition to whatever form of learning is provided this year, we suggest that you contact your students administration and guidance department for a transition plan.

How often will bathrooms be cleaned? Full cleanings during off hours.

Our maintenance department will follow the same procedures used to clean bathrooms at the COVID-19 emergency shelter the health department opened at Northampton High School. Every bathroom will be cleaned during off hours. Additionally each bathroom will be cleaned a second time during the school day.

If in person or hybrid, what techniques and approaches will be used to mitigate the traumatic impact of kids not being able to play closely together, hug, gather, do group work, share toys, etc?

Our original pre-pandemic professional development for staff this year was on working with students with trauma. We are fortunate to have the opportunity to work with Lourdes Alvarez-Ortiz throughout the 2020-2021 school year on supporting students living with trauma, violence and chronic stress. This definitely fits our current events.

How will kindergarten orientation work this year?

Our kindergarten staff is looking forward to meeting their new students. During non-Covid times, individual families meet with their child's kindergarten teacher to hear about the kindergarten experience, share information and see the space. This year we will continue to have families come to school individually to meet the classroom teacher and ESP while practicing social distancing and adults wearing masks. While appropriately distanced, they will be able to meet students without their masks and then children will be able to see them with their masks. If caregivers would prefer, the orientation can take place virtually as well. Kindergarten teachers will reach out to set up appointments as usual.

If hybrid or in-person, will children sit at a desk all day or will there be opportunities to move bodies and play?

We are looking at ways to enhance outdoor learning activities. The tent will provide one location. We have our garden and our pavilion as well. We will be having movement breaks as well as mask breaks. There will be time to move and play. Our staff will be looking for creative ways to provide opportunities for play while keeping students and themselves safe.

How will hand-washing be enforced?

As always, it is our job to keep everyone safe working with staff and students to make sure everyone is following the expectations. Handwashing stations are being added as

were hand sanitizing stations this past spring to provide more access. Our school nurses will provide lessons on the importance of handwashing and appropriate hand washing skills.

How will mask breaks be provided? What will it look like?

In-person schedules will include frequent mask breaks as needed with physical distancing, preferably outside or with windows open.

Will there be singing allowed in the classroom?

Singing has the potential to spread the virus to a much greater extent than normal breathing or talking. On July 24th, the Department of Elementary and Secondary Education released guidance for courses requiring additional safety precautions. Under these new guidelines, chorus, singing, musical theater, and any instruction involving brass or woodwind instruments are not permitted indoors at this time. Singing may take place outdoors with students observing 10-foot social distancing.

If remote, will all students be provided with a device at the elementary level?

Yes. Prior to COVID-19 our district already had a 1:1 program for students in grades 3-12, meaning that we had a chromebook for each student in those grades. We have placed an order to extend our 1:1 program down to kindergarten so that they will have the devices they will need if we open in a hybrid or fully remote JP

Can caregivers enter the building for pick-up or drop-off or to see their children's classroom?

The CDC and the Department of Elementary and Secondary Education both urge schools to restrict visitors at this time. Visitors will not be allowed on campus except for extremely urgent matters when school is in session, and then their movement within the building will be restricted to designated areas. On the COVID-19 tab of the district website you will find a video tour of socially distanced classrooms which will give you some sense of what our socially distanced classrooms look like. There may be some other opportunities for you to see your child's classroom either in-person or virtually, but we definitely will not be allowing visitors during drop off or pick up on a day that school is in session.

Will students be tested for Covid? Will staff?

At this point we are not considering universal COVID-19 testing for several reasons:

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- 1) Testing prior to return to school is not recommended in the current state guidelines (attached).
 - 2) Theoretical discussions about mandated testing prior to return to school have raised important civil liberty concerns.
 - 3) The delay in processing testing undermines much of the potential utility of the test; and
 - 4) There are significant concerns as to whether testing on this kind of scale is even feasible at this time.

Individuals who have had an exposure or are considered to be a close contact will be directed for testing. DESE guidelines presently note that any staff or student that exhibits any symptom of COVID-19 be tested prior to returning to school. Primary Care Providers will determine alternative diagnosis in consultation with staff member or student/family member.

Will windows in classrooms be open, even if it is cold outside?

The goal is to increase airflow. The ongoing air flow and air circulation study will help us to evaluate that. In certain situations open windows can actually reduce the efficiency of the airflow being supported by the HVAC system. In other situations, having windows open can assist the HVAC system, so the determination about windows will depend upon the results of our testing and many vary from zone to zone to achieve optimal airflow.

I would like to know if students on a 504 plan would be considered under the umbrella of "students with disabilities" or if that is for IEP's on record only.

Students on 504s should already have been receiving their accommodations since school closure. If there are related services attached to a 504 (which is rare), then we would need to deliver services to them per the DESE guidance. We can also prioritize these students for assessment in the fall.

The CDC has recommended that students remain in cohorts or "pods" in order to prevent the virus from spreading. If the school opens with a hybrid model, how are you planning on containing the spread between the A and B groups if the students who are considered to be "at-risk" will be in both A and B classes?

I understand this concern as there will be students who will have the option to come to school 5 days/week. A pod is considered to be one classroom, however, only half of the pod will be present on the A day and the other half will be present on the B day. If a

student is “at risk” health wise, we will need to make sure that all protocols are being followed in regards to social distancing, masks, and extra PPE if needed. Additionally, we will need to make sure that our “at risk” students have their own space in the room that is not used by any other students.

How will special ed Plep A and Plep B services be provided in the AAoBB model? Especially for children who have a range of services, e.g. Social/Emotional, OT, Special Ed instruction, etc.? Will there be a special meeting with SEPAC to discuss how these models integrate with special ed services?

The IEP is a legal contract between the district and the family of a student with a disability. Our obligation is to provide the services listed in the IEP. Services can be changed by mutual agreement of the parent and the district. If parents are willing to change the service delivery model to telepractice, therapists could potentially provide services remotely. Otherwise they will need to be provided as specified in the student’s IEPs. Our student services department will work with SEPAC on a follow up meeting once the school committee has decided which school reopening model will be implemented in the fall.

What is the protocol if a child on the spectrum refuses to wear a mask?

That is a great question. If a student can’t wear a mask due to their disability, then they will not be forced to. The staff that work with that student will wear extra PPE to protect the student and themselves.

Knowing that cases are going up again in MA, and that cases nationally are on the rise... and that full remote schooling will likely be needed... what are the district’s plans for ensuring that resources go most heavily to those students who need extra attention and time? This is a critical time to focus on equity rather than equality. And how can the community... those with more resources... help to provide mutual aid?

If we open in a hybrid or online format English Learners, Students in Foster Care, Students with Disabilities, Homeless students, students without internet connectivity will be invited to attend school five days a week. These students often have difficulty with remote learning. Caregivers of students in one of these groups may opt out of in-person instruction. In that case we will document the parent’s choice and attempt to support them remotely as best we can.

In the case of hybrid learning, will parents be given any choice in which group their student ends up in such that the parents can line that up with care for other siblings, etc?

After the school committee votes on the reopening model, we are going to be asking families if they have a preference A or B group. We will begin by grouping students alphabetically to keep families together and will try to honor requests as best we can, but we may not be able to honor requests to balance the number of students who will be in person at one time.

How will substitute teaching work? Will subs have to take a Covid test prior to coming in to work?

We currently have 56 active substitutes. That number may grow as government assistance programs come to an end, but the truth is we never have enough subs.

How can parents help teachers to prioritize play, joy, and social/emotional learning, especially for the first six weeks of school? Can the district name this as a consistent priority so that teachers feel that they have permission to be gentle and happy with students as the first priority?

It is absolutely our goal to prioritize play, joy, and SEL, and to use the first six weeks of school to build relationships and to establish classrooms as joyful, inclusive spaces. That work is even more important this year. One way families can support us in this work is by understanding why there's lots of play and relationship building in the beginning, even though we know there's urgency around academic learning.

I heard of another district that is using the AAoBB structure to spend time with kids in person ensuring that they know how to access the remote resources for the 3 at-home days each week. This makes so much good sense to me, and allows teachers to focus on the curriculum for the 3 off days to ensure that it is most effective instead of requiring that teachers have two tracks of curriculum to manage simultaneously. I urge you to bring this proposal to school and teacher leaders for consideration!

Teaching always includes giving kids time to learn the routines of the classroom, including how to use materials. This is especially true at the beginning of the year. So yes--we will definitely use ample time during the first several weeks to make sure students know what they need to know in order to be successful and as independent as possible during their remote days.

Ostensibly, if the models are tied to data then school schedules will likely flex between models this year; how will you communicate which models are in place when they change? How much notice will you give parents when these models change?

It will depend on the direction of the change. If we are going from a more restrictive to a more permissive model such as remote to hybrid, we will have time to communicate about the upcoming change. We would use our usual means, newsletters, robocalls, etc. There would be time to plan. If we are changing models in the opposite direction, going to a more restrictive model, that will be because we have concerns about something we are seeing in the behavior of the virus. In that case we would move quickly to make the change. Likely with as little forewarning as was the case when we closed schools in the Spring.

How are you planning on cleaning schools?

It has always been part of our protocol to clean high-touch areas such as door knobs, handrails and other common surfaces on a daily basis. As we left this last spring we had increased the frequency of cleaning these areas several times a day. We would continue with enhanced cleaning frequency.

Every bathroom will be cleaned during off hours. Additionally each bathroom will be cleaned a second time during the school day.

These are the cleaning protocols we followed at the Emergency Shelter where individuals, many of whom were at high risk and in close contact for up to 24 hours a day, were housed. They proved effective in that setting, so we believe they will be effective for children who are only in the building during school hours.

Will there still be "normal" lunch and recess at the elementary school level? how will kids get time to run around outside otherwise?

Lunch will be served in the classroom to minimize exposure to other groups. Recess will be outside. We're going to split our outdoor space into zones, and classes will take turns in different zones. We will continue to have a daily movement break outside, and will also have a schedule so teachers can sign up to teach outside in one of the zones when it's not being used for recess. So yes, tons of outdoor time!

What will the absentee policy look like for students this year?

We are asking all students and staff to conduct a thorough self-screening in the morning and ask anyone who is symptomatic to remain home and seek additional medical evaluation. If we want to have any chance of in-person instruction it is critically important that everyone follow the self-screening process and stay home if they are symptomatic. Otherwise we will begin to see cases at school which will force us to close our doors again. Because of this, we are going to relax our attendance policies. We don't want anyone who is symptomatic to feel that they should come in merely due to the attendance policy.

Will there be temperature screening for every teacher / staff person / student this year?

There will be, but not at point of entry. Temperature readings will be conducted at home. There are lots of problems with false positive and false negatives with point of entry temperature screenings which can be impacted by things such as ambient temperature and activity level.

Will there be a virtual only option for high risk children/families?

Yes. No matter what model the district is implementing, all families will have the option to stay totally remote.

Are families alerted if children and or staff become covid positive?

Yes. Cohorts of classrooms will be considered close contacts as they may have been within 6 ft of a positive case. Possible close contacts, per DESE guidelines, should not come back to school until tested or have self-quarantined for 14 days.

Why would you ever bring students back into schools physically? We are in the middle of a pandemic (the only country in the world now who can still say that).

We are only able to have a conversation about bringing students back to school because we have worked hard and gotten rates of transmission in Massachusetts down to a low level. This conversation is being guided by medical experts in the field. I am not an MD but you can find a short video from Dr. Loyd Fischer, the President of the Massachusetts Chapter of the American Academy of Pediatrics, and Dr Sandra Nelson, Director of the Infectious Disease Control at MA General Hospital, in the COVID-19 Tab on our district website. Likewise, Northampton Area Pediatrics, which provides our school physician, supports reopening our schools. In a recent op-ed the doctors of Northampton Area Pediatrics wrote "while keeping children home from school may seem like a risk-free alternative, it is clear that this option can cause unintended harm.

Schools provide critical services not only for education, but also for socialization, and for nutritional and physical health needs. As pediatricians we have seen the mental health stress created by social distancing and the struggles that some children with behavioral health or special needs have had with remote learning and the lack of in-person services. We have also seen how homeschooling strains parents facing pandemic-related stressors and how our patients who endure challenges of poverty or homelessness are further harmed.

There is no zero-risk plan available to return children to school. However, if we take the time to work together as a community, reduce the risk of spread in school by following the best evidence-based advice available, and respond flexibly to outbreaks if and when they do happen, we can find a way to allow our children to begin the school year in a safe manner. This will support the health and well-being of all children and families in our community.”

Can a child still participate in their assigned class if they choose to opt out of in-person learning to reduce risk of exposure? And will there be use of outdoor spaces at school that a child who does not want to enter the school building could potentially participate in?

They can participate in office hours and we can provide them with assignments, but the reality is that families who choose to stay remote will be missing a lot of content, which could create learning gaps. Three remote days are based on work that’s done in person, they’ll be missing the support from the teachers that they’d get on the in person days. They can still have the work and remote support.

What plans do you have for children that easily handle remote learning or even in person learning? Will these children be challenged to do more?

Regardless of the delivery method, differentiation is expected and professional development will be provided staff. Students who are flying through the material remotely should have differentiated instruction and assignments. The online model still allows for that differentiation.

Will students with special needs be exposed to more students?

Students who are in school for 5 days will interact with students from the A group and B group. We considered creating a separate grouping for these students, but rejected the idea because it would create an environment where students had minimal interactions

with their non-disabled peers and in doing so we would not be honoring the federally mandated “least restrictive environment.”

How will the teachers and admin pivot between remote and in person as needed and as conditions change?

Although we can only choose one model to begin the school year, we have submitted three plans to the Department of Elementary and Secondary Education (DESE). DESE will provide feedback on three plans, advising us of any aspects we need to adjust to meet their criteria. These plans will remain ready to be activated at any time. If community spread of the virus is at a high level we can move to a plan with less in-person instruction. If community spread of the virus is at a low level, we can move to a plan with more in-person instruction.

If the option to resume all distance learning is chosen, will zoom classes be an option?

Yes.

Private schools in the western mass all seem to be thinking outside the box and finding creative ways to safely reopen school M-F, in person and their reopening plans have already been completed and communicated to families. Why is our district even considering a hybrid model or completely remote learning? Shouldn't the goal be to get the students back to school? Dr. Fauci just stated this evening that he urges all 'non-hot spot' school districts to get our kids back to school, full time, in person.

The goal is to resume full-time in person instruction. The American Academy of Pediatrics and Northampton Area Pediatrics who serve so many of our students have been absolutely clear that resuming full-time in person instruction would be the best thing for students, as long as allowances are made for those families who choose not to send their children back to school at this time. However there is a range of opinions among the members of the school community about how to do that safely. The three plans we have submitted to DESE include a plan for the resumption of in-person learning. At this time that plan does not appear to have the support of our community. This doesn't mean that we will never resume full time in-person learning. It just means that we will likely begin the school year in one of the other models. As I said in a prior response, we can move to a model with more in-person instruction when conditions provide for that. To help communities to make that decision, I have been advocating for

uniform state standards that could help local communities make the decision about when it is appropriate to move to a model with more or less in-person instruction.

How will A and B groups be decided? Especially a concern for families with three or more children in the district.

Students will be assigned based on last name. This is the most efficient way to make sure households are all on the same schedule. We recognize that not all siblings share the same last name so we will make adjustments to keep siblings scheduled on the same days. We also recognize that some families have requested to be on the same schedule as cousins or close family friends for childcare purposes. We will try to take that into consideration as well. However, getting families on the same schedule is the priority.

What will happen with the JFK Band and Chorus?

We are working to make sure these courses are still offered. These courses will shift to remote learning since the concern of re-grouping students in a course which encourages students to remove their mask and expel droplets into the air increases health risks for everyone.

Schools were already short staffed with guidance counselors and tiered support specials and behavioral specialists, how do you plan to support the increase in emotional support needs for students?

The district is providing professional development for teachers on Supporting students living with trauma, violence and chronic stress. We will continue with similar PD throughout the year, for example, Well-Being Promotion Program workshops. Our school counselors are also receiving training.

For both JFK and for NHS: what kinds of synchronous platforms such as Zoom or Google Meets do the teachers plan on using?

Google Classroom products and Zoom are the most commonly used platforms.

How are we doing with masks for people working with deaf and hard of hearing students?

We have several hundred clear masks for students and staff. We will distribute them to students who rely upon lip reading as a component of their communication, as well as their classmates and teachers.

Will we be using plexiglass barriers at all?

We are installing plexiglass barriers in all office areas.

Are areas besides classrooms, where staff work, being assessed for safety?

Yes, we are conducting comprehensive airflow testing of all areas including offices not located in schools.

How will you stop students from physically interacting with each other, especially during sports?

The Massachusetts Interscholastic Athletic Association, has a phased model for reopening. Under this model the permissible sports will be determined based on the level of risk the virus poses. I believe the Association is most likely to restrict athletics to non-close contact sports, such as cross country and golf, at least initially.

Will there be an opportunity for high school students to meet their teachers in person during the first two to three weeks of school, especially for 9th graders who are new to the building?

No matter what model is chosen, we are preparing for full class meetings, meetings with caregivers, and new student orientations.

Will masks be mandatory all day at high school? Will this be enforced?

Yes, all high school students are required to wear a mask all day at school. There will be time for mask breaks built into the day.

It sounds like the school day would be shorter at NHS. Is that correct?

The in-building time will be shorter, however there will be the same requirements for instructional time. Students will also have the same amount of time to access qualified staff for academic support.

How are you going to have everyone having lunch at 1:15 and keep people at a safe distance, especially since they can't wear masks? If there isn't a good plan in place for this could our child leave after their last class, since it sounds like lunch is at the end of the day in the hybrid plan?

Currently we are working on a grab-and-go- lunch model where students will take their lunch home at the end of the day. However, if the schedule does not allow for grab-and-go students will eat in small groups, in classrooms at 6 foot distances. This is the safety protocol issued by state officials and will be carefully followed.

Does the hybrid model affect what classes they can take?

Students will follow the same schedule whether remote or hybrid. As in a typical year a student may not be able to access a class based on the time it falls in the day. However, a hybrid model will not limit course offerings as teachers are preparing to offer their courses in both a remote and hybrid model.

How will students be able to stay connected with their teachers, peers, guidance office through online learning, how will students be able to ask questions to the teacher and get the help they need, will teachers be assigning a lot of work through zoom with high expectations and no help offered?

The schedule has daily, built in time with teachers. All students will have access to qualified instructional support throughout the day in guided studies or break out groups. Students will also have a Flex block which will support extra help with the classroom teacher.

What about homework how will that be handled some classes had assigned too much or too little during the April school closing not enough help being offered to children with ADHD, anxiety, stress, social issues what happens then what will the plan be..how can we assure our students that they will not be left behind or overlooked?

Our staff has been working hard to develop assessments that measure what students know and can do. Homework is one small way and not necessarily the best way to assess what a student knows. The staff is dedicated to NOT grading students on their Habits of Work. Students will have daily contact with their teachers and will have access to peer tutoring and staff supported independent study classes. Teachers will work with students to design routines, schedules and due dates that are predictable and consistent.

I would like to see a project-based semester, where students would work on a capstone type project on the subject of their choosing. I believe the traditional four class model needs to go, temporarily, and focus on an interdisciplinary project that would have specific tasks associated with it. Is this something that would be considered?

The Department of Education requires that students engage in 5.5 hours of instructional time. All teachers are expected to follow the required Massachusetts state standards

and all students will be required to participate in MCAS. Therefore, we will need to follow the standard guidelines for teaching and learning. As a district we are committed to interdisciplinary teaching and learning as well as performance and project based learning.

Will students and staff maintain 6 feet of social distance in addition to wearing masks? Yes.

I know the SC was concerned about Edgenuity. Principal Valencourt mentioned alternatives for remote learning including college courses & internships - what grades are eligible for those?

11th and 12th grade students are eligible for work study, internships and dual enrollment

Is there any way to include live group/collaborative sessions for remote students? My son found value in conversations with other students this Spring, even when teachers weren't heavily involved.

Yes, students will have access to break out groups and guided independent studies to participate in synchronous group work.

What will the high school students do for remote learning in the hybrid plan? It looks like two shortened days and that's all the instruction they will receive. Is that correct? Or will they have remote and synchronous engagement on their off days?

In the hybrid model, all students will begin the morning meeting with their teachers as a whole class virtually. The teacher will then instruct students with their daily task.

Students scheduled to be in the building (let's say A group) will come in for face to face learning and instruction and students scheduled to be remote will be directed to break out groups or supported independent study or project based assignments.

Performing arts are central to NHS and the mental health of many students. How will those be supported? Tents? Digital performances? We have to be creative and follow the lead in arts communities and not let them fall by the wayside.

All performing and fine arts courses will run as planned. Our teachers of the arts have been working with colleagues to design enriching and engaging curriculum to support online singing, band and theater. All teachers are committed to embedding performance into their curriculum.



Certification

I hereby certify that the Northampton Public Schools 2020 School Reopening Plan meets the final health and safety requirements issued by DESE.



John Provost
Superintendent of Schools

Conclusion

We recognize that reopening school in the “new normal” is anxiety inducing for many, and our planning has been focused on making the return as safe as possible for everyone in our community. To have a successful school year, we will need to be flexible, responsive to data, and willing to make adjustments necessary. Although we would prefer to have no risk associated with returning to in-person learning, this is not possible. In planning, we have kept in mind not only the risks associated with COVID-19 for in person school programs, but also the known challenges and consequences of keeping students out of school. In-person school plays an important role in our ability to support students’ social-emotional needs, including their mental and physical health, and in mitigating the impacts of trauma. We also recognize how disruptive school closures have been to families trying to maintain regular work schedules and manage household needs, including childcare, while also facilitating remote learning. We will encounter challenges as we implement our school reopening plan; however, we can and will support each other throughout this unusual school year.

I would like to thank my colleagues from other districts who shared model reopening plans and who served as a sounding board throughout this long summer of planning. In particular, I would like to thank the Hadley Public Schools and Amherst-Pelham Regional Schools for allowing us to replicate sections of their reopening plans in this document. Most of all, I would like to thank the members of the ALT Team and the teachers, ESPs, clerical staff, custodians, cafeteria workers, and community members

who served on the various school reopening work groups whose contributions form the bulk of this document.

Appendices

[June 12 Potential School Restart Options](#)

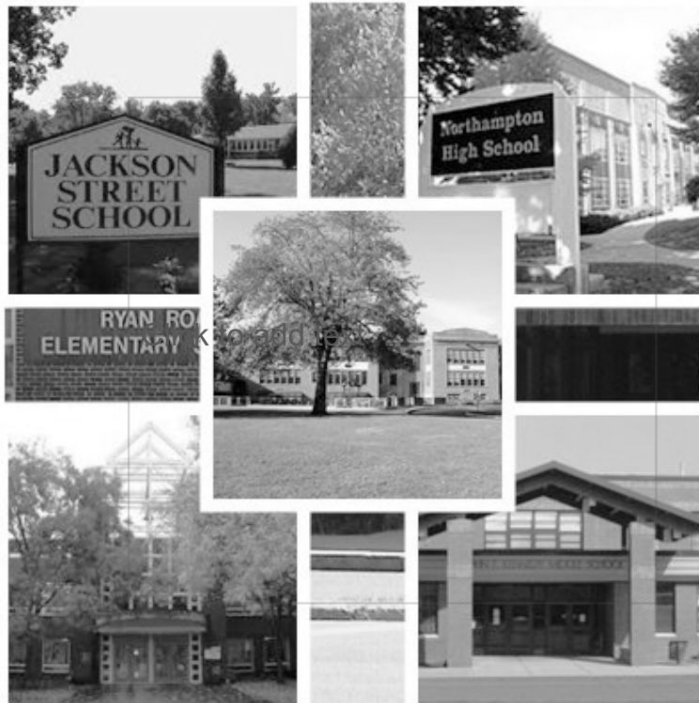
[July 9 School Restart Options Hybrid and In-Person Options](#)

[July 21 Revised Hybrid Model with 6-Foot Social Distancing](#)

[References and Resources](#)

Potential School Restart Options

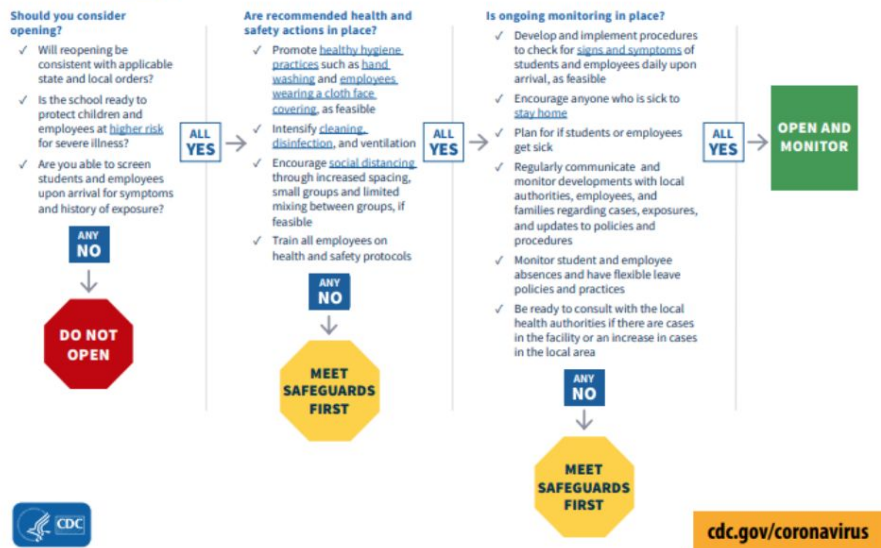
A Preliminary Report From the Return to School Team



SCHOOLS DURING THE COVID-19 PANDEMIC



The purpose of this tool is to assist administrators in making (re)opening decisions regarding K-12 schools during the COVID-19 pandemic. It is important to check with state and local health officials and other partners to determine the most appropriate actions while adjusting to meet the unique needs and circumstances of the local community.



Three-Step Process

- Step 1: Schools remain closed
- Step 2: Schools open with enhanced social distancing measures.
- Step 3: Remain open for all children with social distancing measures.



Step 2 Social Distancing (Interim Guidance)



Recommendations	Major Impacts
Static Student Groupings	Recess, Lunch, Secondary Classes
Restrict Gatherings That Cannot Socially Distance	Athletics, Field Trips, Clubs
Restrict Visitors	Parent/Community Involvement, VINS
Spaced Seating	Reduced Bus, Class, and School Capacity
Close Communal Spaces	Lunch, Art, Music, gym
Stagger Arrival/Drop off	Schedules
Limit Sharing	Lunch, Art, Music, PE, Technology, Library, All Classes
Restrict Attendance of those from high-transmission areas	

Step 3 Social Distancing (Interim Guidance)



Recommendations	Major Impacts
Spaced Seating	Reduced Bus, Class, and School Capacity
Limit Sharing	Lunch, Art, Music, Technology, Library, All Classes
Restrict Attendance of those from high-transmission areas	
Things to Consider	Major Impacts
Static Student Groupings	Recess, Lunch, Secondary Classes
Restrict Gatherings That Cannot Socially Distance	Athletics, Field Trips, Clubs
Restrict Visitors	Parent/Community Involvement, VINS
Close Communal Spaces	Lunch, Art, Music
Stagger Arrival/Drop off	Schedules

Assumptions

- No substantive changes to CDC guidance
- All CDC safeguards met
- Have set threshold for step 2 or Step 3
- Return to normal operations once public health officials relax social distancing



Caveats

- No official DESE guidance at this time
- No official DPH guidance at this time
- No final guidance from CDC at this time
- Options presented may not be legal



Scenario 1

Substantially Remote

- Enhanced Stage 3 Remote Learning Plan for Most Students
- In person option for students with disabilities, English Learners, and other at-risk students



Positives

- Addresses staff/family concerns about potential infection
- Allows for implementation of virtual late-start for high school
- Minimizes transportation cost/capacity issues

Negatives

- Likely to exacerbate learning loss for most students
- Significant impact on family work schedules
- May be perceived as placing students at highest risk of learning problems in greatest danger of infection

Scenario 2

Elementary Face-to Face Secondary Remote

- Enhanced Stage 3 Remote Learning Plan for Grades 6-12 with in person option for SWD's, EL's other at-risk students
- Grades PreK-6 distributed across 6 schools



Positives

- Maximally supports skill development in young learners
- Allows for implementation of virtual late-start for high school
- Consistent with research on age-based effects of remote learning
- Less impact on family work schedules
- Opportunity for mixed-age grouping
- No significant impact on transportation cost

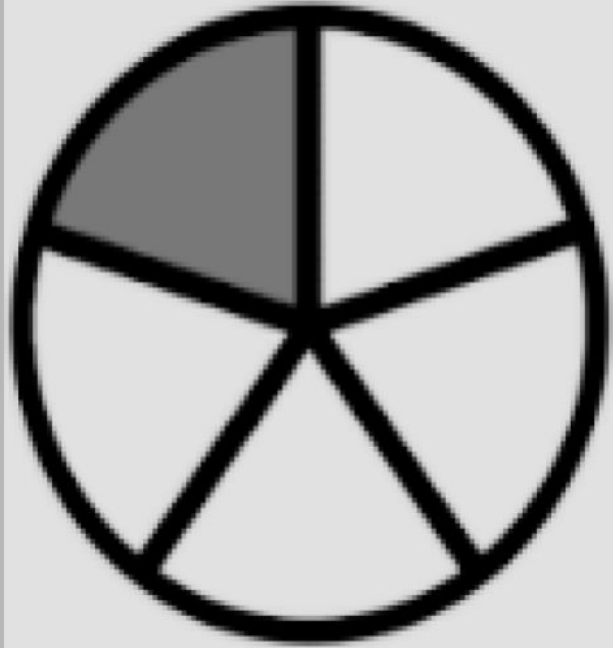
Negatives

- Likely to exacerbate learning loss for secondary students
- May reduce graduation/post-secondary education enrollment rates
- May be perceived as placing youngest students at greatest danger of infection

Scenario 3

One-Day Rotation

- Students attend face-to-face classes 1 day per week, participate in remote learning other 4 days.
- SWDs, EL's other at-risk students may have more frequent face-to-face sessions
- Average class size approx 5



Positives

- Provides all students some face-to-face contact with peers and teacher
- Possible to maintain current schedule
- No significant impact on transportation costs

Negatives

- Likely to exacerbate learning loss for most students
- Significant impact on family work schedules

Scenario 4

Two-Day Rotation

- Students attend face-to-face classes 2 day per week, participate in remote learning other 3 days.
- SWDs, EL's other at-risk students may have more frequent face-to-face sessions
- Average class size 6-10



Positives

- Provides all students some face-to-face contact with peers and teacher

Negatives

- Likely to exacerbate learning loss for most students
- Significant impact on family work schedules
- Will require school schedule adjustment
- Increased transportation costs

Scenario 5

4-day rotation elementary
1-day rotation secondary

- Elementary students attend 4 days face-to-face, 1 day remote
- Secondary students attend 1 day face-to-face, 4 days remote



Positives

- Provides all students some face-to-face contact with peers and teacher

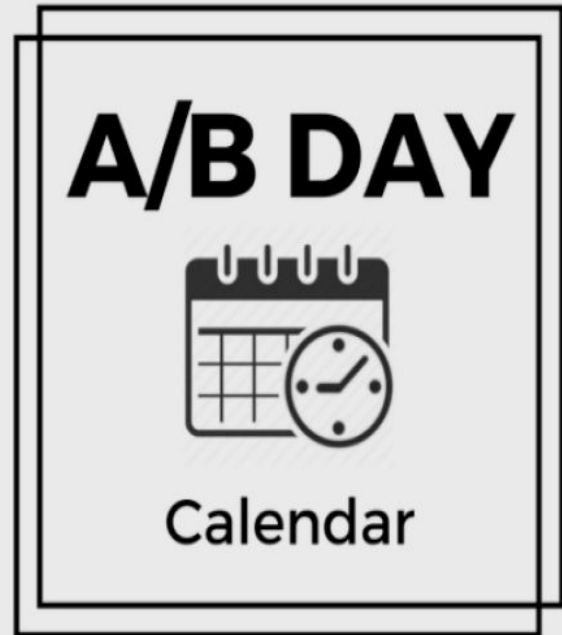
Negatives

- Likely to exacerbate learning loss for most students
- Some impact on family work schedules
- Will require school schedule adjustment
- Increased transportation costs

Scenario 6

A/B Day

- Students attend face-to-face classes every other day and participate in remote learning on alternate days
- SWDs, EL's other at-risk students may have more frequent face-to-face sessions
- Average class size approx 12



Positives

- Provides all students some face-to-face contact with peers and teacher

Negatives

- Likely to exacerbate learning loss for most students
- Significant impact on family work schedules
- Will require school schedule adjustment
- Increased transportation costs

Scenario 7

In Person Week/Remote Week

- Students attend face-to-face classes every other week and participate in remote learning on alternate weeks
- SWDs, EL's other at-risk students may have more frequent face-to-face sessions
- Average class size approx 12



EVERY OTHER WEEK

Positives

- Provides all students some face-to-face contact with peers and teacher

Negatives

- Likely to exacerbate learning loss for most students
- Significant impact on family work schedules
- Will require school schedule adjustment
- Increased transportation costs

Scenario 8

Rotating Day/Rotating Week

- Elementary Students Follow 2 Day Rotation
- Secondary Students Rotate Weeks
- SWDs, EL's other at-risk students may have more frequent face-to-face sessions
- Average class size approx 12



EVERY OTHER WEEK

Positives

- Provides elementary students weekly contact with teachers

Negatives

- Likely to exacerbate learning loss for most students
- Significant impact on family work schedules
- Will require school schedule adjustment
- Increased transportation costs

Scenario 9

A.M./P.M. Sessions

- Students attend face-to-face classes every other week and participate in remote learning on alternate weeks
- Average class size approx 12



Positives

- Provides all student face-to-face contact with peers and teacher
- Simplifies meal service

Negatives

- Likely to exacerbate learning loss for most students
- Significant impact on family work schedules
- Will require substantial school schedule adjustment
- Substantial increased transportation costs

Scenario 10

Delay Open

- Cancel all vacations
- Move last day of school to June 22
- SWDs, EL's other at-risk students may start earlier
- First day of school could be as late as Sept 27

NORTHAMPTON PUBLIC SCHOOLS CALENDAR 2019-2020

August 2019	September 2019	October 2019	November 2019
<p>Aug 12: Teacher Orientation Aug 19: Curriculum/Staff Development Day Aug 27: Teacher Work Day Aug 28: First Day of School Aug 29: Student Orientation</p>	<p>Sept 2: No School - Labor Day Sept 9: In-Service/Professional Development Sept 26: No School - Fall Break</p>	<p>Oct 4: 1/2 Day - Teacher Work Day Oct 14: No School - Indigenous Peoples Day Oct 15: Home Holiday Oct 30: NYS P.E.A.T. Nov 19: Elementary School 22 Days At Conference</p>	<p>Nov 27: No School - Election Day/Teacher Work Day Nov 28: No School - Veterans Day Nov 29: 1/2 Day - Thanksgiving Break Nov 29-30: No School - Thanksgiving Break</p>
December 2019	January 2020	February 2020	March 2020
<p>Dec 16: 1/2 Day - Teacher Work Day Dec 22-23: No School - Winter Break</p>	<p>Jan 7: No School - New Years Day Jan 13: No School - Teacher Work Day Jan 20: No School - MLK Jr. Day</p>	<p>Feb 17-23: No School - Winter Break Feb 24-25: Preparation for Graduation and Incoming Students</p>	<p>Mar 17: Spring Break (Preparation for Incoming Students) Mar 23: 1/2 Day - Teacher Work Day</p>
April 2020	May 2020	June 2020	
<p>Apr 20-24: No School - Spring Break</p>	<p>May 18: 1/2 Day - Teacher Work Day May 25: No School - Memorial Day</p>	<p>Jun 15: 1/2 Day - Teacher Work Day Jun 22: Last Day of School Jun 29: 1/2 Day - Teacher Work Day Jul 7: 1/2 Day - Teacher Work Day Jul 14: 1/2 Day - Teacher Work Day Jul 21: 1/2 Day - Teacher Work Day Jul 28: 1/2 Day - Teacher Work Day</p>	

Positives

- Can be used in combination with any other plan
- Minimizes length of implementation for any other plan
- Enables us to learn from other school openings

Negatives

- Increased summer learning loss
- Reduced flexibility for unanticipated problems
- No time to “air out” buildings
- 180 more-or-less consecutive days

School Reopening Options

Hybrid and In-person Options with 6-foot Social Distancing



Hybrid model priorities identified in previous discussions

- Desire to maintain 6-foot social distancing
- Desire to have more than 2 days weekly in-person instruction for students in grades 7-8
- Desire to have more than 4 days of weekly in-person instruction for high school students

Hybrid



Hybrid Model (elementary students 20% online)

Grade Span	Instructional Model	Sample In-person Schedule					
PreK-5	PreK- no change Kindergarten- half day Grades 1-5- 4 days per-week in-person (one remote)	M	Tue	Wed	Thu	Fri	
		1-4	2-5	3,4,5,1	4,5,1,2	5,1,2,3	
6-8	Same start time/Dismiss 1:25						
9-12	Double sessions		M	Tue	Wed	Thu	Fri
		a.m.	A	A	A	A	A
		p.m.	B	B	B	B	B

6 feet more than 2 days grades 7-8 more than 4 days grades 9-12

Middle School Pods

Grade 6	Grade 7	Grade 8
Pod A	Pod A	Pod A
Pod B	Pod B	Pod B
Pod C		

Each pod has 4 core teachers, 1 special ed teacher, 2 specials teachers (one in a large classroom)

6 feet more than 2 days grades 7-8 more than 4 days grades 9-12

Hybrid Elementary Schedule (Student)

Grade Span	Start/End Times	Sample Student Schedule				
Jackson Street & Bridge Street	8:30-2:45 (15 min earlier than current)	M	Tue	Wed	Thu	Fri
		In Person	Remote	In Person	In Person	In Person
Leeds & Ryan Road	9:15-3:20 (20 min later than current)	M	Tue	Wed	Thu	Fri
		In-Person	Remote	In Person	In Person	In Person

6 feet more than 2 days grades 7-8 more than 4 days grades 9-12

Hybrid Elementary Schedule (Staff)

Grade Span	Start/End Times	Sample Student Schedule				
Jackson Street & Bridge Street	8:25-2:50 (Teachers) 8:00-3:00 (ESPs) start/end 15 min earlier than current	M	Tue	Wed	Thu	Fri
		In Person	Remote	In Person	In Person	In Person
Leeds & Ryan Road	9:00-3:25 (Teachers) 8:35-3:35 (ESPs) start/end 20 min later than current	M	Tue	Wed	Thu	Fri
		In-Person	Remote	In Person	In Person	In Person

6 feet more than 2 days grades 7-8 more than 4 days grades 9-12

Hybrid NHS Double Session Schedule (Student)

	Group A	Group B
7:35-9:00	Block A (Primarily Classroom-Based)	
9:03-10:28	Block B (Primarily Classroom-Based)	10:00-10:30- Socially Distanced Lunch (Outside)
10:31-11:56	Block C (Primarily Classroom-Based)	Block A (Classes in Special Settings i.e. Outside, Gymnasium, Auditorium, etc)
11:59-1:29	Block D (Classes in Special Settings i.e. Outside, Gymnasium, Auditorium, etc)	Block B (Primarily Classroom-Based)
1:32-2:57	1:30 Bagged Lunch- End	Block C (Primarily Classroom-Based)
3:00-4:45		Block D (Primarily Classroom-Based)

6 feet more than 2 days grades 7-8 more than 4 days grades 9-12

Hybrid NHS Double Session Schedule (Staff)

Group A Faculty	Group B Faculty	Group A/B Faculty
Report by 7:30 Prep/Lunch 11:59-2:00 (taken off campus) Hours on-site 7:30-12:00	Prep/Lunch 10:00-11:56 (taken off campus) Report by 11:54 Hours on-site 11:54-4:26	Report by 7:30 Prep first or second block of day (may be taken off campus) Lunch 11:59 (taken off campus) Hours on-site 7:30-1:30

6 feet more than 2 days grades 7-8 more than 4 days grades 9-12

Fully In-Person



In-person model

Grade Span	Instructional Model	Attendance Pattern	
		Grades	School
PreK-5	PreK- no change Kindergarten- half day	PreK-5	No Change
6-12	Pods/ Double sessions	Grade	School
		6-8	JFK
		9-12 (Group A)	NHS a.m.
		9-12 (Group B)	NHS p.m.

6 feet more than 2 days grades 7-8 more than 4 days grades 9-12

In Person Elementary Grades PreK-4 Schedule (Student)

Grade Span	Start/End Times
Jackson Street & Bridge Street	8:30-2:45 (15 min earlier than current)
Leeds & Ryan Road	9:15-3:20 (20 min later than current)

6 feet more than 2 days grades 7-8 more than 4 days grades 9-12

Middle School Pods

Grade 6	Grade 7	Grade 8
Pod A	Pod A	Pod A
Pod B	Pod B	Pod B
Pod C		

Each pod has 4 core teachers, 1 special ed teacher, 2 specials teachers (one in a large classroom)

6 feet more than 2 days grades 7-8 more than 4 days grades 9-12

In-Person NHS Double Session Schedule (Student)

	Group A	Group B
7:35-9:00	Block A (Primarily Classroom-Based)	
9:03-10:28	Block B (Primarily Classroom-Based)	10:00-10:30- Socially Distanced Lunch (Outside)
10:31-11:56	Block C (Primarily Classroom-Based)	Block A (Classes in Special Settings i.e. Outside, Gymnasium, Auditorium, etc)
11:59-1:29	Block D (Classes in Special Settings i.e. Outside, Gymnasium, Auditorium, etc)	Block B (Primarily Classroom-Based)
1:32-2:57	1:30 Bagged Lunch- End	Block C (Primarily Classroom-Based)
3:00-4:45		Block D (Primarily Classroom-Based)

6 feet more than 2 days grades 7-8 more than 4 days grades 9-12

In-Person NHS Double Session Schedule (Staff)

Group A Faculty	Group B Faculty	Group A/B Faculty
Report by 7:30 Prep/Lunch 11:59-2:00 (taken off campus) Hours on-site 7:30-12:00	Prep/Lunch 10:00-11:56 (taken off campus) Report by 11:54 Hours on-site 11:54-4:26	Report by 7:30 Prep first or second block of day (may be taken off campus) Lunch 11:59 (taken off campus) Hours on-site 7:30-12:00

6 feet more than 2 days grades 7-8 more than 4 days grades 9-12

Potential Staffing Models for Both Scenarios

Instructional Models, continued

Station Rotation Model
The Station Rotation model allows students to rotate through stations on a fixed schedule.

The diagram illustrates the Station Rotation Model with five stations and a floating teacher/paraprofessional. The stations are:

- Small Group Instruction with Teacher:** A teacher stands at a whiteboard with a small group of students.
- Teacher-led Instruction:** A teacher stands at a whiteboard with a larger group of students.
- Collaborative Activities:** Students are shown in small groups working together.
- Independent Learning:** Students are shown working individually at desks with laptops.
- Intervention/Extension with Teacher:** A teacher is shown interacting with a small group of students.

 A central figure labeled "Floating Teacher/Paraprofessional" is shown moving between these stations.

From Education Forward:
Safely and Successfully
Reopening Wisconsin Schools
Wisconsin Department of Public
Instruction

6 feet more than 2 days grades 7-8 more than 4 days grades 9-12

Potential Staffing Models for Both Scenarios

Instructional Models, continued

Individual Rotation Model

The diagram illustrates the Individual Rotation Model with five stations and a floating teacher/paraprofessional. The stations are:

- Small Group Instruction with Teacher:** A teacher stands at a whiteboard with a small group of students.
- Teacher-led Instruction:** A teacher stands at a whiteboard with a larger group of students.
- Collaborative Activities:** Students are shown in small groups working together.
- Independent Learning:** Students are shown working individually at desks with laptops.
- Intervention/Extension with Teacher:** A teacher is shown interacting with a small group of students.

 A central figure labeled "Floating Teacher/Paraprofessional" is shown moving between these stations.

The Individual Rotation model allows students, in small-groups or one-by-one, to rotate through stations on individual schedules set by a teacher or software algorithm.

Unlike the Station Rotation Model, students do not necessarily rotate to every station; they rotate only to the activities scheduled.

From Education Forward:
Safely and Successfully
Reopening Wisconsin Schools
Wisconsin Department of Public
Instruction

6 feet more than 2 days grades 7-8 more than 4 days grades 9-12

School Reopening Options

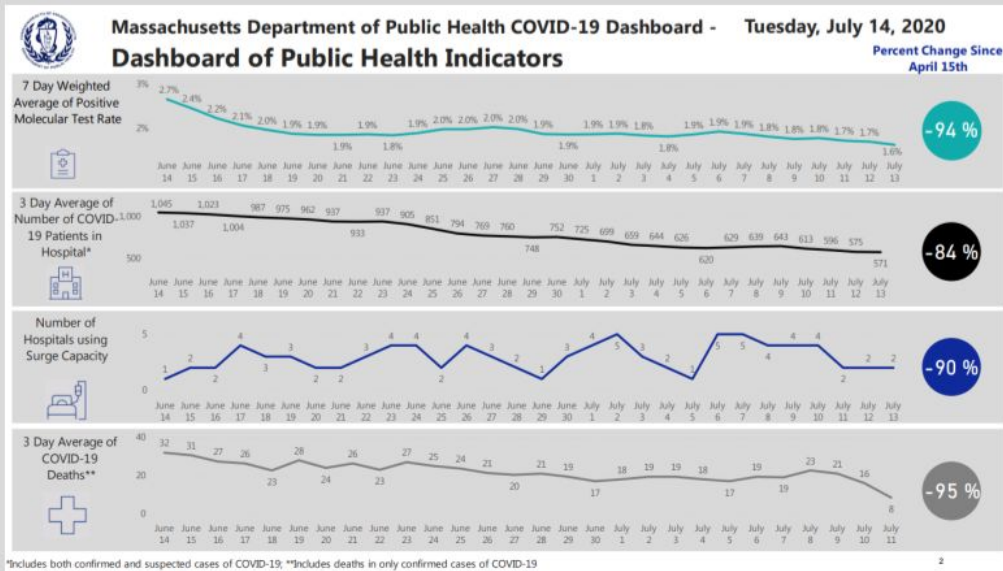
Revised Hybrid Option with
6-foot Social Distancing



Hybrid model priorities identified in previous discussions

- Maintain 6-foot social distancing
- Simplify
- Increase in-person learning for elementary students
- Provide scalable options

Massachusetts COVID-19 Metrics



A Simple,
Scalable,
Hybrid Model



Determining Classroom Capacity

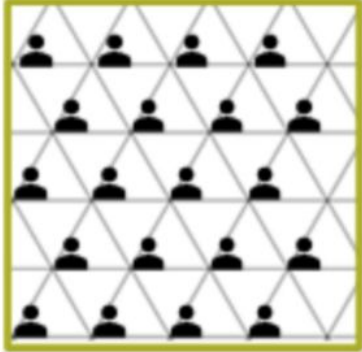
Socially-Distanced Classroom Layout and Capacity CANNONDESIGN

Specific Room Dimensions Optimized Spacing
30' x 32' (960 sf) 5x4/4 isometric grid (@ 8')

Parameters:
Enter length (ft):
Enter width (ft):
Personal Space Diameter (ft):
Social Distance (ft):
Subtract unusable feet from length and width (doorways, fixtures):
Subtract spaces for teacher desk:
Subtract add'l spaces for teaching wall:

20 seats
- 3 teacher space/s
= 17 student capacity

Specific locations of doorways, fixed furniture and equipment may affect layout and capacity.



32' less 0'
30' less 0'

DESE July 9th Memorandum on Special Education

“Students with disabilities, particularly preschool-age students and those with significant and complex needs, should be prioritized for receiving in-person instruction during the 2020-2021 school year. These students should receive as much in-person instruction as is feasible within the health and safety parameters in effect at each particular time. Even if schools or districts are operating in a hybrid or remote model, educators and administrators must make every effort to continue to provide up to full-time in-person instruction to such students.”

Phased Re-entry of Elementary Schools

Phase	In-Person	Remote	Resources Need	Additional Weekly Cost
1 (weeks 1-2)	<ul style="list-style-type: none"> All Grades- English Learners, Students in Foster Care, Students with Disabilities, Homeless students, students without internet connectivity; <i>and</i> Grades PreK & 1 Approximately 33% of students 	Grades 2,3,4,5 and Kindergarten	4 Tents BSS- 1 ESPs Leeds- 1 ESP 4 Special Ed Teachers 4 Isolation Nurses	\$14,987
2 (weeks 3-4)	<ul style="list-style-type: none"> Phase 1 students; <i>and</i> Grades 2 & 4 Approximately 50% of students 	Grades 3,5 and Kindergarten	BSS- 3 ESPs JSS- 4 ESPs Leeds- 3 ESPs Ryan Road- 2 ESPs	\$23,050
3 (weeks 5-6)	<ul style="list-style-type: none"> Phase 1 and 2 students; <i>and</i> Grades 3 & 5 Approximately 85% of students 	Kindergarten	BSS- 1 ESP JSS- 3 ESPs Leeds- 1 ESP Ryans Road- 2 ESPs	\$27,576
4 (week 7)	<ul style="list-style-type: none"> All Students 			\$27,076

Room Capacity & Configuration (Floor Plans Redacted)

Bridge Street

Room	Grade	Student Capacity	Room	Grade	Student Capacity	Room	Grade	Student Capacity
101	PreK	15	114	1	10	306	3	11
103	PreK	9	202	1	11	308	3	11
105	PreK	9	208	1	11	301	4	11
109	K	10	205	2	11	302	4	11
110	K	10	206	2	11	303	4	11
111	K	10	207	2	11	305	5	11
112	K	10	201	3	11	307	5	11
113	1	10	203	3	11	Library	2,4	44

Room Capacity & Configuration (Floor Plans Redacted)

Jackson Street

Room	Grade	Student Capacity	Room	Grade	Student Capacity	Room	Grade	Student Capacity
101	K	20	112	2	13	202	4	13
106	K	15	113	2	13	203	4	13
107	K	15	114	2	13	204	4	13
102	1	15	116	2	13	205	4	13
103	1	15	108	3	13	124	5	15
104	1	15	206	3	13	207	5	13
105	1	15	208	3	13	210	5	13
111	2	13	209	3	13	211	5	13
			201	4	13	212	5	13

Room Capacity & Configuration (Floor Plans Redacted)

Leeds

Room	Grade	Student Capacity	Room	Grade	Student Capacity	Room	Grade	Student Capacity
003	PreK	15	212	2	18	207	4	17
004	PreK	15	213	2	15	209	4	17
001	K	15	214	2	15	201	5	13
109	K	15	203	3	11	216	5	15
002	K-1	18	205	3	13			
105	1	10	206	3	17			
107	1	15	201	3	17			
210	2	11	204	4	9			

Room Capacity & Configuration (Floor Plans Redacted)

Ryan Road

Room	Grade	Student Capacity
K.G. 1	K	13
K.G. 2	K	13
12	K	15
17	1	17
19	1	17
20	1	17
10	2	17
13	2	17

Room	Grade	Student Capacity
14	2	17
7	3	13
8	3	13
11	3	13
3	4	9
4	4	15
5	4	15
6	4	15

Room	Grade	Student Capacity
2	5	15
3	5	15
4	5	9

Supporting Families Who Opt for Remote Learning

- Every student will be assigned to a classroom teacher.
- Families opting to remain remote will be transferred into a remote teacher's classroom once grade level begins in-person instruction. It may also be necessary to transfer some students to a different in-person class to balance class sizes.
- Number of remote classes will depend upon the number of families who opt to continue remote learning when in-person instruction begins.
- Families wishing to return to in-person instruction will be transferred to an in-person class upon return to school (may not be original class).

Phased Re-entry of JFK Middle School

Phase	In-Person	Fully Remote	Resources Need	Add'l Weekly Cost
1 (week 1)	<ul style="list-style-type: none"> All Grades- English Learners, Students in Foster Care, Students with Disabilities, Homeless students, students without internet connectivity; <i>and</i> Grade 6 (AAxBB schedule) Approximately 45% of students 	Grades 7,8 Group 7A Orientation	1 Special Ed Teacher 1 Isolation Nurse Carts (one-time cost)	\$2,459
2 (week 2)	<ul style="list-style-type: none"> Phase 1 Students Approximately 45% of students 	Grades 7,8 Group 7B Orientation on x day (Wed)		\$2,459
3 (week 3)	<ul style="list-style-type: none"> Phase 1-2 students; <i>and</i> Grade 7 (AAxBB schedule) Approximately 55% of students 	Grades 8		\$2,459
4 (week 4)	<ul style="list-style-type: none"> Phase 1-3 students Approximately 55% of students 	Grades 8 Group 8A Orientation on x day (Wed)		\$2,459
5 (week 4)	<ul style="list-style-type: none"> Phase 1-4 students Approximately 55% of students 	Grades 8 Group 8B Orientation on x day		\$2,459
6 (week 6)	<ul style="list-style-type: none"> Phase 1-4 students; <i>and</i> Grade 8 (AAxBB schedule) Approximately 68% of students 			\$2,459

Room Capacity & Configuration (Floor Plans Redacted)

JFK

- Teacher work rooms 108-112
- Teachers move to minimize student travel
- Classroom Capacities by Grade/Team
 - Grade 6 196
 - Green Monsters 65
 - Green Revolution 76
 - Carbon Knights 68
 - Oceans Eight 76
- Total room capacity sufficient for approximately 75% of students

Supporting Families Who Opt for Remote Learning

- Every student will be scheduled on a team.
- Teams will be constructed of core academic teachers, special education teachers and exploratory/physical education/world language teachers.
- Students who opt for remote learning will follow the same schedule as their peers doing in person learning (remotely).
- If students opt to return to in person learning they will be rescheduled into an in person grouping on the same team; this will ensure continuity of learning from staff who have already built relationships with students.
- Similarly, students who are part of in person learning and opt into remote learning will remain on the same team, but be rescheduled into a remote learning grouping.
- The number of remote learning classes will depend upon the number of families who opt to continue remote learning when in person instruction begins.

Phased Re-entry of Northampton High School

Phase	In-Person	Resources Need	Additional Weekly Cost
1 (weeks 1-6)	<ul style="list-style-type: none"> • All Grades- English Learners, Students in Foster Care, Students with Disabilities, Homeless students, students without internet connectivity; <i>and</i> • Students follow ABC-ABC schedule • Approximately 50% of students 	Special Ed Teacher Isolation Nurse TBD additional Edgenuity Licences	\$2,459
2 (weeks 7)	<ul style="list-style-type: none"> • All Grades- English Learners, Students in Foster Care, Students with Disabilities, Homeless students, students without internet connectivity; <i>and</i> • Students follow AAxBB schedule • Approximately 67% of students 		\$2,459

High School Re-entry A/B/C Schedule					
Mon (Day A)	Tues (Day B)	Wed (Day C)	Thur (Day A)	Fri (Day B)	Mon (Day C)
In Building -Group A -GOALS/ Transition -ELL, Spec. Ed via learning labs	In Building -Group B -GOALS/Transition -ELL, Spec. Ed via learning labs	In Building -Group C -GOALS/Transition -ELL, Spec. Ed via learning labs	In Building Group A GOALS/Transition ELL, Spec. Ed via learning labs	In Building Group B GOALS/Transition ELL, Spec. Ed via learning labs	In Building Group C GOALS/Transition ELL, Spec. Ed via learning labs
Remote- Flipped (hw, project, work) Group B/C	Remote- Flipped (hw, project, work) Group A/C	Remote- Flipped (hw, project, work) Group A/B	Remote- Flipped (hw, project, work) Group B/C	Remote- Flipped (hw, project, work) Group A/C	Remote- Flipped (hw, project, work) Group A/B
7:30-8:45					
Teacher preparation, dept collaboration, PD					
9:00-10:00 PERIOD 1	9:00-10:00 PERIOD 1	9:00-10:00 PERIOD 1	9:00-10:00 PERIOD 1	9:00-10:00 PERIOD 1	9:00-10:00 PERIOD 1
10:05-11:05 PERIOD 2	10:05-11:05 PERIOD 2	10:05-11:05 PERIOD 2	10:05-11:05 PERIOD 2	10:05-11:05 PERIOD 2	10:05-11:05 PERIOD 2
11:10-12:10 PERIOD 3	11:10-12:10 PERIOD 3	11:10-12:10 PERIOD 3	11:10-12:10 PERIOD 3	11:10-12:10 PERIOD 3	11:10-12:10 PERIOD 3
12:15-1:15 PERIOD 4	12:15-1:15 PERIOD 4	12:15-1:15 PERIOD 4	12:15-1:15 PERIOD 4	12:15-1:15 PERIOD 4	12:15-1:15 PERIOD 4
1:15-2:00 Lunch & FLEX	1:15-2:00 Lunch & FLEX	1:15-2:00 Lunch & FLEX	1:15-2:00 Lunch & FLEX	1:15-2:00 Lunch & FLEX	1:15-2:00 Lunch & FLEX

Room Capacity & Configuration (Floor Plans Redacted)

NHS

- No significant reconfiguration
- Classroom Capacities by Floor
 - Ground excluding cafeteria 109
 - 1st (including library) 321
 - 2nd 234
 - 3rd 189
- Total room capacity sufficient for approximately 90% of students. Small classrooms impose limitations (i.e. Most math classes can only hold 9 students with 6-foot distancing. As a result most math teachers can only meet with 27 students a day).

Supporting Families Who Opt for Remote Learning

- Families choosing to remain remote will be enrolled in Edgenuity.

REFERENCES AND RESOURCES:

CDC:

<https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/index.html>

<https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/decision-tool.html>

<https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/parent-checklist.htm>

<https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/cloth-face-cover.html>

<https://www.cdc.gov/coronavirus/2019-ncov/community/clean-disinfect/index.html>

<https://www.cdc.gov/coronavirus/2019-ncov/cdcresponse/about-COVID-19.html>

MDPH:

<https://www.mass.gov/info-details/covid-19-updates-and-information#about-covid-19->

<https://www.mass.gov/info-details/about-covid-19>

<https://www.mass.gov/info-details/covid-19-prevention-and-treatment#prevention->

<https://www.mass.gov/info-details/covid-19-prevention-and-treatment#social-distancing->

<https://www.mass.gov/info-details/covid-19-prevention-and-treatment#stay-at-home->

<https://www.mass.gov/info-details/covid-19-prevention-and-treatment#wear-a-mask->

DESE:

<http://www.doe.mass.edu/covid19/on-desktop.html>