Amesbury Public Schools

Fall 2020 Reopening Plan

CITY OF AMESBURY
Incorporated
MASSACHUSETTS
1668

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Dear Members of the Amesbury Public Schools Community,

Shortly after the close of the school year in June, the administration of the school district turned its focus to the immense task of preparing the schools to reopen. Since the closing of schools in June the Commissioner of Education created a task force inclusive of multiple stakeholders (Educators, health professionals, business leaders, parents, union reps) and charged former Boston Police Commissioner, Ed Davis, who oversaw the reopening of Boston after the marathon bombing, to facilitate the plan.

At the local level a District re-opening task force was convened to begin the work of translating the state guidance into an actionable plan. Our local task force included: teachers, principals, union representatives, food service workers, bus company representatives, Amesbury Police Dept., Board of Health Director, Pettengill House, Health care professionals, parents, and central office administration.

This task force's charge has been and remains- to provide an education to our students while prioritizing the health and safety of students, staff, and families.

Our work is informed by the guidelines published by the CDC, Department of Elementary and Secondary guidance, the Amesbury City Health Director, and the State of Massachusetts Phased Opening plan.

We also appreciate the input of families through your participation in the surveys and the sharing of ideas and thoughts from those parents that volunteered on the school based reopening teams.

As educators we are also driven by the understanding that schools are critical to the development and growth of children. We know that schools offer more than just academics and are places for children to grow socially, emotionally and interpersonally. We know that schools are places where friends gather and lives are shared. And we know that for the true value of schools to be recognized that we must find a way to safely maximize the in-person learning experience.

We recognize that our schools and our community will not return to "normal" until a full scale vaccination program is implemented. Our schools and lives will need to adapt to work in a COVID-19 world.

At the July 29th School Committee workshop it was requested by the Committee that the district focus its plans on a remote model of instruction for the opening of schools. This directive was affirmed with a positive vote on August 7th **to begin our school year in a remote learning environment**.

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However our reopening roadmap will include the plans for implementing in-person instruction, hybrid (in-person and remote learning) and full remote instruction; as it is assumed that we will move through all of these models as the situation dictates.

Regardless of the model all students and staff will be required to:

- Wear masks (required grades 2-12 encouraged for k-1)
- Maintain social distance of a minimum of 3 feet, (6 ft in cafeterias)
- Hand wash/sanitize frequently and maintain appropriate hygiene practices
- Stay home when sick

Each school based team has created a school specific plan in accordance with the guidelines.

Before moving into a new phase or mode of instruction, we will review community transmission data and school case count data with the Local Department of Health Director, and follow the guidance of the State and local health experts. Each phase should last approximately six weeks or as determined by Department of Public Health guidelines. The district will move to the next phase if data is trending positively or maintaining. If data trends negatively, the school and district will re-evaluate controls and determine if it is necessary to extend the current phase or return to a previous phase.

This school year will be unlike any other in history and we know it will be difficult. But I am inspired and confident in the care, competence and dedication of our teachers, administration and staff, and I know that with our community's support and partnership we will get through this next phase of this crisis, and our students will thrive.

Sincerely,

Jared Fulgoni

Superintendent of Schools

Executive Summary

It is my pleasure to share with you the Amesbury Public Schools Reopening Plan for Fall 2020. I want to acknowledge the nearly 90 stakeholders--teachers, administrators, nurses, community partners, fire and police officers, technology staff, union representatives, paraprofessionals, parents, Multi-Purpose Facility Technicians (MPFT), and cafeteria staff who generously worked countless hours to participate in the development of this plan.

We have developed a plan that is lengthy, but comprehensive. It tackles the complexity involved in examining data and guidance that we used to make the recommendation for remote learning in the fall. This was not an easy decision.

I hope the level of detail involved in both the district plan as well as the individual school plans will help answer many of the questions and concerns families and staff have posed to us these last months. We recognize that this is a "living" document. Changes will be made to reflect new information and planning as we move throughout the school year. We also recognize that there are still many questions to which we have no answers.

This plan defines the three learning scenarios: remote, hybrid and modified in-person learning. It is based on DESE guidance and is informed by multiple surveys we sent to families and staff. The district's rationale for selecting a remote learning schedule to start the school year is explained, as are the checkpoints we identified for the first part of the school year to reflect on practice and decide next steps. Our plan for remote learning is described in great detail, as is our plan for a hybrid learning model and a full in-person learning model. We have addressed how we will meet the needs of our special student populations, how we will operationally implement this plan and how we will meet the teaching, learning, and social emotional needs of students. Finally, each building principal has submitted their own plan that reflects the individual nature of the school and its students. These plans are aligned to the district plan and can be found in the Appendix.

I believe we all share the same goal of getting our students back into school as soon and as safely as possible. The state's conservative approach has resulted in a low percentage of positive test rates--I think if we follow suit and approach the school year cautiously, we will have greater success returning and keeping students in school. Your support of this plan is critical to its success. Again, I thank all of you for your ideas, and your feedback and I look forward to continued dialogue as we navigate uncharted waters.

Acknowledgements

The following people have contributed to the development of this plan. A sincere thank you to all of the staff and families who filled out surveys, sent emails, and participated in our many meetings, all of which were critical to the discussions and the planning process. *A special thank you to Maryann Welch, a School Committee member who served as the liaison between the School Committee and all working subgroups. She spent an enormous amount of her own time this summer attending meetings and learning about the complexities as well as the depth of thinking involved in the development of these plans.*

APS District Reopening Task Force
Jared Fulgoni, Superintendent
Joan Liporto, Director of Finance & Operations
Lyn Jacques, Director of Teaching & Learning
Lynn Catarius, Director of Special Education & Student Supports
Matt Bennett, Director of Facilities
Daniel Grayton, Executive Assistant to the Superintendent
Carol Bartlett, Administrative Assistant to the Director of Teaching & Learning
Elizabeth McAndrews, AHS Principal
Eryn Maguire, AIHS Principal
Brian Gill, Interim AMS Principal
Shannon Nolan, AES Principal
Karina Mascia, CES Principal
Rita O'Neill, AMS Nurse
Jack Morris, Amesbury Board of Health
Cindy Yetman, APS AFT Union President
Steve Gadd, Owner of Salter Transportation
Heidi Gregoire, Director of Food Services
Tim Costello, APS Technology
Deb Smith, Retired Executive Director of the Pettengill House
Tiffany Nigro, Executive Director of the Pettengill House
Sue Kimball, AES Teacher and Union Representative
Sharon Nash, AES Teacher and Union Representative
Sue Gonthier, AES Teacher and Union Representative
Scott LaCava, AMS Paraprofessional and Union Representative
Andrew Goodwin, AMS Teacher and Union Representative
Moire O'Mullane, AMS Teacher and Union Representative
Shayna Marshall, CES Teacher and Union Representative
Priscilla Terry, CES Paraprofessional and Union Representative
Gregg Brown, AHS Teacher and Union Representative
Dave Mather, Assistant Fire Chief/EMS and Training

James Nolan, Deputy Fire Chief/Fire Prevention Officer
Kevin Donovan, Lieutenant Amesbury Police Department
Sean Leary, Detective Sergeant Amesbury Police Department

Health Subcommittee
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LauriAnne Morello, AHS Nurse
Kristen Lynch, AES Nurse
Carol Green, CES Nurse
Instruction/Remote Learning/Technology
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Eryn Maguire, AIHS Principal
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Shannon Nolan, AES Principal
Danielle Ricci, AHS Assistant Principal
Adam Denio, AMS Assistant Principal
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Amy Mitchell, CES Teacher
Shayna Marshall, CES Teacher and Union Representative
Sarah Pelletier, AES Teacher
Jessica Ladd, AES Teacher
Stacy Fijalkowski, AMS Teacher
Andrew Goodwin, AMS Teacher and Union Representative
Jennifer Donais, AMS Math Coach
Emily Crannell, AHS Teacher
Lindsey Alley, AHS Teacher
Alina Lingley, AHS Teacher
Abby Murphy, AHS Teacher
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Tiffany Nigro, Executive Director Pettengill House
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Kathy Crowley, Director of Amesbury Recreation Program
Priscilla Terry, Paraprofessional and Union Representative
Michelle Poirier, AHS Special Education Facilitator

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Jim Queenan, AMS Teacher
Rebecca Reese, AES Teacher
Sarah Luz, AHS Teacher

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Jeanne Sheehan, AHS Kitchen Manager
Bruce McBrien, AES Teacher

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Michelle Poirier, Special Education Facilitator
Jeanne Sheehan, Kitchen Manager
Rich Papa, MPFT
Kathy Morrill, Principal's Administrative Assistant
Emily Crannell, Teacher
Steve Bastien, Teacher
Sarah Luz, Special Education Teacher
Lindsey Alley, Teacher
Danielle Holmes, Parent
Alina Lingley, Teacher
Abby Murphy, Teacher

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Bethany Noseworthy, Adjustment Counselor and Union Representative
Daniel Swanson, Teacher
Patrick Pingedon, Teacher

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Jessica Ladd, Teacher
Bruce McBrien, Teacher
Rebecca Reese, Teacher
Sharon Nash, Teacher and Union Representative
Sarah Pelletier, Teacher
Sue Kimball, Teacher and Union Representative

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| Toni-Marie Evans, Parent |
| Amy Woolwich Courtney, Parent and Chair of the Amesbury Board of Health |

Reopening Scenarios

School districts across the Commonwealth and the nation are facing unprecedented times. For those of us in education, the decision about reopening schools this fall has been one of the most difficult decisions we have ever faced. Based on the best guidance available, we developed a plan for all three possible scenarios as we recognized that how we begin the school year may look quite different from how we progress through it. Our goal is for the safe return of as many students as possible to in-person school settings with the ability to maximize learning and to meet the social and emotional needs of our students (Riley, 2020 pp.2). This plan was designed to support students, staff and families to transition as seamlessly as possible between the remote learning model, the hybrid learning model, and the in-person learning model as safely as public health conditions and metrics dictate.

Scenario 1: Continuation of Full-Time Remote Learning	Scenario 2: Hybrid Learning	Scenario 3: Return to Full-Time In-Person Learning
What is it? - The majority of students participate in remote learning. - As public health conditions permit, some groups of students attend school in-person. - Staff may work remotely or in school buildings.	***What is it?*** To support physical distancing in school buildings, students are assigned a consistent schedule balancing in-person and remote learning.	***What is it?*** - The majority of students and staff attend school in-person. - Students and staff wear masks, engage in frequent handwashing, and remain physically distanced throughout the day. - Some students and staff participate in remote learning.
What are the key considerations for planning? - Building a welcoming, safe and supportive community for students and staff. - Understanding students' learning	***What are the key considerations for planning?*** - Everything in Scenario 1 Plus: - Building relationships with students and families remotely.	***What are the key considerations for planning?*** - Everything in Scenarios 1 and 2 Plus: - Maintaining curricular coherence between

needs after a period of closure. • Aligning instructional materials and teacher professional development to meet student needs.	• Maintaining instructional coherence. • Establishing an appropriate role for technology. • Meeting the needs of our most vulnerable students. • Building teachers' capacity to effectively deliver instruction remotely.	in-person and remote learning. • Prioritizing our most vulnerable students in scheduling. • Supporting staff and families to monitor and track students' participation.

Adapted from the Council of Chief State School Officer's guide Restart & Recovery: Considerations for Teaching & Learning

Reopening Guidelines

DESE Reopening Guidelines and Considerations

DESE issued Initial Fall Reopening Guidance on June 25, 2020. The guidance established a statewide goal to "safely bring back as many students as possible to in-person settings, to maximize learning and address our students' holistic needs." The guidance also laid out health and safety requirements all schools must follow:

Mask Wearing
- Students in grade 2 and above are required to wear a mask/face covering that covers their nose and mouth in school and on busses. APS will require students in grades 2-12 wear masks and encourage students in Grades K-2 to wear masks. All students will be provided with mask breaks.
- Families should provide masks/face coverings for their children to wear in school. Schools will have extra disposable masks/face coverings for students who need them.
- Educators and staff are required to wear masks/face coverings.
- Mask breaks should occur throughout the day. Breaks should occur when students can be six feet apart and outside or in a room with the windows open.

Physical Distancing
- Individuals must maintain a minimum of 3 feet of physical distance while in school, including in classrooms. Six (6) feet of physical distance is recommended and APS will account for 6 feet of physical distance whenever possible.
- Desks should be arranged in rows facing the same direction, spaced a minimum of three feet apart. APS can physically distance a minimum of 5 feet apart. CES will have to use additional spaces (library, gym, etc.) to meet this 5ft. minimum.

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- Cafeterias, media centers, and other alternate spaces may be repurposed as classrooms to accommodate distancing requirements.

Student Grouping
- There is no maximum class size so long as the distancing requirements are met.
- Students should be divided into groups and remain in their groups throughout the day to reduce inter-group contact to the extent possible.
- High needs students should be prioritized for full-time in-person learning.

Screening for COVID-19
- Temperature checks are not recommended.
- In-school testing for COVID-19 is not recommended.
- Families should conduct a symptom check and not send their children to school if they exhibit any COVID-19 symptoms.
- Schools should work with families to ensure students are current on all standard vaccinations. The flu vaccine is strongly recommended for all students and staff.

Handwashing and Hand Sanitizing
- Students and staff are required to exercise hand hygiene (hand washing or sanitizing) throughout the day, including upon arrival to school, before eating, before putting on and taking off their masks, and before dismissal.
- When handwashing, individuals should use soap and water to wash all surfaces of their hands for at least 20 seconds.
- Hand sanitizer with at least 60% ethanol or at least 70% isopropanol can be used when hand washing is not feasible. Hand sanitizer should be applied to all surfaces of the hands and in sufficient quantity that it takes 20 seconds of rubbing hands together for the sanitizer to dry.
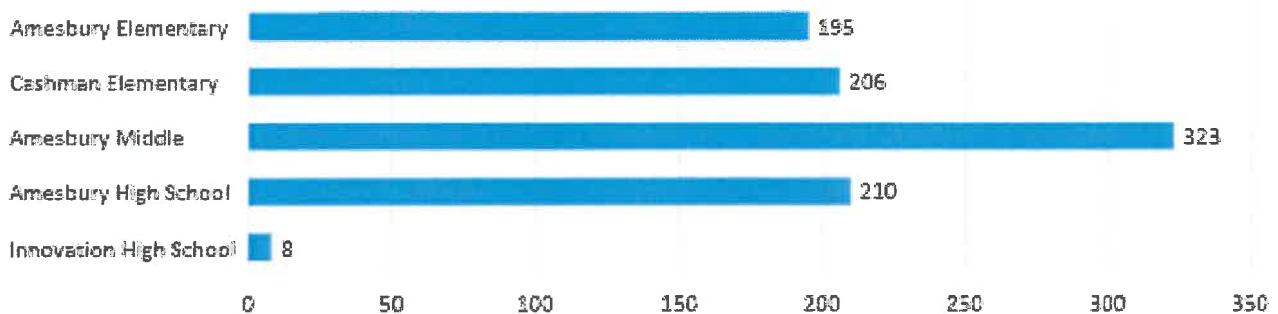- Hand sanitizer should be placed at key locations throughout the school building.

Survey Data

Last month, the district administered surveys to staff, families, and teachers to gather information about their thoughts on the remote learning experience this past spring as well as to gain insight about their preferences for schools reopening in the fall. We used these results to determine that a phased-in approach starting with remote learning, is the most cautious way to proceed. Starting in a remote model allows us to fully implement new safety practices, ensure social distancing, provide opportunities for in-person teaching and learning in smaller groups for our most vulnerable populations, and offer teachers time to adjust to the new expectations and tools for remote learning. Having some time to adjust to new systems, protocols, and procedures will allow the district to be more fully prepared for a safe return of both staff and students. Please note the results from our survey below:
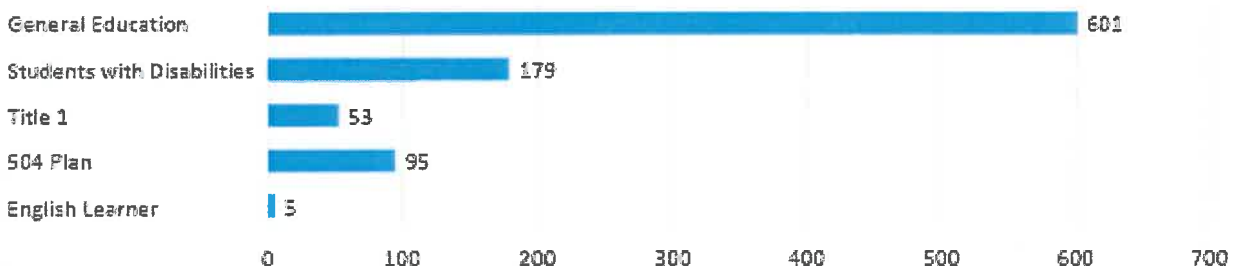
Remote Learning Reflection Survey

During the first week of July, the District leadership team created and distributed a "Remote Learning Reflection Survey" to all families in the Amesbury Public Schools. The goal of the survey was to gather information pertaining to the experience of families with regards to the implementation of remote learning for the last three and half months of the 2019-2020 school year. Based on information in our student information system, we have 1298 unique families (1,994 students) who received the survey. **A total of 929 or** *71.6% of families responded to the survey.* The results are reported below.

Question: School Child Attends (Number of Responses)

School	Responses
Amesbury Elementary	195
Cashman Elementary	206
Amesbury Middle	323
Amesbury High School	210
Innovation High School	8

Question: Participation in Subgroup

Subgroup	Responses
General Education	601
Students with Disabilities	179
Title 1	53
504 Plan	95
English Learner	5

Question: Approximately how much of the day do you estimate that your child participated in remote learning activities? These activities could have been recorded or assigned work to be completed by your child on their own or "live" sessions.

**District Results** – Time participating in remote learning

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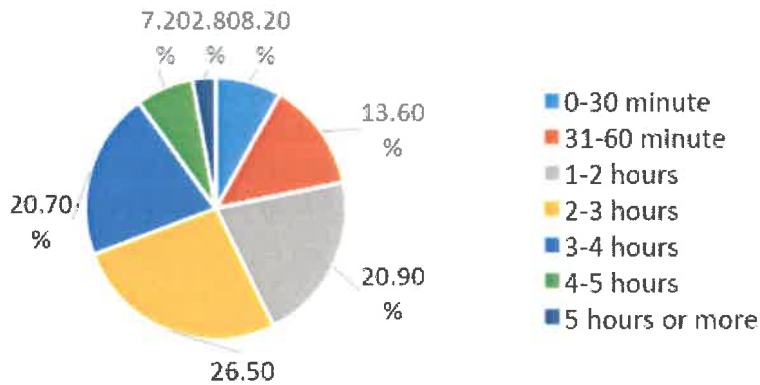
Results by School – Time participating in remote learning

School	0-30 min #	0-30 min %	31-60 min #	31-60 min %	1-2 hours #	1-2 hours %	2-3 hours #	2-3 hours %	3-4 hours #	3-4 hours %	4-5 hours #	4-5 hours %	5+ hours #	5+ hours %
AES	17	9.4%	20	11.1%	24	13.3%	47	26.1%	52	28.9%	14	7.8%	6	3.3%
CES	21	11.4%	26	14.1%	29	15.8%	50	27.2%	34	18.5%	16	8.7%	8	4.3%
AMS	18	6.5%	37	13.3%	68	24.4%	77	27.6%	54	19.4%	19	6.8%	6	2.2%
AHS	10	5.2%	29	15.0%	53	27.5%	50	25.9%	35	18.1%	12	6.2%	4	2.1%
AIHS	3	37.5%	3	37.5%	2	25.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
TOTAL	**69**	**8.2%**	**115**	**13.6%**	**176**	**20.9%**	**224**	**26.5%**	**175**	**20.7%**	**61**	**7.2%**	**24**	**2.8%**

Question: Do you feel like your child was engaged in remote learning?

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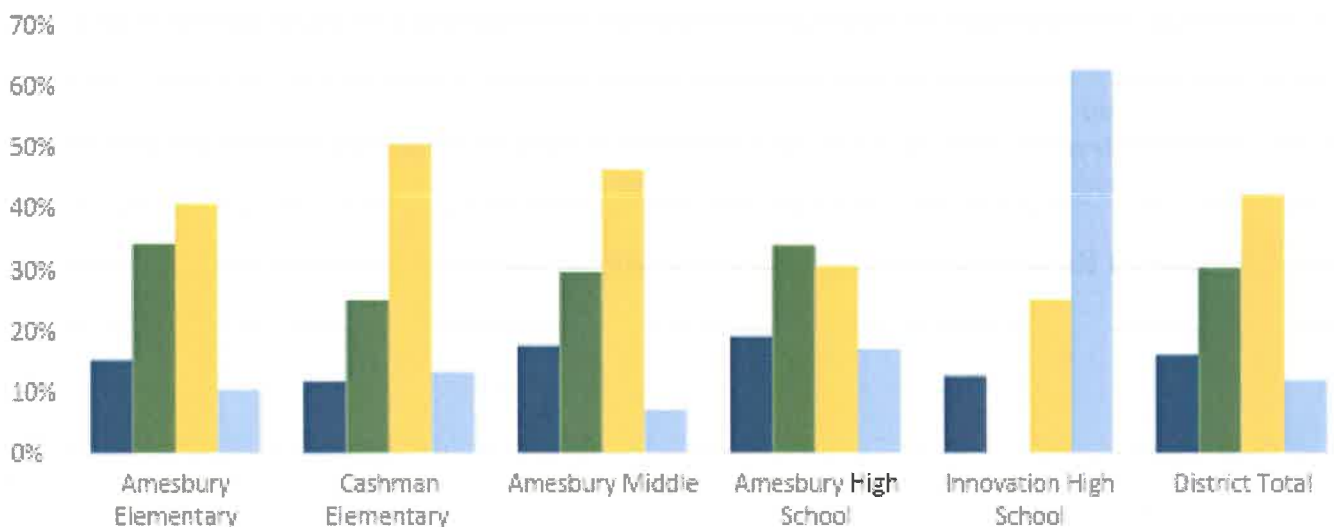
Engagement by Subgroup
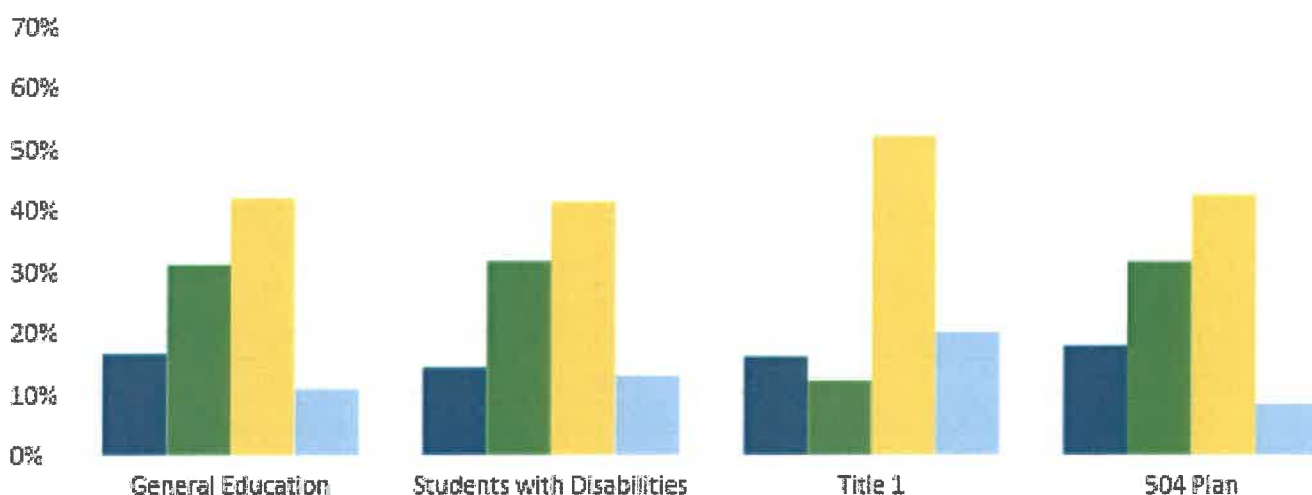
According to the survey results, Amesbury High School had the highest percentage of families reporting higher levels of engagement of students. Amesbury Elementary School families also reported that nearly 50% of students were engaged *almost always* or *much of the time*. Results of subgroups were similar, with the exception of families of students in Title 1, who reported much higher rates of students being either occasionally or not at all engaged in remote learning activities..

Question: Families were asked to select successful strategies that increased their child's engagement during the spring remote learning period. Participants were asked to check all that apply.

Across all schools, and at the district level, Live Google Meets was the strategy selected most often by families as a strategy that increased engagement during remote learning. Families also indicated that having a weekly class schedule was extremely helpful for structuring and organizing the learning at home.

	AES		CES		AMS		AHS		District	
Successful Strategy	#	%	#	%	#	%	#	%	#	%
Live Google Meets	130	73.0%	125	70.2%	222	78.2%	152	84.9%	633	76.9%

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	#	%	#	%	#	%	#	%	#	%
Weekly Class Schedule	103	57.9%	93	52.2%	181	63.7%	118	65.9%	503	61.1%
Daily Assignments	75	42.1%	83	46.6%	169	59.5%	82	45.8%	410	49.8%
Weekly Assignments	51	28.7%	59	33.1%	116	40.8%	88	49.2%	314	38.2%
Online Platforms	75	42.1%	70	39.3%	135	47.5%	19	10.6%	299	36.3%
Pre-Recorded Lessons	55	30.9%	42	23.6%	59	20.8%	42	23.5%	198	24.1%
YouTube videos	38	21.3%	39	21.9%	52	18.3%	21	11.7%	151	18.3%
Independent student-led activities	19	10.7%	16	9.0%	27	9.5%	32	17.9%	94	11.4%

(*Innovation High School did not have enough participants complete the question to provide results.)

Question: Families were also asked to provide information regarding the ***barriers*** their child faced while learning remotely at home. Participants were asked to check all that apply.

	AES		CES		AMS		AHS		District	
Barriers	#	%	#	%	#	%	#	%	#	%
Inconsistent Structure/schedule	72	47.7%	87	56.1%	144	59.3%	84	50.6%	389	54.3%
No Barriers	47	31.1%	36	23.2%	76	31.3%	75	45.2%	234	32.6%
Lack of quiet work space	44	29.1%	42	27.1%	65	26.7%	18	10.8%	169	23.6%
Insufficient Technology	33	21.8%	33	21.3%	29	11.9%	15	9.0%	110	15.3%
Childcare	38	25.1%	35	22.6%	29	11.9%	2	1.2%	104	14.5%

(*Innovation High School did not have enough participants complete the question to provide results)

Question: In consideration of a remote learning environment, please rate the importance of each of the following items as they apply to your child's learning.

Results from this question can be found below. Although the majority of families reported that all of the considerations for remote learning were most important, the statement *"My child feels supported and has direct contact or ability to interact academically in the virtual setting with their teacher and classmates"* was overwhelmingly identified as the most important individual factor with 76.2% of respondents identifying it.

In addition, more than two-thirds of respondents identified that *receiving feedback on their work* and the *recording of the live stream instruction* were critical to the remote learning.

	1 (Most Important)	2	3	4 (Least Important)
That my child feels supported and has direct contact or ability to interact academically in the virtual setting with their teacher and classmates	76.2%	16.5%	5.0%	2.2%
That my child is receiving feedback on their work either through teacher or peer review	68.4%	23.4%	5.4%	2.8%
That live stream instruction is provided and also recorded for my child to revisit for clarification	67.9%	19.4%	9.6%	3.0%
Weekly feedback on your child's progress regarding work completion or outstanding assignments	60.3%	26.8%	10.1%	2.8%
That new material is introduced	59.0%	28.7%	9.3%	2.9%
The learning includes a balanced combination of online and offline assignments and activities	54.3%	32.0%	10.5%	3.3%
That my child has an opportunity to interact with his/her peers socially such as through virtual games or virtual recess, for example]	53.7%	26.6%	14.7%	5.0%

Sample of additional comments from families:

- If classes are going to take place online this fall; it is important to try to create a virtual environment where kids can interact with each other and learn.

- There was a high frustration level associated with my child's inability to understand assignments and keep up with deliverables. There was also a noted issue with teachers using different locations for communication, assignments and materials. Some used google calendar, some used remind, some information was in the google classroom folders and others used email. Lastly, there were slight challenges associated with using different operating systems.

- I feel it is very important that they return to school for social and academic reasons. My 5th grader engaged in google meets, completed his work, but he felt like he was not learning anything new. Mom and dad work full time which was a struggle. My 5th and 8th grader completed their assignments within an hour while my 6th grader took 5-8 hours with hers. It was very inconsistent and a challenge for all.

- They need constant learning from their teachers, not just 20 minutes a day - teachers have to be serious and set expectations and work with students face to face whether it be in the classroom or remote.

- My daughter felt as though she absorbed information better without the stress and anxiety that tests and quizzes give her. So overall, a good experience.

- I believe it is important that kids have more face to face interactions with their teachers.

- Two hours a day is not enough learning time and I feel it was very hard for my son to focus since he does much better in the schedule and structure school allows

- My child has regressed significantly since being out of school for the past 118 days. His lack of interaction with peers and educators continues to be detrimental to his development.

- A school schedule that understands the schedule of a working parent who cannot work remotely.

- It is very tough to keep young kids engaged when there are more "fun" things to be doing... Also, I had to be way more hands-on with his schoolwork, which was frustrating and very time intensive.

Re-Opening Survey Results

In the second week of July, the District Leadership team created and distributed another survey for the purpose of gathering information to be used to inform the reopening of schools in the Fall of 2020. As of July 28, APS had *1,046 responses to the survey.* Unlike the previous survey, we asked families to complete a survey for each child. Based on that, we had a return rate of 52.5%.

Results of that survey are provided below:
Question: School Child Attends (Number of Responses)

Bar chart:
- Amesbury Elementary: 200
- Cashman Elementary: 200
- Amesbury Middle: 360
- Amesbury High School: 265
- Innovation High School: 22

(x-axis: 0, 50, 100, 150, 200, 250, 300, 350, 40...)

Question: Participation in Subgroup

Bar chart:
- General Education: 693
- Students with Disabilities: 233
- Title 1: 53
- 504 Plan: 94
- English Learner: 5

(x-axis: 0, 100, 200, 300, 400, 500, 600, 700, 800)
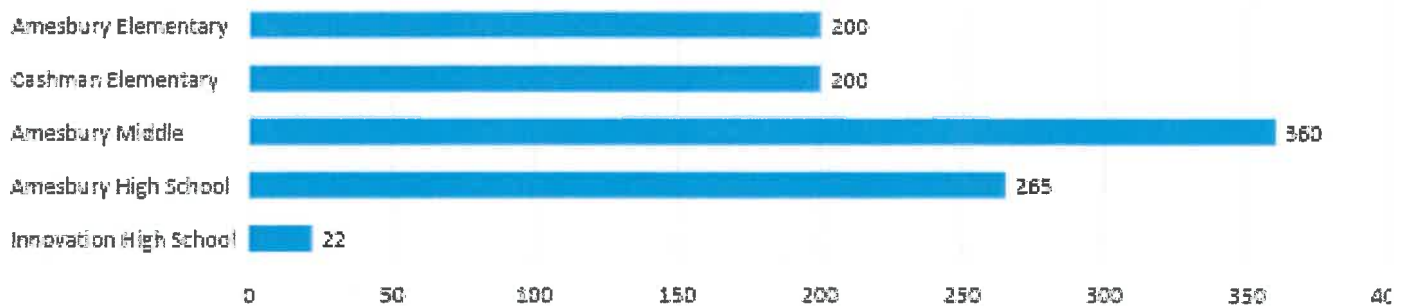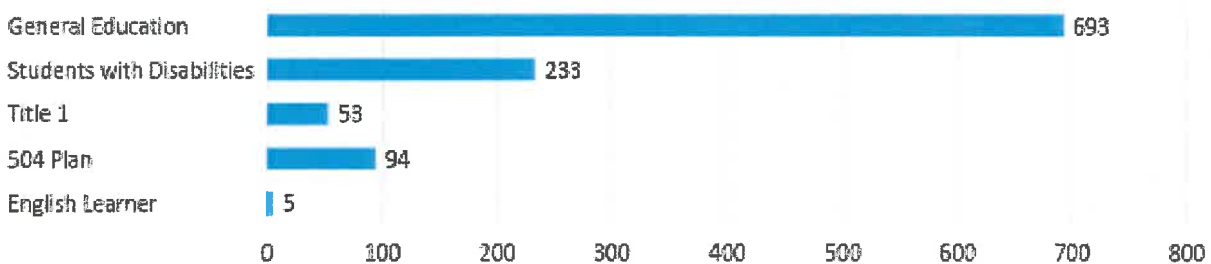
The Massachusetts Department of Elementary and Secondary Education has asked districts across the Commonwealth to plan for three possible fall scenarios:

1. In-Person Learning with Safety Protocols: Return to in-person school following strict safety guidelines (i.e. all students and staff wearing masks, maintaining a distance of six feet when possible, but never fewer than three feet, hand washing throughout the day and Personal Protective Equipment (PPE) for all staff, monitoring illness at home, etc.).

2. Hybrid (alternating in-person and remote learning): Hybrid of the two (remote and in-person learning) in which students spend some time in school and some time learning at home.

3. Remote Learning: Continue with remote learning, with both real-time virtual class meetings with APS teachers (synchronous) as well as independent, but directed learning (asynchronous). Remote learning next year will not be the same as last year, with more face-to-face time, graded assignments, and required and monitored participation.

Question: If all social distancing guidelines are met and safety precautions are satisfied, do you plan to send your child **back to school in-person five days a week** (Model #1)?

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According to the results, approximately two-thirds of participants who responded to the survey would send their child(ren) back to school full-time in the fall if safety precautions were met. The rates were much higher at the high school levels than at the elementary schools.

Results by School

	Yes		No		
	#	%	#	%	Total
Amesbury Elementary School	110	56%	86	44%	196
Cashman Elementary School	120	61%	76	39%	196
Amesbury Middle School	219	62%	132	38%	351
Amesbury High School	199	75%	65	25%	264
Amesbury Innovation High School	14	70%	6	30%	20
DISTRICT TOTAL	**662**	**64%**	**365**	**36%**	**1027**

Results by Grade

	Yes		No		
	#	%	#	%	Total
Pre-K	12	75%	4	25%	16
Kindergarten	30	59%	21	41%	51
First Grade	46	59%	32	41%	78
Second Grade	37	59%	26	41%	63
Third Grade	49	54%	42	46%	91
Fourth Grade	51	61%	33	39%	84
Fifth Grade	66	71%	27	29%	93
Sixth Grade	56	55%	46	45%	102
Seventh Grade	55	65%	29	35%	84
Eighth Grade	46	55%	37	45%	83
Ninth Grade	45	73%	17	27%	62
Tenth Grade	59	84%	11	16%	70
Eleventh Grade	59	83%	12	17%	71
Twelfth Grade	51	68%	24	32%	75
Post-Grad	0	0%	4	100%	4
District Total	**662**	**64%**	**365**	**36%**	**1027**

Results by Subgroup

An analysis of the results by subgroup varies significantly by grade level configurations. At the elementary level, of the 80 respondents who had students with disabilities 68% indicated they

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wanted their child to return to school 5 days a week in the fall. However, this same population at the secondary level was much lower at 54% and 50% at the middle and high schools respectively.

The percent of respondents with students in general education who indicated they would send their child back full time increased with grade level configuration.

Elementary (PreK-4)	Yes		No		
	#	%	#	%	Total
General Education	142	56%	111	44%	253
Student with Disability	54	68%	26	32%	80
Title I	15	56%	12	44%	27
504 Plan	10	59%	7	41%	17
English Language Learner	0	0%	1	100%	1

Middle School (5-8)	Yes		No		
	#	%	#	%	Total
General Education	145	64%	81	36%	226
Student with Disability	43	54%	36	46%	79
Title I	4	67%	2	33%	6
504 Plan	17	61%	11	39%	28
English Language Learner	1	100%	0	0%	1

High School (9-PG)	Yes		No		
	#	%	#	%	Total
General Education	160	79%	41	21%	201
Student with Disability	25	50%	25	50%	50
504 Plan	27	90%	3	10%	30

Question: If all social distancing guidelines are met and safety precautions are satisfied, would you prefer to have your child engage in remote learning at home for 5 days a week (Model #3)?

The results of the previous question were delineated even more when participants were asked if they would prefer to have their child engage in remote learning at home 5 days a week. Of the participants who answered this question, 29% of families responded they prefer remote learning full time in the fall. Again, this preference was greater at the elementary level than the high school level.

Results by School

	Yes		No		
	#	%	#	%	Total
Amesbury Elementary School	67	35%	126	65%	193
Cashman Elementary School	59	30%	136	70%	195
Amesbury Middle School	118	33%	236	67%	354
Amesbury High School	50	20%	206	80%	256
Amesbury Innovation High School	4	19%	17	81%	21
DISTRICT TOTAL	298	29%	721	71%	1019

Question: If the district is unable to meet social distancing requirements we may need to employ a hybrid model of instruction (model #2), that includes some remote learning time with in-person classroom time, which option do you prefer?

The majority of respondents indicate they would prefer students to attend at least 2 days each week in a hybrid model of instruction.

School	Week On / Week Off		2 / 3 Split		No Preference		
	#	%	#	%	#	%	Total
Amesbury Elementary School	39	20.1%	95	49.0%	60	30.9%	194
Cashman Elementary School	46	23.0%	107	53.5%	47	23.5%	200
Amesbury Middle School	88	24.7%	197	55.3%	71	19.9%	356
Amesbury High School	68	26.6%	144	56.3%	44	17.2%	256
Innovation High School	5	22.7%	12	54.5%	5	22.7%	22
DISTRICT TOTAL	246	23.9%	555	54.0%	227	22.1%	1028

Subgroup	Week On / Week Off		2 / 3 Split		No Preference		
	#	%	#	%	#	%	Total
General Education	158	23.3%	372	54.9%	148	21.8%	678
Students with Disabilities	53	25.4%	110	52.6%	46	22.0%	209
Title 1	6	18.2%	22	66.7%	5	15.2%	33
504 Plan	24	31.2%	35	45.5%	18	23.4%	77
English Language Learner	0	0.0%	0	0.0%	2	100.0%	2

Question: How do you anticipate that your child will get to and from school this fall?

According to the results of the survey, just over a quarter (28%) of respondents plan to have their students use the bus this fall to get to and from school. The majority will be dropping off their child(ren) at school.

	Bus		Drop-off		Walk or bike		Drive self/other		
	#	%	#	%	#	%	#	%	Total
Amesbury Elementary School	46	25%	124	68%	11	6%	1	1%	182
Cashman Elementary School	79	43%	98	53%	4	2%	3	2%	184
Amesbury Middle School	104	32%	172	52%	46	14%	8	2%	330
Amesbury High School	42	17%	94	38%	34	14%	78	31%	248
Innovation High School	2	10%	5	25%	9	45%	4	20%	20
DISTRICT TOTAL	**273**	**28%**	**493**	**51%**	**104**	**11%**	**94**	**10%**	**964**

Question: Is your child accustomed to wearing a **face mask** in public (in stores, indoor gatherings, or outside when closer than 6 feet to others)?

Based on the results, the majority of students are accustomed to wearing a face mask in public with the percent of "yes" responses increasing as the age of the student increases. However, 20% of participants report that their child has not had to wear a mask very much.

Results by Grade Level

	Yes		No		Not very much		
	#	%	#	%	#	%	Total
Pre-K	10	62.5%	2	12.5%	4	25.0%	16
Kindergarten	27	51.9%	7	13.5%	18	34.6%	52
First Grade	58	75.3%	4	5.2%	15	19.5%	77
Second Grade	37	56.9%	9	13.8%	19	29.2%	65
Third Grade	61	64.9%	6	6.4%	27	28.7%	94

Fourth Grade	55	65.5%	4	4.8%	25	29.8%	84
Fifth Grade	78	81.3%	3	3.1%	15	15.6%	96
Sixth Grade	71	67.6%	8	7.6%	26	24.8%	105
Seventh Grade	68	79.1%	4	4.7%	14	16.3%	86
Eighth Grade	60	72.3%	5	6.0%	18	21.7%	83
Ninth Grade	51	82.3%	4	6.5%	7	11.3%	62
Tenth Grade	61	87.1%	2	2.9%	7	10.0%	70
Eleventh Grade	62	86.1%	0	0.0%	10	13.9%	72
Twelfth Grade	73	94.8%	1	1.3%	3	3.9%	77
Post-Grad	3	75.0%	1	25.0%		0.0%	4
DISTRICT TOTAL	**775**	**74.3%**	**60**	**5.8%**	**208**	**19.9%**	**1043**

Results by Subgroup

	Yes		No		Not very much		
Subgroup	#	%	#	%	#	%	Total
General Education	523	75.9%	36	5.2%	130	18.9%	689
Students with Disabilities	143	68.1%	18	8.6%	49	23.3%	210
Title I	25	75.8%	1	3.0%	7	21.2%	33
504 Plan	63	79.7%	1	1.3%	15	19.0%	79
English Language Learner	1	50.0%	0	0.0%	1	50.0%	2

Question: Is your child accustomed to social distancing, staying 6 feet from others, in public (in stores, indoor gatherings, or outside)?

Unlike wearing masks fewer participants responded in the affirmative for social distancing, especially for the youngest students. Further, it appears that students may not have as much experience with the concept of social distancing.

Results by Grade Level

	Yes		No		Not very much		
	#	%	#	%	#	%	Total
Pre-K	6	37.5%	2	12.5%	8	50.0%	16
Kindergarten	22	42.3%	13	25.0%	17	32.7%	52
First Grade	45	58.4%	4	5.2%	28	36.4%	77
Second Grade	34	53.1%	8	12.5%	22	34.4%	64

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Third Grade	71	75.5%	4	4.3%	19	20.2%	94
Fourth Grade	56	66.7%	6	7.1%	22	26.2%	84
Fifth Grade	76	79.2%	4	4.2%	16	16.7%	96
Sixth Grade	78	74.3%	6	5.7%	21	20.0%	105
Seventh Grade	63	73.3%	1	1.2%	22	25.6%	86
Eighth Grade	61	72.6%	5	6.0%	18	21.4%	84
Ninth Grade	45	73.8%	7	11.5%	9	14.8%	61
Tenth Grade	62	88.6%	0	0.0%	8	11.4%	70
Eleventh Grade	58	80.6%	2	2.8%	12	16.7%	72
Twelfth Grade	67	88.2%	4	5.3%	5	6.6%	76
Post-Grad	0	0.0%	1	25.0%	3	75.0%	4
DISTRICT TOTAL	**744**	**71.5%**	**67**	**6.4%**	**230**	**22.1%**	**1041**

Results by Subgroup

	Yes		No		Not very much		
Subgroup	#	%	#	%	#	%	**Total**
General Education	499	72.6%	40	5.8%	148	21.5%	687
Students with Disabilities	142	67.6%	24	11.4%	44	21.0%	210
Title I	26	78.8%		0.0%	7	21.2%	33
504 Plan	57	72.2%	2	2.5%	20	25.3%	79
English Language Learner	1	50.0%		0.0%	1	50.0%	2

Question: How many of your children attending Amesbury Public Schools DO NOT have their OWN personal device (ie. computer, laptop, Chromebook)? This does not include cell phones or shared family devices.

At the elementary schools, at least 60% of families have a need for a computer, but those numbers decline for middle and high school students.

Results by School

	0		1		2		3		4 or more		
	#	%	#	%	#	%	#	%	#	%	**Total**
Amesbury Elementary School	82	41.2%	79	39.7%	33	16.6%	5	2.5%		0.0%	199
Cashman Elementary School	87	43.7%	61	30.7%	46	23.1%	3	1.5%	2	1.0%	199

Amesbury Middle School	216	60.2%	86	24.0%	47	13.1%	8	2.2%	2	0.6%	359
Amesbury High School	202	76.2%	48	18.1%	13	4.9%	1	0.4%	1	0.4%	265
Amesbury Innovation High School	13	59.1%	5	22.7%	4	18.2%		0.0%		0.0%	22
DISTRICT TOTAL	**600**	**57.5%**	**279**	**26.7%**	**143**	**13.7%**	**17**	**1.6%**	**5**	**0.5%**	**1044**

Question: If your child (children) are all using technology, do you have the broadband internet access to support that use?

Results by School

	Yes		No		
	#	%	#	%	Total
Amesbury Elementary School	185	93.0%	14	7.0%	199
Cashman Elementary School	186	93.0%	14	7.0%	200
Amesbury Middle School	344	95.6%	16	4.4%	360
Amesbury High School	254	95.8%	11	4.2%	265
Amesbury Innovation High School	21	95.5%	1	4.5%	22
DISTRICT TOTAL	**990**	**94.6%**	**56**	**5.4%**	**1046**

Question: If we return to school in September in either a hybrid or full remote model, is childcare a concern for your family?

	Yes		No		
	#	%	#	%	Total
Amesbury Elementary School	74	40.0%	111	60.0%	185
Cashman Elementary School	85	47.0%	96	53.0%	181
Amesbury Middle School	105	31.7%	226	68.3%	331
Amesbury High School	17	6.9%	231	93.1%	248
Amesbury Innovation High School	0	0.0%	10	100.0%	10
DISTRICT TOTAL	**281**	**29.4%**	**674**	**70.6%**	**955**

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Question: Which, if any, affect your household at this time?

Approximately half of the total respondents answered this question. The areas identified as needs include being a home that is high risk, mental health/counseling support, and employment insecurity.

	Access to school supplies at home #	%	Employment insecurity #	%	Food insecurity #	%	Housing insecurity #	%	Medical conditions that put child/household member at high risk for serious risk of illness if they contract coronavirus #	%	Mental health/counseling support for one or more of your household #	%
AES	12	14%	18	22%	2	2%	1	1%	27	33%	23	28%
CES	15	19%	22	27%	5	6%	3	4%	21	26%	15	19%
AMS	14	9%	33	20%	17	10%	6	4%	61	37%	33	20%
AHS	6	8%	20	26%	2	3%	2	3%	31	40%	16	21%
AIHS	3	2%	2	11%	0	0%	1	6%	4	22%	8	44%
Total	**50**	**12%**	**95**	**23%**	**26**	**6%**	**13**	**3%**	**144**	**34%**	**95**	**23%**

Recommendation for School Opening

Remote Learning Model—How Will it Work and be Different from the Spring?

Although the Remote Learning Model met the needs of students last spring at the outset of the pandemic, it is clear changes need to occur in order to make the learning more rigorous and meaningful for students. The Building and Instruction/Remote Learning/Technology Subcommittees have been working with the Leadership Team to outline such a plan for our

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remote learning. The Department of Elementary and Secondary Education released a guidance document for planning remote learning instruction which can be found at http://www.doe.mass.edu/covid19/on-desktop/remote-learning/.

Remote learning this fall will be more accessible, accountable and engaging; and more like school than what students and staff experienced March through June.

There are two plans for remote learning. The first plan is intended for students with medical conditions or students who parents do not feel comfortable sending their child to school. Our plan is to provide a remote learning option by the state although we are still waiting for additional information regarding these options before we recommend it to families. **Students who will need a full year remote learning program should let the Superintendent's Office know by August 30th.**

The second remote learning plan is for all other students (except those special education and ELL students we are recommending to come back in-person). The remote learning plan will be taught by Amesbury teachers and will follow a regular school schedule. For all remote learning, the following will apply:

Accessible:

Upgrade Google Enterprise will be our learning management system (LMS) for all grades districtwide (the one exception is at AES where Pre-K, K, and 1 will be using SeeSaw). Google classroom organizes content in one place for easy access and easy storage.

Students in all grades will have an Amesbury email account. For most grades restrictions will be in place to limit users' ability to send email or receive emails from outside our domain.

Google Meet will be used for synchronous meetings/teaching. Classes will be recorded as well as streamed live, so students will have access to instruction in the event they cannot sign into a class while it is being taught live.

When required and appropriate, students will be provided with hard copy materials if they need it to access and participate fully in the learning.

Accountable:

All students will be expected to follow a structured, daily schedule when engaging in remote learning. This schedule should mirror the normal school schedule as much as possible. Following the school schedule will ensure students will be engaged in all subject areas everyday.

Example Elementary School Remote Schedule:

Wed. Schedule	Wednesday	M, T,Th,F	Monday	Tuesday	Thursday	Friday
8:30 a.m.	Morning Meeting Attendance 30 Min Synchronous	8:30 a.m.	Morning Meeting: 30 Min Attendance Synchronous	Morning Meeting: 30 Min Attendance Synchronous	Morning Meeting: 30 Min Attendance Synchronous	Morning Meeting: 30 Min Attendance Synchronous
9:00 a.m.	Special: 60 Min Asynchronous	9:00 a.m.	Special: 60 min	Special: 60 min	Special: 60 min	Special: 60 min
10:00 a.m.	Snack	10:00 a.m.	Snack	Snack	Snack	Snack
10:30 a.m.	Science/Social Studies: 90 Min. Asynchronous	10:30 a.m.	Language Arts: 90 Min. Synchronous/ Asynchronous	Math: 90 Min. Synchronous/ Asynchronous	Language Arts: 90 Min. Synchronous/ Asynchronous	Math: 90 Min. Synchronous/ Asynchronous
12:00 p.m.	Lunch/Break	12:00 p.m.	Lunch/Break	Lunch/Break	Lunch/Break	Lunch/Break
12:45 p.m.	Math: Independent Practice/ Review 45 Min.	12:45 p.m.	30 Min: Math Flex Block	30 Min: Math Flex Block	30 Min: Math Flex Block	30 Min: Math Flex Block
		1:15 p.m.	30 Min: Reading	30 Min: Reading	30 Min: Reading	30 Min: Reading

1:15 p.m.	Language Arts: 45 Min. Asynchronous		Flex Block	Flex Block	Flex Block	Flex Block
		1:45 p.m.	Sci/S.S.	Sci/S.S.	Sci/S.S.	Sci/S.S.
2:00 p.m.	Student Led/Project Based Activity Asynchronous	2:30 p.m.	Closing Meeting: Synchronous	Closing Meeting: Synchronous	Closing Meeting: Synchronous	Closing Meeting: Synchronous
3:00 p.m.	Student Dismissal	3:00 p.m.	Student Dismissal	Student Dismissal	Student Dismissal	Student Dismissal

Safety is our number one priority. Our subcommittees planned with the safety of our students and staff foremost in their minds. The district is taking the guidance from the state, CDC and WHO, as well as the advice from our local health care professionals very seriously. We are 100% committed to meeting or exceeding the safety guidelines and mapping out the best conditions possible for bringing students and staff back to school. Our staff and students deserve the same care, consideration, and attention to their needs as any other front line worker.

Example Middle School Remote Schedule:

5th Grade		6th Grade		7th Grade		8th Grade	
10:00-10:25	EAST	10:00-10:25	Section1	10:00-10:25	Section1	10:00-10:25	Section1
10:30-10:55	EAST	10:30-10:55	Section 2	10:30-10:55	Section 2	10:30-10:55	Section 2
11:00-11:25	Section1	11:00-11:25	EAST	11:00-11:25	Section 3	11:00-11:25	Section3
11:30-11:55	Section2	11:30-11:55	EAST	11:30-11:55	Section 4	11:30-11:55	Break
12:00-12:30	Break	12:00-12:30	Break	12:00-12:30	Break	12:00-12:30	EAST
12:35-1:00	Section 3	12:35-1:00	Section 3	12:35-1:00	EAST	12:35-1:00	EAST
1:05-1:30	Section4	1:05-1:30	Section 4	1:05-1:30	EAST	1:05-1:30	Section4

Example High School Remote Schedule:

Remote Learning Schedule

Monday, Tuesday, Thursday, Friday		Wednesday	
7:40-8:25	Block 1	7:30-10:45	**Students:** *Asynchronous learning all day*
8:35-9:20	Block 2		
9:30-10:15	Block 3		**Teachers:** *Support Block**
10:25-11:10	Block 4		
11:20-11:50	LUNCH	10:45-11:15	LUNCH
12:00-12:45	Block 5	11:15-2:30	
12:55-1:40	Block 6		**Teachers:** *Teacher Block**
1:50-2:30	*Support Block**		

In the high school remote model:

- Teachers will be in-person working from the building.
- Students will have *synchronous learning* on Mondays, Tuesdays, Thursdays, and Fridays
    - This means students and teachers are expected to be participating "live" and in real time
    - Teachers are expected to record and post their "live" classes in Google Classroom.
- Students will have *asynchronous learning* on Wednesdays.
    - This means students will have learning activities, but will not be expected to be participating "live"
- Wednesdays will include a *support block* in the morning and a *teacher block* in the afternoon.
    - The *support block* will be used for scheduled individual student meetings, group/team meetings (ie. 504, IEP, etc.), intervention, and acceleration.
    - The *teacher block* will be used for planning, collaboration, and professional development.
- The schedule does not change from week to week.

Example Innovation High School Schedule:

Wednesday- Students will learn asynchronously and staff will participate in PD & planning.

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	Monday thru Thursday
8:30 to 9:30	Block 1
9:45 to 10:45	Block 2
11:00 to 12:00	Block 3
12:00 to 12:30	Lunch
12:30 to 1:30	Block 4
1:40 to 2:30	Flex Time/ Work Study Class/ Credit Recovery

	Friday
8:30 to 9:30	Activities/Advising
9:45 to 11	Student /Teacher 20 Minute Meetings
11 to 11:30	Lunch
11:30 to 2:30	Student/Teacher 20 Minute Meetings
1:40 to 2:30	Flex Time/ Work Study Class/ Credit Recovery

Teachers will be taking attendance everyday during remote learning. For instruction during "live" or synchronous classes, students must be logged on and present for the lesson. Students should be logged on from an appropriate location wearing appropriate clothing.

For asynchronous (no livestream component), student participation will be monitored through the completion of an assignment. Teachers should plan to give both formative assessments (exit tickets, journal logs, etc.) to inform their daily practice, as well as summative assessments to measure and monitor student progress on standards.

Students will be graded on all work using the normal grading scales for their school.

Engaging:

Students will be assessed at the beginning of the school year to determine where they are academically. Teachers will provide livestream instruction from their classrooms that will allow students to "attend" from home. Teachers will also record lessons and upload them to their Google Classrooms, so that if a student needs to review the lesson, or can't sign into the livestream lesson for some reason, they will have the ability to view the lesson.

The remote learning plan will use the existing APS curricula with a couple of new additions: the elementary schools will be implementing the new literacy program Wit & Wisdom, K-6 will continue to use STMath as a supplement to the Go Math curriculum, and 7th and 8th grade math will be piloting a new math program called Desmos. The continuity of all other curricula will ensure a smooth transition between remote, hybrid and in-person learning.

The Hybrid Model

We are recommending that we start the 2020-2021 school year with a remote model until **metrics are identified regarding cases in the state, Amesbury continues to have low positive test rates, and medical science supports it. The following checkpoints are predicated upon state metrics regarding the rate of positive tests and when it is safe to return to schools. To date, no such metrics have been provided.** We propose to evaluate the viability of returning all students in-person school according to the following checkpoints:

Checkpoint 1 Friday October 2nd   Evaluate metrics/look at current guidance
     (if safe) return to hybrid model October 13th

Checkpoint 2 Friday, November 13th   Evaluate metrics/look at current guidance
     (if safe) move from hybrid to in-person learning

Checkpoint 3 Friday, December 18th   Evaluate metrics/look at current guidance
     (if safe) return to in-person learning.

These checkpoints will allow the district to gather information from families and staff about what is working and what has been challenging as we transition back into the school year, and provide sufficient lead time for any changes to the schedule.

Specifically, Amesbury's hybrid model will work as follows:

1) All students will learn in-person 2 days per week and learn remotely 3 days per week. Cohort A (Red) will be in person Mondays and Tuesdays, Cohort B (White) will be in-person Thursdays and Fridays. On Wednesdays, all students will learn remotely but with asynchronous assignments for three hours in the morning (they may also use this time for individual support and/or conferencing with teachers, and teachers will engage in professional development and/or planning and collaboration for three hours in the afternoon (with ½ hour for lunch). Please see district hybrid schedule below:

APS Hybrid Schedule

Red/White Cohort Hybrid Schedule					
	Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
In-Person	Red	Red	**Students:** Remote* **Teachers:** AM: Support Block* PM: Teacher Block*	White	White
Remote	White	White		Red	Red

In the hybrid model:

- Teachers will be in-person working from the building.
    - They will provide direct, synchronous instruction to students who are in-person and asynchronous instruction/activities to students who are remote
    - Teachers are expected to record and post their "live" classes in Google Classroom.
- Students are split into 2 cohorts (Red and White) - roughly half and half
- Students in the **Red Cohort** are in-person at AHS on Monday and Tuesday and will learn remotely on Thursday and Friday.
- Students in the **White Cohort** will learn remotely on Monday and Tuesday and will be in-person at AHS on Thursday and Friday.
- Remote learning days will be *asynchronous.* This means students will have learning activities, but not be expected to be learning "live."
- On Wednesdays, **all students** will work remotely. The morning will include a *support block* and the afternoon will include a *teacher block.*
    - The *support block* will be used for scheduled individual student meetings, group/team meetings (ie. 504, IEP, etc.), intervention, and acceleration.
    - The *teacher block* will be used for planning, collaboration, and professional development.
- Having all students work remotely on Wednesday would provide the time needed for enhanced cleaning of the school without students present.
- The schedule does not change from week to week.

2) Students in grades K-12 will be grouped into two groups, Cohort A(Red Cohort) or the Cohort B (White Cohort) and will be assigned to attend school on a Monday/Tuesday or Thursday/Friday schedule.The cohorts will be created with consideration to balancing classes with gender, ability, special services, and keeping siblings in the same days. Students will be divided by splitting the alphabet.

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3) Daily class size will be based on the classroom capacity to be able to keep students at least 5ft apart. At the elementary level, students will remain in a cohort with a teacher and remain together for the day. In order to limit the mixing of students, specialist and interventionist teachers may provide services in the classroom or in larger spaces when social distancing is possible.
4) Every student will have their own device. Unlike the spring, families will not be expected to share devices. The district will share more information about how devices will be requested and issued prior to the beginning of the year.
5) Some students in the substantially separate education programs or EL students (category 1 and 2) will attend school in person four days per week with Wednesday being a remote learning half day.
6) Some families may choose a full-time remote learning option for the year. We are currently exploring learning platforms being provided by the state to help assist those families. We will send out additional information once all the options have been vetted.

The district recognizes that once again, we are faced with on-going uncertainties. We will use our checkpoints to reflect on current practice and make plans for moving forward. We will keep communication with families ongoing and seek feedback from our stakeholders at every step. We will evaluate public health conditions, metrics from the state, academic indicators, and promising practice from other procedures have been established at school districts. We will use this information to determine whether we should continue with the hybrid schedule and for how long, or if we are ready to resume to a full in-person learning schedule.

Modified Full Return to In-Person Learning

APS conducted an analysis on all of our schools (according to DESE guidelines) for a full return to in-person learning. Our Facilities Subcommittee worked with building leadership and district administration to complete inventories of each school building looking at available supplies, furniture, sinks, bathrooms and classroom space (including alternative spaces such as gymnasiums, libraries, and school yards). The teams identified one-way traveling routes in each building for students and staff to safely enter, move throughout the day, and to leave in cohorts. Staggered arrival and dismissal procedures have been established at each school to ensure appropriate physical distancing is possible at all times. The teams evaluated classroom capacity at 3ft, 4ft., 5ft and 6ft. and determined that physical distancing at a minimum of 5ft (as recommended by our School Committee) would be possible at all schools with the exception of the Cashman School which would have to use ancillary spaces such as the Little Theatre or the library as classroom space.

Even though our buildings may be able to accommodate students for a modified full return, the ever-changing COVID updates, the drastic cuts to our budget and the implications of those cuts to these models, and the short time frame available to bring teachers back in a way so that they have the time to plan and learn safety protocols, is not conducive to a safe start on September 15th. Equally important is the time we feel we need to assess our students' academic loss and their mental health before they come back into the school buildings--we do not know yet the full

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impact the school closures and related COVID experiences have had on our students. It is imperative for us to have not only our academic program designed to be structured and rigorous in any model, but to also have mental health and social emotional support available in any scenario.

While the district has been provided with additional funds from the state in grant money for COVID related expenses only (just under $700,000 combined), the full expenses for opening are still unknown. we know the purchase of technology alone will be over $300,000. In addition, there will be costs for PPE, costs for assessing and updating our HVAC systems, costs for classroom furniture and plexiglass, and increased costs for transportation. These costs coupled with a recent 2.6 million dollar cut to the APS budget are cause for us to open slowly and assess the impact on schools.

In light of these unknowns, and in the best interest of students and staff, we are recommending remote learning to start the school year with designated checkpoints to reflect on practice and to assess the health and safety landscape before transitioning into the next model of learning.

Special Student Populations

APS is committed to providing an equitable education for all students which means prioritizing in-person learning for our most vulnerable populations. The Student Support Subcommittee thoughtfully planned for a continuation of services and support to ensure students with disabilities and English Learners (ELs) **have as much in-person learning as possible** in all three learning scenarios.

Students with Disabilities

On July 9th, 2020, the Department of Elementary and Secondary Education released a memorandum stating, "school districts must provide a free and appropriate public education (FAPE) consistent with the need to protect the health and safety of students with disabilities and those individuals providing education, specialized instruction and related services to students." The guidelines prioritize in-person instruction for students with disabilities, particularly preschool aged students and those with significant and complex needs while adhering to health and safety requirements. "Students must receive all services documented in their IEPs through in-person instruction, remote instruction, or a combination of both with a strong emphasis on providing in-person instruction to the greatest extent possible, while abiding by the current necessary health and safety requirements." [1]

APS will make every effort to provide in-person instruction to these students. If in-person instruction cannot be provided and students with disabilities must receive instruction

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[1] Riley, J.C. Massachusetts Department of Elementary and Secondary Education (2020), *Comprehensive Special Education Guidance for the 2020-2021 School Year.*

remotely in full or in part, these students will "receive special education instruction and related services necessary to provide FAPE through an Instruction and Services model of delivery." This includes structured lessons, teletherapy, video-based lessons, etc.

Additionally, DESE has determined that students with complex and significant needs include:
- Students already identified as "high needs" through the IEP process on the IEP form "Primary Disability/Level of Need-PL3." Such students must meet at least two of the following criteria:
  - Services provided outside the general education classroom;
  - Service providers are special education teachers and related service providers;
  - Special education services constitute more than 75% of the student's school day
- Students who cannot engage in remote learning due to their disability-related needs;
- Students who primarily use aided and augmentative communication;
- Students who are homeless
- Students who are in foster care/congregate care and/or
- Students dually- identified as English learners.[2]

IEPs/Evaluations

- When school resumes, Annual meetings that were delayed will be held to review students' IEPs.
- Initial /Re-evaluation testing that was delayed will be rescheduled.
- Timelines for current IEPs and evaluations will be maintained.
- In-person evaluations will continue during the remote and hybrid models as long as health and safety requirements allow.

IEP Team Meetings

- In order to adhere to safety requirements, all IEP team meetings will be held remotely,
- This will minimize bringing visitors into school buildings and requiring staff to travel between schools. If this presents a hardship for families, the district will conduct meetings in a hybrid fashion where some members are present and others are remote.

Our other at-risk students and students with 504 plans will continue to get their needs met.

Proposed Phased-In Reopening Plan for Students with Disabilities

Amesbury Public Schools will take a tiered approach to providing in-person instruction models to our students identified with disabilities.   Students with IEPs whose special education services require more than 75% of the school day will be prioritized (Tier 1) for the initial implementation of modified in-person instruction in the reopening plan.   This group consists of students who are placed in substantially separate programs (Autism Program; Learning Center; Life Skills; social emotional; post-graduate) and students who receive specialized literacy

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[2] Riley,J.C Massachusetts Department of Elementary and Secondary Education (2020). *Comprehensive Special Education Guidance for the 2020-2021 School Year.*

instruction and are supported by special education staff 100% of the school day (Language-Based Program). Tier 2 students will be those students who participate in specialized instruction or related services outside the general education classroom more than 50% of the school day. As guided by state and local metrics for reopening, implementation of modified in-person or hybrid learning for Tier 2 special education students would begin 2-4 weeks after the start of the school year (early October).

The district will implement a protocol for checking student COVID symptoms each morning. No student will be allowed on the van or in the school building if parents have not completed the checklist of symptoms each morning. Students who qualify for free or reduced lunch will take a grab-and-go lunch to take home. Transportation will be provided following all transportation guidelines provided by DESE.

Further, all classroom environments will be set up to follow reopening guidelines including desks 6 feet apart; access to hand washing stations; masks worn by students and faculty; plexiglass or other protective barriers in place as determined necessary for the safety of staff and students.

We understand that even with the best plans there will be situations for some of our specialized populations when there is a need for staff and students to be closer than the minimum physical distancing requirements when delivering instruction and services. In these cases DESE "recommends that school and district special education service providers follow the guidelines that the Center for Disease and Control describe for 'direct service providers'." We recognize that individual students present unique challenges "that may make it less possible to practice physical distancing." There will also be some students with disabilities that "will not be able to wear cloth face masks as frequently or at all." All of our staff will have professional development for procedures when protocols may not have been followed.

ELEMENTARY - Substantially Separate Programs

Elementary students (PreK-4) will participate in modified in-person instruction beginning September 15, 2020. The in-person instruction will consist of 3 hours of in-person instruction and therapies 4 days a week (Monday, Tuesday, Thursday and Friday). Wednesdays will be a remote learning day for students. In-person sessions will run from 8:30 – 11:30, students are expected to participate in remote learning each afternoon with their cohort of students.

Example Weekly Schedule:

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Monday	Tuesday	Wednesday	Thursday	Friday
8:30 – 11:30 **In-Person** Academic Instruction and Therapies	8:30 – 11:30 **In-Person** Academic Instruction and Therapies	**REMOTE LEARNING** (8:30 – 3:00)	8:30 – 11:30 **In-Person** Academic Instruction and Therapies	8:30 – 11:30 **In-Person** Academic Instruction and Therapies
12:00 – 1:30 (Home) Lunch /Outside Break	12:00 – 1:30 (Home) Lunch /Outside Break		12:00 – 1:30 (Home) Lunch /Outside Break	12:00 – 1:30 (Home) Lunch /Outside Break
1:30 – 3:00 **Remote Learning** Academic, therapy, enrichment,	1:30 – 3:00 **Remote Learning** Academic, therapy, enrichment,		1:30 – 3:00 **Remote Learning** Academic, therapy, enrichment,	1:30 – 3:00 **Remote Learning** Academic, therapy, enrichment,

ELEMENTARY – Language Based Program

Students in the LB program will participate in a modified in-person instructional model beginning September 15, 2020. Sessions will meet 5 days per week for 90 minutes. Students will participate in individualized or small group (3 or fewer) literacy instruction (reading, writing), mathematics support and related services as needed.

Example Weekly Schedule: Group A

Monday	Tuesday	Wednesday	Thursday	Friday
8:30 – 10:00 **In-Person** **Academic Instruction and Therapies**	**8:30 – 10:00** **In-Person** **Academic Instruction and Therapies**	**8:30 – 10:00** **In-Person** **Academic Instruction and Therapies**	**8:30 – 10:00** **In-Person** **Academic Instruction and Therapies**	**8:30 – 10:00** **In-Person** **Academic Instruction and Therapies**
10:30 – 11:30 **Remote Learning** **Academic**	**10:30 – 11:30** **Remote Learning** **Academic**	**10:30 – 11:30** **Remote Learning** **Academic**	**10:30 – 11:30** **Remote Learning** **Academic**	**10:30 – 11:30** **Remote Learning** **Academic**
11:30 – 1:00 (Home) **Lunch /Outside Break**	**11:30 – 1:00 (Home)** **Lunch /Outside Break**	**11:30 – 1:00 (Home)** **Lunch /Outside Break**	**11:30 – 1:00 (Home)** **Lunch /Outside Break**	**11:30 – 1:00 (Home)** **Lunch /Outside Break**
1:00 – 3:00 **Remote Learning** **Academic, therapy, enrichment,**	**1:00 – 3:00** **Remote Learning** **Academic, therapy, enrichment,**	**1:00 – 3:00** **Remote Learning** **Academic, therapy, enrichment,**	**1:00 – 3:00** **Remote Learning** **Academic, therapy, enrichment,**	**1:00 – 3:00** **Remote Learning** **Academic, therapy, enrichment,**

Example Weekly Schedule: Group B

Monday	Tuesday	Wednesday	Thursday	Friday
8:30 – 9:30 Remote Learning Academic Instruction and Therapies	8:30 – 9:30 Remote Learning Academic Instruction and Therapies	8:30 – 9:30 Remote Learning Academic Instruction and Therapies	8:30 – 9:30 Remote Learning Academic Instruction and Therapies	8:30 – 9:30 Remote Learning Academic Instruction and Therapies
10:00 – 11:30 Gp B In-Person Academic Instruction and Therapies	10:00 – 11:30 Gp B In-Person Academic Instruction and Therapies	10:00 – 11:30 Gp B In-Person Academic Instruction and Therapies	10:00 – 11:30 Gp B In-Person Academic Instruction and Therapies	10:00 – 11:30 Gp B In-Person Academic Instruction and Therapies
12:00 – 1:30 (Home) Lunch /Outside Break	12:00 – 1:30 (Home) Lunch /Outside Break	12:00 – 1:30 (Home) Lunch /Outside Break	12:00 – 1:30 (Home) Lunch /Outside Break	12:00 – 1:30 (Home) Lunch /Outside Break
1:30 – 3:00 Remote Learning Academic, therapy, enrichment,	1:30 – 3:00 Remote Learning Academic, therapy, enrichment,	1:30 – 3:00 Remote Learning Academic, therapy, enrichment,	1:30 – 3:00 Remote Learning Academic, therapy, enrichment,	1:30 – 3:00 Remote Learning Academic, therapy, enrichment,

Substantially Separate Programs – MIDDLE SCHOOL

Middle School students (5-8) will participate in modified in-person instruction beginning September 15, 2020. The in-person instruction will consist of 3 hours of in-person instruction and therapies 4 days a week (Monday, Tuesday, Thursday and Friday). Wednesdays will be a remote learning day for students. In-person sessions will run from 8:00 – 11:00, students are expected to participate in remote learning each afternoon with their cohort of students.

Example Weekly Schedule:

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Monday	Tuesday	Wednesday	Thursday	Friday
8:00 – 11:00 **In-Person** **Academic Instruction and Therapies**	**8:00 – 11:00** **In-Person** **Academic Instruction and Therapies**	**REMOTE LEARNING** **(8:00 – 2:30)**	**8:00 – 11:00** **In-Person** **Academic Instruction and Therapies**	**8:00 – 11:00** **In-Person** **Academic Instruction and Therapies**
11:30 – 12:30 (Home) **Lunch /Outside Break**	**11:30 – 12:30 (Home)** **Lunch /Outside Break**		**11:30 – 12:30 (Home)** **Lunch /Outside Break**	**11:30 – 12:30 (Home)** **Lunch /Outside Break**
12:30 – 2:30 **Remote Learning** **Academic, therapy, enrichment,**	**12:30 – 2:30** **Remote Learning** **Academic, therapy, enrichment,**		**12:30 – 2:30** **Remote Learning** **Academic, therapy, enrichment,**	**12:30 – 2:30** **Remote Learning** **Academic, therapy, enrichment,**

MIDDLE SCHOOL – Language Based Program

Students in the LB program will participate in a modified in-person instructional model beginning September 15, 2020. Sessions will meet 4 days per week for 90 minutes. Students will participate in individualized or small group (4 or fewer) literacy instruction (reading, writing, language) and related services as needed.

Example Weekly Schedule: Group A

Monday	Tuesday	Wednesday	Thursday	Friday
8:00 – 9:30 **In-Person** **Academic Instruction and Therapies**	**8:30 – 10:00** **In-Person** **Academic Instruction and Therapies**	**8:30 – 10:00** **In-Person** **Academic Instruction and Therapies**	**8:30 – 10:00** **In-Person** **Academic Instruction and Therapies**	**8:30 – 10:00** **In-Person** **Academic Instruction and Therapies**
10:00 – 11:30 **Remote Learning** **Academic**	**10:00 – 11:30** **Remote Learning** **Academic**	**10:00 – 11:30** **Remote Learning** **Academic**	**10:00 – 11:30** **Remote Learning** **Academic**	**10:00 – 11:30** **Remote Learning** **Academic**
11:30 – 12:30 (Home) **Lunch /Outside Break**	**11:30 – 12:30 (Home)** **Lunch /Outside Break**	**11:30 – 12:30 (Home)** **Lunch /Outside Break**	**11:30 – 12:30 (Home)** **Lunch /Outside Break**	**11:30 – 12:30 (Home)** **Lunch /Outside Break**
1:00 – 3:00 **Remote Learning** **Academic, therapy, enrichment,**	**1:00 – 3:00** **Remote Learning** **Academic, therapy, enrichment,**	**1:00 – 3:00** **Remote Learning** **Academic, therapy, enrichment,**	**1:00 – 3:00** **Remote Learning** **Academic, therapy, enrichment,**	**1:00 – 3:00** **Remote Learning** **Academic, therapy, enrichment,**

Substantially Separate Programs – High School

High School students (9-12) and Post Graduates will participate in modified in-person instruction beginning September 15, 2020. The in-person instruction will consist of 3 hours of in-person instruction and therapies 4 days a week (Monday, Tuesday, Thursday and Friday). Wednesdays will be a remote learning day for students. In-person sessions will run from 8:00 – 11:00, students are expected to participate in remote learning each afternoon with their cohort of students.

_Example Weekly Schedule:

Monday	Tuesday	Wednesday	Thursday	Friday
8:00 – 11:00 **In-Person** **Academic Instruction and Therapies**	**8:00 – 11:00** **In-Person** **Academic Instruction and Therapies**	**REMOTE LEARNING** **(8:00 – 2:30)**	**8:00 – 11:00** **In-Person** **Academic Instruction and Therapies**	**8:00 – 11:00** **In-Person** **Academic Instruction and Therapies**
11:30 – 12:30 (Home) **Lunch /Outside Break**	**11:30 – 12:30 (Home)** **Lunch /Outside Break**		**11:30 – 12:30 (Home)** **Lunch /Outside Break**	**11:30 – 12:30 (Home)** **Lunch /Outside Break**
12:30 – 2:30 **Remote Learning** Academic, therapy, enrichment,	**12:30 – 2:30** **Remote Learning** Academic, therapy, enrichment,		**12:30 – 2:30** **Remote Learning** Academic, therapy, enrichment,	**12:30 – 2:30** **Remote Learning** Academic, therapy, enrichment,

English Language Learners

APS is committed to ensuring every EL receives the services and supports they need in all three learning models. The Student Support Subcommittee continues to follow the DESE Guidance on Identification, Assessment, Placement, and Reclassification for English Learners and has adapted practices to account for current safety protocols.

English learners are considered to have been one of the most impacted groups during the school building closure and therefore would be recommended for a modified in-person instructional model beginning September 15, 2020. EL students identified as Level 1 or 2 will be eligible to participate. All safety protocols will be in place for safe in-person instruction. EL students will meet with their teacher for 90 minutes a day 4 days per week.

Students will be broken into four groups: Group A: Grades 1-2; Group B: Grades 3-4; Group C: Middle School; Group D: High School.

Example Weekly Schedule: Group A/B

Monday	Tuesday	Wednesday	Thursday	Friday
8:30 – 10:00 **Group A: In-Person** Group B: Remote	8:30 – 10:00 **Group A: In-Person** Group B: Remote	**REMOTE LEARNING** **8:30 – 3:00**	8:30 – 10:00 **Group A: In-Person** Group B: Remote	8:30 – 10:00 **Group A: In-Person** Group B: Remote
11:00 – 12:30 Group A: Remote **Group B: In-Person**	11:00 – 12:30 Group A: Remote **Group B: In-Person**		11:00 – 12:30 Group A: Remote **Group B: In-Person**	11:00 – 12:30 Group A: Remote **Group B: In-Person**
12:00 – 2:00 (Home) Lunch /Outside Break	12:00 – 2:00 (Home) Lunch /Outside Break		12:00 – 2:00 (Home) Lunch /Outside Break	12:00 – 2:00 (Home) Lunch /Outside Break
2:00 – 3:00 **Remote Learning**	2:00 – 3:00 **Remote Learning**		2:00 – 3:00 **Remote Learning**	2:00 – 3:00 **Remote Learning**

Operations

Health

APS will follow the health and safety requirements required by DESE in their detailed guidelines for schools responding to a range of scenarios involving a suspected or confirmed case of COVID-19. In these uncertain times, it is impossible for us to guarantee that despite our best efforts that exposure and transmission will not occur. We have provided a summary of that guidance below. (Please note that all schools have identified a second nursing area for isolation purposes per the guidelines).
[3]

- **Keeping our schools safe starts at home. If a student or staff member is experiencing any symptoms of COVID-19, the MUST stay home:**

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[3] [1] https://www.mass.gov/doc/covid-19-testing-guidance/download

- ❖ Fever (100.4 degrees Fahrenheit or higher), chills, or shaking chills
- ❖ Cough (not due to other know cause, such as chronic cough)
- ❖ Difficulty breathing or shortness of breath
- ❖ New loss of taste or smell
- ❖ Sore throat
- ❖ Headache when in combination with other symptoms
- ❖ Muscle aches or body aches
- ❖ Nausea,vomiting, or diarrhea
- ❖ Fatigue when in combination with other symptoms
- ❖ Nasal congestion or runny nose (not due to other known causes such as allergies) when in combination with other symptoms

- **While specific protocols vary, there are some common elements for each** COVID-19 scenario:
  - ❖ Evaluate symptoms
  - ❖ Separate from others
  - ❖ Clean and disinfect spaces visited by the person
  - ❖ Test for COVID-19 and stay at home while awaiting results
- **If test is positive:**

  - ❖ Remain at home at least 10 days and until at least 3 days have passed with not fever and improvements in other symptoms
  - ❖ Monitor symptoms
  - ❖ Notify the school and close personal contacts
  - ❖ Answer the call from local board of health or Massachusetts Community Tracing Collaborative to help identify close contacts to help them prevent transmission
  - ❖ Secure release from contact tracers (local board of health or Community Tracing Collaborative) for return to school

Cleaning Protocols

Handwashing and Sanitizing Stations

According to Harvard T.H. Chan School of Public Health's report, "Schools for Health: Risk Reduction Strategies for Reopening Schools", published in June 2020, safe practice by staff and students will require all to:

- Wash hands immediately before: leaving home, leaving the classroom, eating, touching shared objects, touching one's face, and leaving school
- Wash hands immediately after: arriving at school, entering the classroom, finishing lunch, touching shared objects, using the bathroom, sneezing, blowing one's nose, and arriving at home.

Hand sanitizer dispensers will be located in all classrooms and common areas throughout the buildings. In addition, classroom sinks will be utilized throughout the day so that children are using a combination of both hand sanitizer as well as soap and water.

School Cleaning and Disinfecting

Daily and weekly cleaning techniques have been refined during the course of the initial closure as we determined the best and most efficient manner of removing any potential virus contaminants from buildings and surfaces. Sterilization and sanitizing will be performed in addition to the regular cleaning duties listed in the chart below.

Cleaning Frequency	Examples (Includes classrooms, bathrooms/locker rooms, gym, cafeteria,)
Daily	- Empty waste baskets and replace liners, wash out during summer schedule - Dry mop floors - Vacuum carpets - Spot Clean Stains - Check and replace lights - Clean sink areas - Refill paper towel/soap dispensers - Clean glass biweekly · Close and lock windows - Turn off lights and lock doors· Empty waste baskets and replace liners, wash out weekly - Refill towel, tissue, feminine products, and soap dispensers - Clean interior and exterior of sinks, urinals, and toilets - Clean mirrors - Clean any wall/partition surfaces to remove any foreign matter - Remove graffiti - Check and replace lights - Sweep and wet mop floors
Multiple Times per Day	- Classroom desks - Door handles - Light switches - handrails - Water fountain - Restroom surfaces

	• Toilet seats • Elevator buttons • Countertops in offices • Outdoor play areas
Between Uses	• Toys, games, art supplies, instructional materials • Phones, printers, copy machines

Sanitization Techniques

The APS Maintenance Department has acquired hand-held spraying machines as well as back-pack atomizers which are used by all custodia staff as well as our contracted cleaning company. In addition to the daily cleaning routines listed above, these units can be deployed quickly if necessary. The backpack is ideal and efficient for larger areas.

The sterilization routine is efficient and can be performed within normal custodial shift operations as follows:

- Daily sterilization using Electrostatic sprayers and recommended sanitizing solutions of high traffic areas through the building will be performed during the school day.
- All areas will be sterilized using Electrostatic sprayers and recommended sanitizing solutions prior to the end of the second shift prior to closing of the building.

These sanitizers use a solution which has been confirmed by a Certified Industrial Hygienist (CIH) to be safe for use with students and adults of all ages. *An SDS (Safety Data Sheet) is included below.* The Hygienist has been retained by the district for continued consulting services to ensure the safety of any newly introduced cleaning agent, and to provide general guidance.

 APS maintenance staff will establish routines and cleaning logs to ensure proper cleaning and disinfecting takes place in all buildings

Classroom Configuration and Building Modifications

Classrooms will be set up to adhere to physical distancing requirements. Desks will face the same direction and be arranged in rows. Children will be seated 6 feet apart whenever possible, but never less than 5 feet apart (minimum recommendation from our School Committee vs. the 3 feet minimum recommendation from the state). The front of classrooms will have at least 6 feet of teacher space. Plush chairs and area rugs will be removed. To limit student-to-student sharing of materials, students will be provided their own materials to keep in individual containers in the classroom, whenever possible.

Building physical modifications

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Plexi-glass materials have been purchased to build barriers for high traffic spaces with greater in-person interaction. This may include main office spaces, office spaces, therapist spaces, special education classrooms, food service areas, and other areas as needed or requested by the teacher or principal.

Signage directing traffic flow within the buildings and reminding staff and students of safety protocols are being installed throughout the schools.

Additional soap dispensers have been installed at all handwashing stations. Sanitizing dispensers are being installed and maintained through a service contract with Cintas inc. and additional units will be added as needed.

Unnecessary furniture and other classrooms items have been removed to limit touch services and to aid in maintaining a clean environment.

Additional storage units to store the unneeded desks and classroom furniture will be acquired.

A purchase order for 275 additional student desks has been issued to replace tables in classrooms in order to achieve the minimum spacing requirements.

Breakfast, Lunch, and Recess

The Food Services Subcommittee planned to ensure that every student has daily access to healthy and nutritious food while at school and in a remote learning environment.

Meals for In-Person Learners

- Two menu options will be offered daily (hot and cold). Options will adhere to National School Lunch Program guidelinesElementary teachers will take orders from students in the morning and email those orders to the kitchen manager. Middle and high school students will make their selections in the cafeteria.
- Student's will be separated by 6 feet when they are not wearing their masks, which will be when they are eating their breakfast and lunch.
- Lunch will be served in the cafeterias (in the elementary schools more likely the gyms as they have more space). The middle school will use the performing arts center if they need additional space for safety.
- All (lunch) meal components will be wrapped and served as boxed meals and staff will serve, rather than the **"grab and go" style we will use for breakfast.**
- Students will be required to wear masks while in line and anytime not eating.
- Snacks at the middle and high school will only be served at lunchtime.
- Meals will be prepared and packaged in each school's kitchen.
- Special attention to students with food allergies will be addressed during ordering and distribution of meals.
- Each school will have to look at their lunch schedule and may need to add additional lunch periods.

- All pin pads will be removed from service and students will have to give their ID number to a staff member for them to input.
- Plexiglass will be installed at all registers.
- Lunchroom monitors will be added so students are always supervised to make sure they are wearing masks when appropriate and maintaining social distancing.

<u>Meals for Remote Learners</u>

- Until further guidance from the state, lunches for remote learners will only be available to those students on free/reduced lunch.
- All schools will offer curbside pick-up at each school that adheres to physical distancing requirements.
- One option will be available daily. Options will adhere to National School lunch guidelines.
- APS will evaluate the feasibility of food delivery to students' homes (where needed) once we know our enrollment numbers.

<u>Recess</u>

Elementary and middle school students will continue to have recess as part of their lunch blocks. If they are outside, this will be an opportunity for them to take off their masks. Principals are working with their teams to measure sections of their school's outdoor space to allow students to talk and play safely while adhering to social distancing requirements.

Transportation

According to our family survey, approximately 25% of families said they would allow their children to ride the bus. If that holds true, then we may not have to add transportation runs, but we won't know for sure until we get binding enrolment letters back from families. We may have issues with traffic at drop-off at the schools but have tried to mitigate this issue with staggered start and dismissal times. Many families have decided that their children will get dropped off by a parent, or walk or ride together with another student (high school). DESE transportation guidance was released on July 23rd and included the following guidance:

- One student per seat (family members may sit together)
- Designated seats for students to be filled from the back to the front as students are picked up.
- Strong recommendation to add monitors to busses to supervise and encourage students to follow appropriate safety protocols.
- Bus emptied front to back.
- All students and adults on the bus must wear a mask regardless of age.
- Buses will be disinfected between runs and deep cleaned once a day.
- Children will be assigned seats to assist with contract tracing in the event of exposure or transmission.
- Windows on the bus will be open to provide fresh air.

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Air Quality

Since the initial school closure, the District's Maintenance Department has serviced the heating ventilation and air conditioning, (HVAC) of the schools. The service included duct cleaning, disinfection treatment of the duct work, filter replacement with MERV- 8 filters, and operational tests. The district has received pricing for the installation of plasma ionization systems. The maintenance dept has contracted with ENE for weekly, monthly and quarterly servicing of the HVAC systems at all school buildings.

When school buildings are in use and staff and or students are present the windows will be opened to maximize fresh air exchange. Fans and portable air purifiers will be deployed in smaller spaces (offices) that may not have windows and cannot circulate fresh air.

Further the District has reached out to a pre-qualified state contract vendor to do an assessment of physical space and HVAC systems (including internal air quality assessment, commissioning and recommissioning HVAC systems).

Visitors and Volunteers to our Schools

It is recognized that to mitigate the risk of the spread of the virus, our school environments must limit the influx of outside visitors. Each school will designate an appropriate process for families to pick-up and drop off students during the school day. Visitors to the schools and volunteers will need to be screened and will need to follow the same health and safety protocols as all staff and students including the wearing of masks, hand hygiene, and maintaining appropriate distancing.

Any visitor to the school should make every effort possible to notify the school prior to coming in, and will need to sign-in for potential contact tracing.

Substitute Teachers

In all models of instruction every effort will be made to utilize substitute "teachers" from within the school building- to limit the introduction of people from outside the school community. In those instances where an appropriate substitute cannot be found from within, any person coming in as a substitute will have to be screened upon arrival and will need to follow all health and safety protocols.

School Meetings and School Events

Whenever possible meetings should be held virtually to limit in-person physical contact. It is understood that some meetings may need to be held in-person and in those cases all participants should follow appropriate protocols for screening, face coverings, and distancing. No one should attend an in-person meeting if they have a fever or any other COVID related symptoms.

All large scale school-wide events or gatherings including plays, concerts, or sporting events are postponed and any future events will be held in accordance with the most recent Mass Revised

Gathering Order and within the local public health guidelines. Smaller scale events including classroom celebrations should be organized and planned well in advance and will need to be approved on a case by case basis by the building principal. Athletic events will be determined by the MIAA and with the Dept. of Elementary and Secondary Education.

School Safety and Security

School security remains a priority on our school campuses. Therefore all school security and safety protocols including the locking of doors and limited building access points, as well as evacuation, lockdown, and stay in place practices. Fire drills are still mandated and building evacuations will still take place. In the event of an actual security threat or emergency evacuation, the immediate physical safety of the staff and students will take precedent.

Extra-Curricular Activities and After School Programs

For many students the importance of the connections to others and the importance of extracurricular activities is on par with the academic day. For some it is even more important. In the remote environment opportunities for students to engage in meaningful after school activities will be developed. While not all clubs or sports teams may be able to take place, principals and teachers will consider those clubs and co-curricular activities that may be able to still run. Any in-person activities will need to follow the same safety and health guidelines as the school day. Some of the activities may still be subject to the user-fee structure. Notices about after school activities will be sent out by the individual school principals.

Personal Protective Equipment

For the safety of all, students and staff will wear face masks throughout the school day. While the guidance dictates only those students in grades 2-12 wear masks, we are encouraging mask wearing at all grade levels PK-12. Masks should be worn inside the building, inclusive of hallways and bathrooms and especially in areas where physical distancing is not possible. Mask breaks will be scheduled into the school days, and in those cases students should be out of doors and should remain at least 6 feet apart.

Families are responsible for providing a mask/face covering for their student(s), but the schools will have a supply on hand for those students who need them.

Additional PPE will be provided to those in higher risk areas including nurses and teachers in self contained special education programs or in situations where close physical proximity is needed (OT, PT, etc). Additional PPE may include eye protection (goggles), face shields, and gown coverings.

The district has contracted with Cintas Inc to provide scrubs and gown coverings to the nurses and those staff members that may require it.

Students and Staff will receive instruction on the proper use and disposal of PPE. Amesbury Fire Department Asst. Chief will assist us in providing instruction to staff and students.

Each school will promote good hand hygiene and provide instruction to students on the proper way to wash hands. Additional soap dispensers are installed at all handwashing stations, and hand sanitizers will be deployed throughout the school buildings.

Teaching & Learning

APS is committed to ensuring our students receive the same engaging, rigorous learning experiences as they have in the past when school was "normal." After experiencing remote learning this spring, we are much better positioned today to provide structured lessons that will be taught in combination with livestream instruction (synchronous) as well as independent assignments (asynchronous). Our students deserve the highest quality education and our staff deserves professional development to provide them with the skills to provide that education.

Educational Technology

DESE is recommending a 1:1 for all students in the district. While they are not suggesting districts provide chromebooks to every student, they are requiring that we identify those students without a device of their own and provide them with a device. Students who already own a device will be encouraged to use it. Each learning model has its challenges. We believe that we will be able to meet the need for computers in the remote environment, but recognize this may not occur if there is a significant delay in the delivery of new chromebooks. In the hybrid and in-person model we are relying on students to transport their device back and forth from home to school every day. If we disburse our inventory (including newly purchased) to students, there will be few left in the building if students come to school without their devices. This district shares its broadband with the city, so we will have to monitor the situation closely when all students are back in schools with their devices.

Pre-K and 1 students will be issued iPads, and students (without devices) will be issued a chromebook. Devices will travel between home and school daily and the district will purchase computer bags for school-owned computers. All school-owned devices are filtered by our Sophos UTM Content Filtering software, even outside of school. This content filter is compliant with the Children's Internet Protection Act (CIPA) as required by law and is regularly updated to prohibit access to inappropriate material.

All school owned devices will be managed by APS's Technology Team and will be deployed with wireless network settings already in place to ensure they will connect seamlessly when students enter school buildings. As we did in the spring, we will provide instructions to help families connect their device to home networks. Additional assistance is available for families who do not have internet access at home.

The APS Technology Team will continue to provide support for staff and students. Prior to the start of the school year, we will communicate with students, families and staff to request assistance with educational software and devices.

APS will be using Google Enterprise as its learning platform at all schools and grades with the exception of Pre-K, K and 1 who are piloting the use of SeeSaw.

Curriculum

All schools will use the existing APS curricula with a couple of new additions: the elementary schools will be implementing the new literacy program Wit & Wisdom, K-6 will continue to use STMath as a supplement to the Go Math curriculum (started during the summer), and 7th and 8th grade math will be piloting a new math program called Desmos. The continuity of all other curricula will ensure a smooth transition between remote, hybrid and in-person learning.

Professional Development

The Commissioner of Education has announced that the state is reducing the required 180 days of school for students to 170 days. This will allow districts time to prepare for a transition for a return to school. All staff will receive training on the District Reopening Plan prior to the start of the school year. Staff will receive training from school nurses on mitigation procedures, personal hygiene, signs and symptoms of illness, the referral process for students requiring mental health support, and the use and disposal of health and safety supplies. Teachers at the elementary level will be trained on the implementation of the new early literacy program Wit & Wisdom. Teachers in grades K-6 will receive refresher training on the ST Math Program and teachers in grades 7 & 8 will receive training on the new Desmos math program. We will also provide training in the various Google apps. The district is moving from Aspen to SchoolBrains and all teachers districtwide will receive training prior to the start of the school year. Finally, principals are meeting with their school-based teams to gather feedback about both professional development as well as new apps to support student learning that they want to purchase to help with the development of curriculum. We will include any additional recommendations in our planning for PD.

Appendix A:

- AHS Reopening Plan

- AIHS Reopening Plan

- AMS Reopening Plan

- CES Reopening Plan

- AES Reopening Plan

AHS Reopening Plan Overview

Hybrid Model:

- Students in grades 9-12 will be divided into two groups/cohorts - **Red (Monday and Tuesday)** and **White (Thursday and Friday)**
- On Wednesdays, all students will be remote as an entire class.
- Teachers will report to AHS all days, including Wednesday.
- Having no students in the building on Wednesdays will allow deep cleaning to occur.

Learning Platform: Google Classroom (G Suite Enterprise for Education) with multiple applications (follow link) to support learning.
https://docs.google.com/document/d/110MH7P0PyJPi9VQYEs8nDeQm0-iL1fAptkKnAkR1Ajs/edit?usp=sharing .

Operations

Health and Response to COVID	In-Person	Hybrid	Remote
Signage	• Create signage for all spaces in the building indicating the maximum capacity of spaces with both 3' and 6' spacing. • These signs should be the same format throughout the district's buildings. • Specific signage for bathrooms, handwashing, and sanitizing locations. • Hallway and stairwell directions will be clearly indicated through the use of signage as well as other visual aids.	• Create signage for all spaces in the building indicating the maximum capacity of spaces with both 3' and 6' spacing. • These signs should be the same format throughout the district's buildings. • Specific signage for bathrooms, handwashing, and sanitizing locations. • Hallway and stairwell directions should be clearly indicated through the use of signage as well as other visual aids.	N/A

Staggered Arrival/Dismissal	• Each hallway will be divided in half, allowing for a 4.5 foot traveling lane. Students will not be permitted to use their lockers. • Grade level door entries will be labelled. • Instructions for entering the building/reception area will be posted outside the front door. • Signage for athletics will be used as needed. • Students who ride the bus/school vans will leave and enter school from the usual door, **Door 9**, at the back of the building. • Students arriving at or leaving from school via any other way than the school bus, should arrive between 7:15 am and 7:35 am. • Grade 9 students should enter through the front door, **Door 1**. • Grade 10 students should enter through the art door, **Door 17**. • Grade 11 students should enter through the cafeteria door closest to the kitchen, **Door 15**. • Grade 12 students should enter through the gym door, **Door 13**. • Multiple kids from same family different grades different doors • Once students enter the building, they should report to their first block class • Students eating a school breakfast should report to the cafeteria and remain in the cafeteria while eating. This process will be supervised by administration or custodian.	• Each hallway will be divided in half, allowing for a 4.5 foot traveling lane. Students will not be permitted to use their lockers. • Grade level door entries will be labelled. • Instructions for entering the building/reception area will be posted outside the front door. • Signage for athletics will be used as needed. • Students who ride the bus/school vans will leave and enter school from the usual door, **Door 9**, at the back of the building. • Students arriving at or leaving from school via any other way than the school bus, should arrive between 7:15 am and 7:35 am. • Grade 9 students should enter through the front door, **Door 1**. • Grade 10 students should enter through the art door, **Door 17**. • Grade 11 students should enter through the cafeteria door closest to the kitchen, **Door 15**. • Grade 12 students should enter through the gym door, **Door 13**. • Multiple kids from same family different grades different doors • Once students enter the building, they should report to their first block class • Students eating a school breakfast should report to the cafeteria and remain in the cafeteria while eating. This process will be supervised by	N/A

Mask Policy & Mask Breaks	- All students and staff are expected to wear a mask and/or face shield at all times except when eating. - Students will take mask breaks according to the DESE guidelines which have not been released. - Gloves, face shields, gowns, and/or other appropriate PPE should be worn by the school nurse as well as the Life Skills teacher, Post-graduate teacher, and specific paraprofessionals as deemed appropriate by each individual. - A plan will be developed for dealing with students who do not follow mask and/or other hygiene policies - AHS will have extra masks, located in the main office, for students who do not have them on any given day. - Kitchen staff will be trained in the use of and protocols for PPE and sanitization procedures. - PPE including masks with vents and clear shields will be provided to and worn by kitchen staff.	- All students and staff are expected to wear a mask and/or face shield at all times except when eating. - Students will take mask breaks according to the DESE guidelines which have not been released. - Gloves, face shields, gowns, and/or other appropriate PPE should be worn by the school nurse as well as the Life Skills teacher, Post Graduate teacher, and specific paraprofessionals as deemed appropriate by each individual.. - A plan will be developed for dealing with students who do not follow mask and/or other hygiene policies - AHS will have extra masks, located in the main office, for students who do not have them on any given day. - Kitchen staff will be trained in the use of and protocols for PPE and sanitization procedures. - PPE including masks with vents and clear shields will be provided to and worn by kitchen staff.	N/A
Breakfast/Lunch/ Snack/Recess	- Students will eat breakfast in the cafeteria following the social distancing guidelines of 6 feet apart. - Students will be permitted to eat food without wearing a mask. - It is expected that students wash hands before and after	- Students will eat breakfast in the cafeteria following the social distancing guidelines of 6 feet apart. - Students will be permitted to eat food without wearing a mask. - It is expected that students wash hands before and after	Breakfast and lunch will be served in the remote model. Details to be worked out.

	- eating breakfast. - Students will be permitted to eat a snack in a classroom only when there is a minimum of 6 feet available between students. - Classroom windows will remain open if students are eating snacks in the classroom. - If possible, students may have the opportunity to eat outside. - A definition of snacks allowed in classrooms will be created. - Students will eat in the cafeteria, in the courtyard, neighboring empty classrooms, and on the patio following the guidelines of 6 feet while eating lunch. - At least one additional lunch could be added to the schedule to ensure appropriate social distancing. - AHS and AIHS will work together to develop a safe plan for providing lunches to AIHS students.	- eating breakfast. - Students will be permitted to eat a snack in a classroom only when there is a minimum of 6 feet available between students. - Classroom windows will remain open if students are eating snacks in the classroom. - If possible, students may have the opportunity to eat outside. - A definition of snacks allowed in classrooms will be created. - Students will eat in the cafeteria, in the courtyard, neighboring empty classrooms, and on the patio following the guidelines of 6 feet while eating lunch. - At least one additional lunch could be added to the schedule to ensure appropriate social distancing. - AHS and AIHS will work together to develop a safe plan for providing lunches to AIHS students.	
Hallway Transitions	- Students will be dismissed from classrooms at the same time. - Teachers will stagger the release of students from their own classrooms. - Passing time will be increased. - Students may not congregate by the doorways prior to dismissal. They must remain seated. - Each hallway will be divided in half, allowing for a 4.5 foot traveling lane. - Students will not be permitted to use lockers. - Students will not be permitted to "hang out" in the hallway. It is	- Students will be dismissed from classrooms at the same time. - Teachers will stagger the release of students from their own classrooms. - Passing time will be increased. - Students may not congregate by the doorways prior to dismissal. They must remain seated. - Each hallway will be divided in half, allowing for a 4.5 foot traveling lane. - Students will not be permitted to use lockers. - Students will not be permitted to "hang out" in the hallway. It is	N/A

- expected that students move directly to their next destination once dismissed from the class.
- Classroom entrance and exit flows/pathways will be established limiting the exposure of students as they enter and exit classrooms.
- Students will wear masks at all times except when eating lunch or during a "mask break".
- Once students enter a classroom, they will use individual cleaning wipes to clean their seat/desk prior to sitting in it.
- After wiping the desk, students will either use school provided sanitizer or their own sanitizer for their hands.
- Teachers will clean door knobs between classes.
- Stairwells will be one way and will be clearly marked.
  - In the case of emergency, the one way nature of each stairway would be negated.
- Motor breaks should occur within the back of the classroom when at all possible. When not possible, a designated "walking path" and amount of time will be established.

Cleaning Protocols

- Daily and weekly cleaning techniques have been refined during the course of the initial closure as we determined the best and most efficient manner of removing any potential virus

- Daily and weekly cleaning techniques have been refined during the course of the initial closure as we determined the best and most efficient manner of removing any potential virus

Classroom Hygiene	contaminants from buildings and surfaces. • Sterilization and sanitizing will be performed in addition to the regular cleaning duties listed in the chart below. • For additional details, please see the District Reopening Plan. • Protocol for blowing noses in the classroom. Students should step outside of the classroom (hallway or bathroom) to blow their nose, throw the used tissue in the trash can (do not keep), and then wash hands prior to re-entering the classroom. • Any sharing of materials requires either the use of gloves or that students return them to a "used" storage area for sanitization at a later time. • Families will be encouraged to provide each child with personal, individual hand sanitizers and classroom supplies to minimize sharing. • Teachers will have gloves for student use as needed. • Protocols will be developed to notify custodians that classroom supplies (sanitizer and wipes) need to be replaced.	contaminants from buildings and surfaces. • Sterilization and sanitizing will be performed in addition to the regular cleaning duties listed in the chart below. • For additional details, please see the District Reopening Plan. • Protocol for blowing noses in the classroom. Students should step outside of the classroom (hallway or bathroom) to blow their nose, throw the used tissue in the trash can (so not keep), and then wash hands prior to re-entering the classroom. • Any sharing of materials requires either the use of gloves or that students return them to a "used" storage area for sanitization at a later time. • Families will be encouraged to provide each child with personal, individual hand sanitizers and classroom supplies to minimize sharing. • Teachers will have gloves for student use as needed. • Protocols will be developed to notify custodians that classroom supplies (sanitizer and wipes) need to be replaced.	removing any potential virus contaminants from buildings and surfaces. • Sterilization and sanitizing will be performed in addition to the regular cleaning duties listed in the chart below. • For additional details, please see the District Reopening Plan. N/A
Bathrooms	• Students will use the individual "staff" bathrooms where they will use cleaning wipes prior to using the facilities. Staff members will use the "student" bathrooms and will use cleaning	• Students will use the individual "staff" bathrooms where they will use cleaning wipes prior to using the facilities. Staff members will use the "student" bathrooms and will use cleaning	N/A

	wipes before and after using the facilities. • Gloves, disinfecting spray, and trash barrels will be available in the individual staff bathrooms. • Custodians will develop a routine where bathrooms are cleaned on a prescriptive schedule. • Existing paper towel dispensers will be replaced by automatic ones. • A separate Personal Care Plan/Procedure will be developed and implemented for the self-contained classrooms.	wipes before and after using the facilities. • Gloves, disinfecting spray, and trash barrels will be available in the individual staff bathrooms. • Custodians will develop a routine where bathrooms are cleaned on a prescriptive schedule. • Existing paper towel dispensers will be replaced by automatic ones. • A separate Personal Care Plan/Procedure will be developed and implemented for the self-contained classrooms.
Hand Washing/Sanitizing	• Students and teachers will wash their hands approximately every two hours, upon entering the building, before and after eating, before and after using any school equipment, after changing classrooms, and before dismissal. If a sink is not readily available, students and teachers can access hand sanitizer through dispensers in each classroom. • As a best practice, students and teachers should use hand sanitizer upon entering and exiting each classroom. • Teachers will follow the above guidelines, as well as using hand sanitizer, when a new group of students enters and leaves the classroom. • Sanitizing stations will be placed at each doorway.	• Students and teachers will wash their hands every two hours, upon entering the building, before and after eating, before and after using any school equipment, after changing classrooms, and before dismissal. If a sink is not readily available, students and teachers can access hand sanitizer through dispensers in each classroom. • As a best practice, students and teachers should use hand sanitizer upon entering and exiting each classroom. • Teachers will follow the above guidelines, as well as using hand sanitizer, when a new group enters and leaves the classroom. • Sanitizing stations will be placed at each doorway.
Policy for Failure to	• Develop a policy for students who are physically able to follow	• Develop a policy for students who are physically able to follow
		N/A

Follow Safety Procedures	• safety protocols but choose not to do so. • Perhaps they would be removed from the "in-person" learning environment for a period of time and instead participate in remote learning.	• safety protocols but choose not to do so. • Perhaps they would be removed from the "in-person" learning environment for a period of time and instead participate in remote learning.
Building Reception Area	• Guests entering the building must wear masks. • Plexiglass or other appropriate material will be designed as a barrier between guests, students, and our receptionist. • The number of seats in the waiting area will be reduced to allow a safe distance of 6' between non-family guests. • Number of non-related guests in the reception area will be limited to 2. • A hand sanitizer dispenser will be added to the reception area.	• Guests entering the building must wear masks. • Plexiglass or other appropriate material will be designed as a barrier between guests, students, and our receptionist. • The number of seats in the waiting area will be reduced to allow a safe distance of 6' between non-family guests. • Number of non-related guests in the reception area will be limited to 2. • A hand sanitizer dispenser will be added to the reception area.

Guidance Suite Reconfiguration/ Office relocation	• We may need to relocate individual guidance and adjustment counselor offices in order to safely allow them to meet with students.
	• Possible locations:
	  ○ Gwen could stay in her office.
	  ○ Guidance waiting area
	  ○ SAR
	  ○ Foreign Language office (has window)
	  ○ Publication office
		• We may need to relocate individual guidance and adjustment counselor offices in order to safely allow them to meet with students.
		• Possible locations:
		  ○ Gwen could stay in her office.
		  ○ Guidance waiting area
		  ○ SAR
		  ○ Foreign Language office (has window)
		  ○ Publication office

Classroom Configuration	• Each classroom will be reconfigured with individual desks placed at least 3 feet	• Each classroom will be reconfigured with individual desks placed at least 6 feet

Note: The third data column contains for Building Reception Area: "• Guests entering the building must wear masks.
• Plexiglass or other appropriate material will be designed as a barrier between guests, students, and our receptionist.
• The number of seats in the waiting area will be reduced to allow a safe distance of 6' between non-family guests.
• Number of non-related guests in the reception area will be limited to 2.
• A hand sanitizer dispenser will be added to the reception area." ; for Guidance Suite "N/A"; for Classroom Configuration "N/A".

	3' Distance	6' Distance
	• away from the nearest desk. • Only essential furniture will be in the classroom, thus maximizing the occupancy of that classroom. • With 3' distance from "seat edge", most classrooms have a 22 student maximum while the smaller classrooms have a 21 maximum. • Arrangements and capacity of classrooms will be determined through the use of the Cannon Capacity Design Dashboard.	• away from the nearest desk. • Only essential furniture will be in the classroom, thus maximizing the safe occupancy of that classroom. • With 6' distance from "seat edge", most classrooms have a 12 student maximum while the smaller classrooms have an 11 student maximum. • Arrangements and capacity of classrooms will be determined through the use of the Cannon Capacity Design Dashboard
Kitchen Reconfiguration	• Clear partitions/barriers will be installed at registers. • Students will wear masks when in the kitchen and purchasing their food. • Kitchen workspaces will be rearranged to meet social distancing protocols. • Individual packets will be used for condiments. • Disposable paper supplies should be ordered as soon as possible to ensure they are available. • Meal selections will be less varied to ensure ease of individualizing serving. • Hand sanitizers at entry and exit points to the kitchen and cafeteria as well as at each register. • Cash will be permitted. Cashiers will wear gloves. • Pinpad for student ID numbers will not be used • The option of swipe cards will be explored	• Clear partitions/barriers will be installed at registers. • Students will wear masks when in the kitchen and purchasing their food. • Kitchen workspaces will be rearranged to meet social distancing protocols. • Individual packets will be used for condiments. • Disposable paper supplies should be ordered as soon as possible to ensure they are available. • Meal selections will be less varied to ensure ease of individualizing serving. • Hand sanitizers at entry and exit points to the kitchen and cafeteria as well as at each register.. • Cash will be permitted. Cashiers will wear gloves. • Pinpad for student ID numbers will not be used • The option of swipe cards will be explored

N/A

	• Hospital-grade sanitation process for cleaning • Kitchens will be locked at the completion of daily sanitation • Students will eat in the cafeteria at a 6 ft distance possibly utilizing tented areas outside, an adjacent classroom • Signage will be used on the floor to indicate flow of traffic. • Special populations come to the cafeteria a little earlier to and/or order in advance.	• Hospital-grade sanitation process for cleaning • Kitchens will be locked at the completion of daily sanitation • Students will eat in the cafeteria at a 6 ft distance possibly utilizing tented areas outside, an adjacent classroom • Signage will be used on the floor to indicate flow of traffic • Special populations come to the cafeteria a little earlier to and/or order in advance.	N/A
COVID Isolation Space & Nursing	• Reorganize the current nurse's suite. The current office will become the isolation room. • Triage will be done in the outer room (former waiting room). • COVID compromised students will exit the nurse's office via the principal's conference room door as needed. • If the guidance suite is relocated, consideration would be given to using that space to assist with nursing needs/visits. • Protective barriers will be installed as appropriate.	• Reorganize the current nurse's suite. The current office will become the isolation room. • Triage will be done in the outer room (former waiting room). • COVID compromised students will exit the nurse's office via the principal's conference room door as needed. • If the guidance suite is relocated, consideration would be given to using that space to assist with nursing needs/visits. • Protective barriers will be installed as appropriate.	
Additional Safety Precautions for Nurse	• Nurse will have appropriate PPE • Plexiglass or other safety barriers will be installed as needed.	• Nurse will have appropriate PPE • Plexiglass or other safety barriers will be installed as needed.	N/A

Protocol for Illness	• Students and staff will follow the four plans developed by the district nurses following the guidance from the state and the CDC.
	    ○ Health Protocols Prior to Coming to School
		• Students and staff will follow the four plans developed by the district nurses following the guidance from the state and the CDC.
		    ○ Health Protocols Prior to Coming to School
			N/A

Category			N/A
	o When a Student or Staff Member Becomes Ill o Illness of Students and Staff During the School Day o Infection Control Measures	o When a Student or Staff Member Becomes Ill o Illness of Students and Staff During the School Day o Infection Control Measures	
Travel & Quarantine	• Staff and students will adhere to the Massachusetts Travel expectations.	• Staff and students will adhere to the Massachusetts Travel expectations.	N/A
Vaccines	• Students shall provide up to date vaccines prior to the start of school.	• Students shall provide up to date vaccines prior to the start of school.	N/A
COVID Testing - In School	N/A	N/A	N/A
Protocol for Communicating with Local Board of Health	• The school nurse will communicate with the local Board of Health when a student/teacher is positive or may suspect a student/teacher is positive for COVID-19. • The school nurse will notify administration with pertinent information. • The school nurse will assist with Contact Tracing as the local BOH deems appropriate.	• The school nurse will communicate with the local Board of Health when a student/teacher is positive or may suspect a student/teacher is positive for COVID-19. • The school nurse will notify administration with pertinent information. • The school nurse will assist with Contact Tracing as the local BOH deems appropriate.	N/A
Family Expectations	• Families are expected to screen their child(ren) each day prior to sending them to school. • Specific communication around all illness policies and protocols will need to occur. • Families are expected to communicate with the school when their child(ren) is/are not	• Families are expected to screen their child(ren) each day prior to sending them to school. • Specific communication around all illness policies and protocols will need to occur. • Families are expected to communicate with the school when their child(ren) is/are not	N/A

Facility Rental		
	• feeling well and/or communicate with the school nurse if a child or children has/have been diagnosed with COVID-19 or exposed to someone who has been diagnosed. • Families are expected to keep their child(ren) at home when displaying any possible symptoms of COVID-19 or other transmittable illnesses. • Review facility rental procedures to determine which areas of the building will be rented to outside groups (if any) and which will not. • Spaces will be reconfigured to meet guidelines • Spaces will be equipped with COVID-related supplies (ex. Hand sanitizer, wipes, etc.)	• feeling well and/or communicate with the school nurse if a child or children has/have been diagnosed with COVID-19 or exposed to someone who has been diagnosed. • Families are expected to keep their child(ren) at home when displaying any possible symptoms of COVID-19 or other transmittable illnesses. • Review facility rental procedures to determine which areas of the building will be rented to outside groups (if any) and which will not. • Spaces will be reconfigured to meet guidelines • Spaces will be equipped with COVID-related supplies (ex. Hand sanitizer, wipes, etc.)	• Review facility rental procedures to determine which areas of the building will be rented to outside groups (if any) and which will not. • Spaces will be reconfigured to meet guidelines • Spaces will be equipped with COVID-related supplies (ex. Hand sanitizer, wipes, etc.)
Air Quality	• Since the initial school closure, the District's Maintenance Department has serviced the heating ventilation and air conditioning, (HVAC) of the schools. • The service included duct cleaning, disinfection treatment of the duct work, filter replacement with MERV- 8 filters, and operational tests. • The district has received pricing for the installation of plasma ionization systems. • The maintenance dept has contracted with ENE for weekly, monthly and quarterly servicing of the HVAC systems at all school buildings.	• Since the initial school closure, the District's Maintenance Department has serviced the heating ventilation and air conditioning, (HVAC) of the schools. • The service included duct cleaning, disinfection treatment of the duct work, filter replacement with MERV- 8 filters, and operational tests. • The district has received pricing for the installation of plasma ionization systems. • The maintenance dept has contracted with ENE for weekly, monthly and quarterly servicing of the HVAC systems at all school buildings.	• Since the initial school closure, the District's Maintenance Department has serviced the heating ventilation and air conditioning, (HVAC) of the schools. • The service included duct cleaning, disinfection treatment of the duct work, filter replacement with MERV- 8 filters, and operational tests. • The district has received pricing for the installation of plasma ionization systems. • The maintenance dept has contracted with ENE for weekly, monthly and

	• When school buildings are in use and staff and or students are present the windows will be opened to maximize fresh air exchange. Fans and portable air purifiers will be deployed in smaller spaces (offices) that may not have windows and cannot circulate fresh air. • Further the District has reached out to a pre-qualified state contract vendor to do an assessment of physical space and HVAC systems (including internal air quality assessment, commissioning and recommissioning HVAC systems).	• When school buildings are in use and staff and or students are present the windows will be opened to maximize fresh air exchange. Fans and portable air purifiers will be deployed in smaller spaces (offices) that may not have windows and cannot circulate fresh air. • Further the District has reached out to a pre-qualified state contract vendor to do an assessment of physical space and HVAC systems (including internal air quality assessment, commissioning and recommissioning HVAC systems).	quarterly servicing of the HVAC systems at all school buildings. • When school buildings are in use and staff and or students are present the windows will be opened to maximize fresh air exchange. Fans and portable air purifiers will be deployed in smaller spaces (offices) that may not have windows and cannot circulate fresh air. • Further the District has reached out to a pre-qualified state contract vendor to do an assessment of physical space and HVAC systems (including internal air quality assessment, commissioning and recommissioning HVAC systems). N/A
Transportation - Busing	• One student per seat on buses with a total of 25 passengers (24 students and one monitor) • Drivers, students, and monitors will wear masks at all times • Masks will be available for students who do not have one • Windows will be open • Siblings and/or those living in the same house will be permitted to sit together • We will work with Salter to make visual markings to assist students in remaining appropriately distanced.	• One student per seat on buses with a total of 25 passengers (24 students and one monitor) • Drivers, students, and monitors will wear masks at all times • Masks will be available for students who do not have one • Windows will be open • Siblings and/or those living in the same house will be permitted to sit together • We will work with Salter to make visual markings to assist students in remaining appropriately distanced.	N/A
Transportation - Special Education	• Students will be dropped off in the back of the building **(Door 9)**	• Students will be dropped off in the back of the building **(Door 9)**	N/A

Transportation - Sports and Activities	• A plan will be developed for special education students who typically go out in the community • Car seats will be sanitized between use • 25 passengers traveling per bus (max of 24 students with one monitor)	• A plan will be developed for special education students who typically go out in the community • Car seats will be sanitized between use • 25 passengers traveling per bus (max of 24 students with one monitor)	N/A
Community Programs/ Co-curricular Activities	• Low and moderate risk sports will be identified (ex. Golf, XC, Field Hockey and possibly soccer) • Low and moderate co-curricular activities will be identified. Protocols, similar to those used in classrooms, would be implemented. • Coaches kits will include cleaning/hygiene supplies • Increase use of monitors to maintain regulations/distancing • A plan will be developed for spectators. For example, a check-in desk for sign-ins and assigned viewing spots. These would allow a record of those who attended in the case that contact tracing is needed. Full protocols have been created for all fall sports. • Moderate-high risk sports could be adapted depending on health advisory • Students cannot share equipment • Coaches will be trained in COVID protocols • Develop reservation/tracking system for spectators	• Low and moderate risk sports will be identified (ex. Golf, XC, Field Hockey and possibly soccer) • Low and moderate co-curricular activities will be identified. Protocols, similar to those used in classrooms, would be implemented. • Coaches kits will include cleaning/hygiene supplies • Increase use of monitors to maintain regulations/distancing • A plan will be developed for spectators. For example, a check-in desk for sign-ins and assigned viewing spots. These would allow a record of those who attended in the case that contact tracing is needed. Full protocols have been created for all fall sports. • Moderate-high risk sports could be adapted depending on health advisory • Students cannot share equipment • Coaches will be trained in COVID protocols • Develop reservation/tracking system for spectators	N/A

Teaching and Learning

Teaching and Learning	In-Person	Hybrid	Remote
Academic Schedule	• A 6 block schedule will be implemented. • The schedule will combine instructional time, sanitization time, and passing time. • Teachers will use school-provided devices to record and stream live each lesson. • Recorded lessons will be uploaded to Google Classroom at the end of each day for students who may not have been in attendance or need additional review of the instruction. This permits students who have opted to be remote to synchronously access instruction. It also affords students the ability to access the recordings later if they are unable to be present for the live instruction. • Recordings will not be used in the evaluation process of staff. • The daily schedule may be modified to accommodate additional lunches.	• A 6 block schedule will be implemented. • The schedule will combine instructional time, sanitization time, and passing time. • Teachers will use school-provided devices to record and stream live each lesson. • Teachers will use a "flipped classroom" model utilizing the remote days as preparation for and/or reinforcement of new content. • Professional development on "flipped classrooms" will be provided up front with periodic check-ins throughout the school year. • Recorded lessons will be uploaded to Google Classroom at the end of each day for students who may not be in attendance or need additional review of the instruction. This permits students who have opted to be remote in-time access to instruction. It also affords students the ability to access the recordings later if they	• The Remote Schedule is included in the district plan. • Teachers will use school-provided devices to record and stream live each lesson from their classrooms. • Teachers will use a "flipped classroom" model utilizing the remote days as preparation for and/or reinforcement of new content. • Professional development on "flipped classrooms" will be provided up front with periodic check-ins throughout the school year. • Recorded lessons will be uploaded to Google Classroom at the end of each day for students who may not have been in attendance or need additional review of the instruction. This permits students who have opted to be remote to synchronously access instruction. It also affords students the ability to access the recordings later if they are unable to be present for the live instruction.

Educational Technology		• All classes will be recorded and posted in Google Classroom. • With the Google upgrade, live streaming is available as well. • All students will have their own devices. • These devices should be used in class as well as remotely.	• are unable to be present for the live instruction. • Recordings will not be used in the evaluation process of staff • Hybrid schedule included in the district plan.
			• Recordings will not be used in the evaluation process of staff.
		• All classes will be recorded and posted in Google Classroom. • With the Google upgrade, live streaming is available as well. • All students will have their own devices. • These devices should be used in class as well as remotely.	• All classes will be recorded and posted in Google Classroom. • With the Google upgrade, live streaming is available as well. • All students will have their own devices. • These devices should be used in class as well as remotely.
Learning Platforms - Google Classroom	• All teachers will be required to have a Google Classroom for each of their classes. • All lessons must be recorded and uploaded to Google Classroom for all students to access at an asynchronous time. • The district has upgraded to the G Suite Enterprise package which includes the ability to record lessons as well as to live stream them. Professional development will be provided during the ten days prior to the start of school for this, and many other topics. • A standardized syllabus has been created that contains consistent and explicit expectations for remote learning. This too, will be	• All teachers will be required to have a Google Classroom for each of their classes. • All lessons must be recorded and uploaded to Google Classroom for all students to access at an asynchronous time. • The district has upgraded to the G Suite Enterprise package which includes the ability to record lessons as well as to live stream them. Professional development will be provided during the ten days prior to the start of school for this, and many other topics. • A standardized syllabus has been created that contains consistent and explicit expectations for remote learning. This too, will be	• All teachers will be required to have a Google Classroom for each of their classes. • All lessons must be recorded and uploaded to Google Classroom for all students to access at an asynchronous time. • The district has upgraded to the G Suite Enterprise package which includes the ability to record lessons as well as to live stream them. Professional development will be provided during the ten days prior to the start of school for this, and many other topics. • A standardized syllabus has been created that contains consistent and explicit expectations for remote learning. This too, will be

	Column 1	Column 2	Column 3
	• part of professional development. • A standard template for how and where things are located within the Google Classroom will be developed to make things consistent between classes. • Protocols for parental access to Google Classroom information must be considered. • Assignments for the upcoming week must be posted in Google Classroom no later than Sunday at 5 pm.	• part of professional development. • A standard template for how and where things are located within the Google Classroom will be developed to make things consistent between classes. • Protocols for parental access to Google Classroom information must be considered. • Assignments for the upcoming week must be posted in Google Classroom no later than Sunday at 5pm.	• part of professional development. • A standard template for how and where things are located within the Google Classroom will be developed to make things consistent between classes. • Protocols for parental access to Google Classroom information must be considered. • Assignments for the upcoming week must be posted in Google Classroom no later than Sunday at 5pm.
Plan for Students Changing model of instruction	• Develop a form to be submitted to change from remote to "in-person" or "in-person" to remote. • This form could be used when families change their minds or when a student needs to change his/her model due to medical/health concerns.	• Develop a form to be submitted to change from remote to "hybrid". • This form could be used when families change their minds or when a student needs to change his/her model due to medical/health concerns.	• Develop a form to be submitted to change from remote to "in-person" or remote to hybrid. • This form could be used when families change their minds or when a student needs to change his/her model due to medical/health concerns.
Curriculum - Engagement	• Rubrics will be designed that explicitly state what engagement in a remote learning environment looks like. • This rubric will be used by all teachers.	• Rubrics will be designed that explicitly state what engagement in a remote learning environment looks like. • This rubric will be used by all teachers.	• Rubrics will be designed that explicitly state what engagement in a remote learning environment looks like. • This rubric will be used by all teachers.
Curriculum - Homework	• Clear and consistent homework policies are being developed for all models.	• Clear and consistent homework policies are being developed for all models.	• Clear and consistent homework policies are being developed for all models.
Curriculum -	• Find ways to extend, enhance, and enrich	• Find ways to extend, enhance, and enrich	• Find ways to extend, enhance, and enrich

Differentiation	• experience for students. While, at the same time, finding ways to support and differentiate students struggling with academic tasks. • All schedules have time embedded to provide support and enrichment/extension for each student.	• experience for students. While, at the same time, finding ways to support and differentiate students struggling with academic tasks. • All schedules have time embedded to provide support and enrichment/extension for each student.	• experience for students. While, at the same time, finding ways to support and differentiate students struggling with academic tasks. • All schedules have time embedded to provide support and enrichment/extension for each student.
Curriculum - Grading	• All students will be graded traditionally using a numerical scale. • A grading rubric that incorporates aspects of remote learning will be developed to specify expectations around camera use, participation, assessment, and overall grading. • Additionally, standardization of weighting the components of grading will be developed by each content area and reviewed as a staff. Special consideration may be given to dual enrollment/Early College Courses. • Students participating remotely by medical need, will "meet" with their teacher, guidance counselor, and/or an assistant principal to determine any necessary modifications to assigned work. • It is expected that the medically remote student will attend classes virtually as	• All students will be graded traditionally using a numerical scale. • A grading rubric that incorporates aspects of remote learning will be developed to specify expectations around camera use, participation, assessment, and overall grading. • Additionally, standardization of weighting the components of grading will be developed by each content area and reviewed as a staff. Special consideration may be given to dual enrollment/Early College courses. • Students participating remotely by medical need, will "meet" with their teacher, guidance counselor, and/or an assistant principal to determine any necessary modifications to assigned work. • It is expected that the medically remote student will attend classes virtually as	• All students will be graded traditionally using a numerical scale. • A grading rubric that incorporates aspects of remote learning will be developed to specify expectations around camera use, participation, assessment, and overall grading. • Additionally, standardization of weighting the components of grading will be developed by each content area and reviewed as a staff. Special consideration may be given to dual enrollment/Early College courses. • Students participating remotely by medical need, will "meet" with their teacher, guidance counselor and/or an assistant principal to determine any necessary modifications to assigned work. • It is expected that the medically remote student will attend classes virtually as

	soon as he or she is well enough to do so. • Students remote by choice will have the same expectations as "in-person" students. • Specific arrangements for secure remote assessment (Turnitin and Google Enterprise) will be utilized.	soon as he or she is well enough to do so. • Students remote by choice will have the same expectations as "in-person" students. • Specific arrangements for secure remote assessment (Turnitin and Google Enterprise) will be utilized.	soon as he or she is well enough to do so. • Students remote by choice will have the same expectations as "in-person" students. • Specific arrangements for secure remote assessment (Turnitin and Google Enterprise) will be utilized.
Curriculum - Formative Assessment	• Within the first two weeks of school, teachers will administer a formative assessment to determine areas of knowledge and gaps in knowledge. Where possible, these should be common assessments across content areas. • Students will have a two-week window in which they will be permitted to change levels of a course and change to a different course when the assessments and/or teacher input indicate that it is in the best interest of the student. • Specific arrangements for secure remote testing would have to be developed.	• Within the first two weeks of school, teachers will administer a formative assessment to determine areas of knowledge and gaps in knowledge. Where possible, these should be common assessments across content areas. • Students will have a two-week window in which they will be permitted to change levels of a course and change to a different course when the assessments and/or teacher input indicate that it is in the best interest of the student. • Specific arrangements for secure remote testing would have to be developed.	• Within the first two weeks of school, teachers will administer a formative assessment to determine areas of knowledge and gaps in knowledge. Where possible, these should be common assessments across content areas. • Students will have a two-week window in which they will be permitted to change levels of a course and change to a different course when the assessments and/or teacher input indicate that it is in the best interest of the student. • Specific arrangements for secure remote testing would have to be developed.
Curriculum - Summative Assessment	• TBD	• TBD	• TBD
Feedback/Extra help	• Feedback, in ways other than a number grade, should be provided to students on a	• Feedback, in ways other than a number grade, should be provided to students on a	• Feedback, in ways other than a number grade, should be provided to students on a

Professional Development			
	• regular basis. This is vital regardless of the model in which each student is participating. • A feedback template and accompanying expectations are in the process of being developed. • Teachers must choose a consistent day of the week that they will be available for extra help in all models. Students may make appointments as needed. • The first ten(10) days of school will be used to provide specific, meaningful professional development for staff. • This would include training best practices for remote/hybrid learning, new systems (School Brains, Google upgrade), and time to plan for remote/hybrid learning. • Per contract, one preparation per week can be used for common planning time. A set day will be determined for each department. • Weekly/bi-weekly drop-in times for teachers to chat about what is working, what is not, and perhaps relevant topical professional development. • Meetings with the local	• regular basis. This is vital regardless of the model in which each student is participating. • A feedback template and accompanying expectations are in the process of being developed. • Teachers must choose a consistent day and time each week that they will be available for extra help in all models. • Extra help will be given during scheduled check-in times during the week or by appointment. • The first ten(10) days of school will be used to provide specific, meaningful professional development for staff. • This would include training best practices for remote/hybrid learning, new systems (School Brains, Google upgrade), and time to plan for remote/hybrid learning. • In both the remote and hybrid schedules, time is embedded for professional development, collaboration, communication, and planning. • Per contract, one preparation per week can be used for common planning time. A set day will be determined for each department. • Weekly/bi-weekly drop-in	• regular basis. This is vital regardless of the model in which each student is participating. • A feedback template and accompanying expectations are in the process of being developed. • Teachers must choose a consistent day and time each week that they will be available for extra help in all models. • Extra help will be given during scheduled check-in times during the week or by appointment. • The first ten(10) days of school will be used to provide specific, meaningful professional development for staff. • This would include training best practices for remote/hybrid learning, new systems (School Brains, Google upgrade), and time to plan for remote/hybrid learning. • In both the remote and hybrid schedules, time is embedded for professional development, collaboration, communication, and planning. • Per contract, one preparation per week can be used for common planning time. A set day will be determined for each department. • Weekly/bi-weekly drop-in

	Column A	Column B	Column C
	Board of Health will take place where kitchen staff/manager will receive procedural updates and/or informed of any new safety mandates.	times for teachers to chat about what is working, what is not, and perhaps relevant topical professional development. • Meetings with the local Board of Health will take place where kitchen staff/manager will receive procedural updates and/or informed of any new safety mandates.	times for teachers to chat about what is working, what is not, and perhaps relevant topical professional development. • Meetings with the local Board of Health will take place where kitchen staff/manager will receive procedural updates and/or informed of any new safety mandates.

Communication – School Community	• A weekly PSA will go out from administration. We are considering a live stream option for this.
	• Topics to cover:
	  ○ COVID policies
	  ○ Classroom expectations
	  ○ Informational updates
		• A weekly PSA will go out from administration. We are considering a live stream option for this.
		• Topics to cover:
		  ○ COVID policies
		  ○ Classroom expectations
		  ○ Informational updates
			• A weekly PSA will go out from administration. We are considering a live stream option for this.
			• Topics to cover:
			  ○ COVID policies
			  ○ Classroom expectations
			  ○ Informational updates

Communication – Parent Google Workshops	• Offer live, recorded, and written training on how to use Google Classroom to parents.	• Offer live, recorded, and written training on how to use Google Classroom to parents.	• Offer live, recorded, and written training on how to use Google Classroom to parents.
Communication– New Student Orientation	• New Student Orientation will be redesigned to allow new students the ability to familiarize themselves with our policies, building and teachers. • Parents of all students will have the option to attend, either virtually or in-person, an information night to start the school year.	• New Student Orientation will be redesigned to allow new students the ability to familiarize themselves with our policies, building and teachers. • Parents of all students will have the option to attend, either virtually or in-person, an information night to start the school year.	• New Student Orientation will be redesigned to allow new students the ability to familiarize themselves with our policies, building and teachers. • Parents of all students will have the option to attend, either virtually or in-person, an information night to start the school year.

Principal's Newsletter	• Will be published at least monthly through the month of December.	• Will be published at least monthly through the month of December.	• Will be published at least monthly through the month of December.
Principal's Coffees (Virtual)	• These will be held in-person or virtually at least twice a month until the holiday break. • Parents/guardians will have the opportunity to ask questions and provide feedback to the principal. • The frequency of the coffees will be reassessed at the start of 2021.	• These will be held in-person or virtually at least twice a month until the holiday break. • Parents/guardians will have the opportunity to ask questions and provide feedback to the principal. • The frequency of the coffees will be reassessed at the start of 2021.	• These will be held in-person or virtually at least twice a month until the holiday break. • Parents/guardians will have the opportunity to ask questions and provide feedback to the principal. • The frequency of the coffees will be reassessed at the start of 2021.
Parent/Student Surveys	• Periodically survey parents and students regarding key issues, concerns, and feedback.	• Periodically survey parents and students regarding key issues, concerns, and feedback.	• Periodically survey parents and students regarding key issues, concerns, and feedback.

Specialized Subjects

Specialized Subjects	In-Person	Hybrid	Remote
Fine Arts and Physical Education	• Will follow DESE Guidelines for Courses Requiring Additional Safety Considerations (July 24, 2020).	• Will follow DESE Guidelines for Courses Requiring Additional Safety Considerations (July 24, 2020).	N/A

Student Support Services

Student Support Services	In-Person	Hybrid	Remote
Mental Health and Student Support	• Will use our Roll Call Meeting to identify students at risk. • We will develop and/or use an SEL Screening tool to identify students/families that may need additional community support (i.e. Pettengill House). • Guidance counselors and the adjustment counselors will provide support for identified students. • A log of all meetings will be kept by guidance counselors and the adjustment counselor. • All of our schedules embed time for one to one connections between teachers and students. • All of our schedules allow time for meeting with families.	• Will use our Roll Call Meeting to identify students at risk. • We will develop and/or use an SEL Screening tool to identify students/families that may need additional community support (i.e. Pettengill House). • Guidance counselors and the adjustment counselors will provide support for identified students. • A log of all meetings will be kept by guidance counselors and the adjustment counselor. • All of our schedules embed time for one to one connections between teachers and students. These may be virtual or in-person by appointment. • All of our schedules allow time for meeting with families.	• Will use our Roll Call Meeting to identify students at risk. • We will develop and/or use an SEL Screening tool to identify students/families that may need additional community support (i.e. Pettengill House). • Guidance counselors and the adjustment counselors will provide support for identified students. • A log of all meetings will be kept by guidance counselors and the adjustment counselor. • All of our schedules embed time for one to one connections between teachers and students. These may be virtual or in-person by appointment. • All of our schedules allow time for meeting with families.
SEL	• Particularly at the start of the school year, teachers will embed SEL and relationship- building	• Particularly at the start of the school year, teachers will embed SEL and relationship- building	• Particularly at the start of the school year, teachers will embed SEL and relationship- building

Student Supports			
	activities into their classes.	activities into their classes.	activities into their classes.
	• Work with Pettengill House and other community agencies to ensure that all students have their own school supplies - including but not limited to pens, pencils, markers, masks, etc. • Review the role of the paraprofessionals and redefine how they are utilized. • Assign paras to high-risk students to check-in and support. • The Student At Risk (SAR) form will be revised to make it more user friendly and allow more open dialogue about students who are at risk. Perhaps we should consider developing a Student Tracking Form for each student located in a shared Google folder. This would be organized by grade. • Students who were on our SAR list, will begin the year on our "watch-list" to provide as much support as early as possible. • Clarify frequency of teacher input and counselor follow-up. • Create a flow chart for notification when students are struggling.	• Work with Pettengill House and other community agencies to ensure that all students have their own school supplies - including but not limited to pens, pencils, markers, masks, etc. • Review the role of the paraprofessionals and redefine how they are utilized. • Assign paras to high-risk students to check-in and support. • The Student At Risk (SAR) form will be revised to make it more user friendly and allow more open dialogue about students who are at risk. Perhaps we should consider developing a Student Tracking Form for each student located in a shared Google folder. This would be organized by grade. • Students who were on our SAR list, will begin the year on our "watch-list" to provide as much support as early as possible. • Clarify frequency of teacher input and counselor follow-up. • Create a flow chart for notification when students are struggling.	• Work with Pettengill House and other community agencies to ensure that all students have their own school supplies - including but not limited to pens, pencils, markers, masks, etc. • Review the role of the paraprofessionals and redefine how they are utilized. • Assign paras to high-risk students to check-in and support. • The Student At Risk (SAR) form will be revised to make it more user friendly and allow more open dialogue about students who are at risk. Perhaps we should consider developing a Student Tracking Form for each student located in a shared Google folder. This would be organized by grade. • Students who were on our SAR list, will begin the year on our "watch-list" to provide as much support as early as possible. • Clarify frequency of teacher input and counselor follow-up. • Create a flow chart for notification when students are struggling.

	• Set up SAR meetings - in person and/or virtual. These can include parents/guardians as well. • Counselors and Special Education case managers will develop a protocol and tracking sheet for interventions used to support students at Risk. These conversations could be done in person when possible.	• Set up SAR meetings - in person and/or virtual. These can include parents/guardians as well. • Counselors and Special Education case managers will develop a protocol and tracking sheet for interventions used to support students at Risk. These conversations could be done in person when possible.	• Set up SAR meetings - in person and/or virtual. These can include parents/guardians as well. • Counselors and Special Education case managers will develop a protocol and tracking sheet for interventions used to support students at Risk. These conversations could be done in person when possible.
Special Education/High Needs	N/A	• Review existing High Needs populations to determine who will qualify to be fully "in-person". • Identified High Needs students will have the opportunity to participate in possible additional "in-person" learning opportunities. • Develop a district protocol for families to decline the opportunity for their child(ren) to belong to both cohorts in this model.	N/A
Meetings	• A safe space will be designated for meetings if parents, providers, advocates, etc. will be attending IEP/504 meetings in person	• A safe space will be designated for meetings if parents, providers, advocates, etc. will be attending IEP/504 meetings in person	• A safe space will be designated for meetings if parents, providers, advocates, etc. will be attending IEP/504 meetings in person
Testing	• A safe area will be set up for testing (psychological, academic, etc.) will occur	• A safe area will be set up for testing (psychological, academic, etc.) will occur	• A safe area will be set up for testing (psychological, academic, etc.) will occur

Attendance			
	• Portable plexiglass will be used for the school psychologist and teachers administering testing • The existing policy which potentially removes course credit when absences exceed 5 in a quarter, will be revoked for the 2020-2021 school year. Need to develop a plan for submission of medical documentation to substantiate illness/COVID. • As stated above, attending a class can be done "in-person" or via Google Meet/live stream. • A new rubric will be created to supplement traditional grading policies that defines what attendance in a remote setting entails. • It is expected that the medically remote student will attend classes virtually as soon as they are well enough to do so.	• Portable plexiglass will be used for the school psychologist and teachers administering testing • The existing policy which potentially removes course credit when absences exceed 5 in a quarter, will be revoked for the 2020-2021 school year. Need to develop a plan for submission of medical documentation to substantiate illness/COVID. • As stated above, attending a class can be done "in-person" or via Google Meet/live stream. • A new rubric will be created to supplement traditional grading policies that defines what attendance in a remote setting entails. • It is expected that the medically remote student will attend classes virtually as soon as they are well enough to do so.	• Portable plexiglass will be used for the school psychologist and teachers administering testing • The existing policy which potentially removes course credit when absences exceed 5 in a quarter, will be revoked for the 2020-2021 school year. Need to develop a plan for submission of medical documentation to substantiate illness/COVID. • As stated above, attending a class can be done "in-person" or via Google Meet/live stream. • A new rubric will be created to supplement traditional grading policies that defines what attendance in a remote setting entails. • It is expected that the medically remote student will attend classes virtually as soon as they are well enough to do so.

Amesbury Innovation High School

Re-Opening Plan II, 2020-21

- Hybrid Program - Students will be placed into two cohorts, Cohort A & Cohort B. Each will attend school in person or remotely on alternating days.
  - Cohort A will attend Monday & Tuesday, Cohort B will participate remotely
  - Cohort B will attend Thursday & Friday, Cohort A will participate remotely
  - Wednesdays, staff will plan, the building will be sanitized, and students will learn asynchronously.
- Policy and Procedure manuals are being created for staff, students and families and will be reviewed as school resumes for the year.
- All staff and students are required to wear masks and maintain social distancing at all times except during designated mask breaks.
- Data from the Family Survey was collected. Twenty-two families replied, 15 students will return to school and 7 will remain remote in the event schools reopen in person or hybrid.

Operations

Health and Response to COVID	In-Person	Remote	Hybrid
Mask Policy & Mask Breaks	• All students and staff will be required to wear a mask/face covering that covers their mouth and nose each day. • Families are responsible for providing masks/face coverings. There will be masks available at school in the event the student arrives without a mask/face covering. • Mask Policy - for those students who refuse to maintain mask wearing, a parent or family member will be called and a decision will be made regarding the students attendance for the remainder of the day. • Students will take mask breaks in designated areas outdoors after Blocks 1 & 3. They will exit designated doors, staggered by grade.	N/A	• All students and staff will be required to wear a mask/face covering that covers their mouth and nose each day. • Families are responsible for providing masks/face coverings. There will be masks available at school in the event the student arrives without a mask/face covering. • Mask Policy - for those students who refuse to maintain mask wearing, a parent or family member will be called and a decision will be made regarding the students attendance for the remainder of the day. • Students will take mask breaks in designated areas outdoors after Blocks 1 & 3. They will exit designated doors, staggered by grade.
Physical Distancing	• Students and staff will maintain a minimum of 3 feet of physical	N/A	• Students and staff will maintain a minimum of 3 feet of physical

		• distance while in school wearing masks, Six (6) feet of physical distance is recommended and AIHS will account for 6 feet of physical distance whenever possible. • Desks will be arranged in rows facing the same direction, spaced a minimum of three feet apart, edge to edge.
		• distance while in school wearing masks, Six (6) feet of physical distance is recommended and AIHS will account for 6 feet of physical distance whenever possible. • Desks will be arranged in rows facing the same direction, spaced a minimum of three feet apart, edge to edge.
Signage	NA	• Signs will be placed on floors to show direction and indicate 3 to 6 foot social distancing. • Bathrooms will have signs for proper hand sanitization. • Classrooms will have signs for mask wearing and social distancing. • Offices will have appointment sign-up sheets on doors if the door is shut. When the staff person becomes available, the student will be called from class.
		• Signage will be placed on floors to show direction and indicate 3 to 6 foot social distancing. • Bathrooms will have signage for proper hand sanitization. • Classrooms will have signage for mask wearing and social distancing. • Offices will have appointment sign-up sheets on doors if the door is shut. When the staff person becomes available, the student will be called from class.
COVID Isolation Space & Nursing	• If a student presents with COVID-like symptoms online, the students family will be notified.	• A separate room will be designated for students or staff that exhibit any signs of illness associated with COVID. • The AIHS nurse will have additional PPE.
		• A separate room will be designated for students or staff that exhibit any signs of illness associated with COVID. • The AIHS nurse will have additional PPE.

Protocol for Illness	• The AIHS nurse will assess the student or staff person and decide next steps. • If a staff person or student is ill, they should notify the school nurse and the principal. • If a student or staff person tests positive for COVID, the nurse will contact the Local Board of Health. • If a student is showing symptoms of illness, they should remain at home and follow the guidelines put forth by the state for a safe return at that time. The school will provide guidance for that safe return.	NA	• The AIHS nurse will assess the student or staff person and decide next steps. • If a staff person or student is ill, they should notify the school nurse and the principal. • If a student or staff person tests positive for COVID, the nurse will contact the Local Board of Health. • If a student is showing symptoms of illness, they should remain at home and follow the guidelines put forth by the state for a safe return at that time. The school will provide guidance for that safe return.
Travel & Quarantine	• If a student travels out of state, the student will be asked to quarantine for 14 days before returning to school according to the state's recommendation regarding travel.	NA	• If a student travels out of state, the student will be asked to quarantine for 14 days before returning to school according to the state's recommendation regarding travel.
Vaccines	• Students shall provide up to date vaccines prior to the start of school.	NA	• Students shall provide up to date vaccines prior to the start of school.
In School COVID Testing	• There will be no in school COVID testing at this time.	N/A	• There will be no in school COVID testing at this time.
Additional Safety	• Nurse will have appropriate PPE.	N/A	• Nurse will have appropriate PPE.

Precautions for Nurse	• Plexiglass or other safety barriers will be installed as needed.		• Plexiglass or other safety barriers will be installed as needed.
Protocol for Communicating with Local Board of Health	• The school nurse will communicate with the local Board of Health when a student/teacher is positive or may suspect a student/teacher is positive for COVID-19. • The school nurse will notify administration with pertinent information. • The school nurse will assist with Contact Tracing as the local BOH deems appropriate.	N/A	• The school nurse will communicate with the local Board of Health when a student/teacher is positive or may suspect a student/teacher is positive for COVID-19. • The school nurse will notify administration with pertinent information. • The school nurse will assist with Contact Tracing as the local BOH deems appropriate
Family Expectations	• Families are expected to screen their child(ren) each day prior to sending them to school. • Specific communication around a "Stay Home When Sick Policy" will need to be developed and implemented on a frequent basis. • Families are expected to communicate with the school when their child(ren) is/are not feeling well and/or communicate with the school nurse if a child or children has/have been diagnosed with COVID-19 or exposed to someone who has been diagnosed.	N/A	• Families are expected to screen their child(ren) each day prior to sending them to school. • Specific communication around a "Stay Home When Sick Policy" will need to be developed and implemented on a frequent basis. • Families are expected to communicate with the school when their child(ren) is/are not feeling well and/or communicate with the school nurse if a child or children has/have been diagnosed with COVID-19 or exposed to someone who has been diagnosed.

Cleaning Protocols

	• Families are expected to keep their child(ren) at home when displaying any possible symptoms of COVID-19 or other transmittable illnesses and notify the school as soon as possible.	• Families are expected to keep their child(ren) at home when displaying any possible symptoms of COVID-19 or other transmittable illnesses and notify the school as soon as possible.	• Families are expected to keep their child(ren) at home when displaying any possible symptoms of COVID-19 or other transmittable illnesses and notify the school as soon as possible.
Building Cleaning Protocol	**Daily:** • Empty waste baskets and replace liners, wash out during summer schedule • Dry mop floors • Vacuum carpets • Spot Clean Stains • Check and replace lights • Clean sink areas • Refill paper towel/soap dispensers • Clean glass biweekly • Close and lock windows • Turn off lights and lock doors • Refill towel, tissue, feminine products, and soap dispensers • Clean interior and exterior of sinks, urinals, and toilets • Clean mirrors • Clean any wall/partition surfaces • Remove graffiti • Sweep and wet mop floors • Wipe down all surfaces, door handles, light switches, handrails, water coolers, toilet seats **Between use:** • Phones, printers, copy	**Daily:** • Empty waste baskets and replace liners, wash out during summer schedule • Dry mop floors • Vacuum carpets • Spot Clean Stains • Check and replace lights • Clean sink areas • Refill paper towel/soap dispensers • Clean glass biweekly • Close and lock windows • Turn off lights and lock doors • Refill towel, tissue, feminine products, and soap dispensers • Clean interior and exterior of sinks, urinals, and toilets • Clean mirrors • Clean any wall/partition surfaces • Remove graffiti • Sweep and wet mop floors • Wipe down all surfaces, door handles, light switches, handrails, water coolers, toilet seats **Between use:** • Phones, printers, copy	**Daily:** • Empty waste baskets and replace liners, wash out during summer schedule • Dry mop floors • Vacuum carpets • Spot Clean Stains • Check and replace lights • Clean sink areas • Refill paper towel/soap dispensers • Clean glass biweekly • Close and lock windows • Turn off lights and lock doors • Refill towel, tissue, feminine products, and soap dispensers • Clean interior and exterior of sinks, urinals, and toilets • Clean mirrors • Clean any wall/partition surfaces • Remove graffiti • Sweep and wet mop floors • Wipe down all surfaces, door handles, light switches, handrails, water coolers, toilet seats **Between use:** • Phones, printers, copy machines, classroom

	machines, classroom materials	machines, classroom materials	materials
Chromebooks	• Students will travel with Chromebooks to classes throughout the day. • At the end of the day, students will wipe down Chromebooks, and place them in designated areas for nighttime cleaning.	• Students will be required to log into classes everyday using a Chromebook provided by AIHS or their own laptop, computer or Chromebook (preferably no cell phones). • Chromebooks will be provided to students that do not have access at home.	• Students will travel with Chromebooks to classes throughout the day. • At the end of the day, students will wipe down Chromebooks, and place them in designated areas for nighttime cleaning.
Hand Washing & Sanitizing Policy	• Students and teachers will exercise hand hygiene regularly throughout the day, including upon arrival to school, before eating, before putting on and taking off their masks, and before dismissal. • When handwashing, individuals should use soap and water to wash all surfaces of their hands for at least 20 seconds. • Hand sanitizer with at least 60% ethanol or at least 70% isopropanol can be used when hand washing is not feasible. Hand sanitizer should be applied to all surfaces of the hands and in sufficient quantity that it takes 20 seconds of rubbing hands together for the sanitizer to dry.	N/A	• Students and teachers will exercise hand hygiene regularly throughout the day, including upon arrival to school, before eating, before putting on and taking off their masks, and before dismissal. • When handwashing, individuals should use soap and water to wash all surfaces of their hands for at least 20 seconds. • Hand sanitizer with at least 60% ethanol or at least 70% isopropanol can be used when hand washing is not feasible. Hand sanitizer should be applied to all surfaces of the hands and in sufficient quantity that it takes 20 seconds of rubbing hands together for the sanitizer to dry.

Category		
	• Sanitizing stations will be placed at each doorway. • Students will sanitize their designated desk areas in each classroom at the end of class.	• Sanitizing stations will be placed at each doorway. • Students will sanitize their designated desk areas in each classroom at the end of class.
Bathrooms	• Students and staff will sanitize the bathrooms after use.	• Students and staff will sanitize the bathrooms after use.
	N/A	N/A
Classroom Hygiene	• Desks will be placed 3 feet apart. • Air purifiers will be in each room. • Students will wipe down their desk and chair before leaving the classroom. • Protocol for blowing noses will be to step outside the classroom, use a tissue located outside the classroom, dispose of tissue in trash can outside the classroom, and wash hands prior to re-entering the classroom. • Any use of shared classroom materials will require students to put materials into the USED BIN for sanitation.	• Desks will be placed 3 feet apart. • Air purifiers will be in each room. • Students will wipe down their desk and chair before leaving the classroom. • Protocol for blowing noses will be to step outside the classroom, use a tissue located outside the classroom, dispose of tissue in classroom, trash can outside the classroom, and wash hands prior to re-entering the classroom. • Any use of shared classroom materials will require students to put materials into the USED BIN for sanitation.
Air Quality	N/A	
	• Air Purifiers will be placed in each room and run during school hours. • Windows will be open during school hours.	• Air Purifiers will be placed in each room and run during school hours. • Windows will be open during school hours.

Classroom & Office Configuration		
• Students will be placed 4'-6' apart. • Room capacity will be determined throughout the buildings. • Adjustments will be made to follow social distancing guidelines. • Adjustments will be made to spaces to enhance safety. • Offices will have appointment sign-ups sheets on doors if the door is shut. When the staff person becomes available, the student will be called from class.	N/A	• Students will be placed 4'-6' apart. • Room capacity will be determined throughout the buildings. • Adjustments will be made to follow social distancing guidelines. • Adjustments will be made to spaces to enhance safety. • Offices will have appointment sign-ups sheets on doors if the door is shut. When the staff person becomes available, the student will be called from class.

Breakfast/Lunch/ Snack/Recess		
• Students will eat in designated classrooms and/or designated outdoor areas, with 6 feet distancing. • Staff will deliver breakfast and lunches to classrooms. • Breakfast and lunch will continue to be delivered from AHS. • Students will wash their hands before and after eating. • Students will dispose of waste in designated trash pins in each eating area.	• Lunch & breakfast will be available for students according to the district program.	• Students will eat in designated classrooms and/or designated outdoor areas, with 6 feet distancing. • Staff will deliver breakfast and lunches to classrooms. • Breakfast and lunch will continue to be delivered from AHS. • Students will wash their hands before and after eating. • Students will dispose of waste in designated trash pins in each eating area.

Transportation	• Students requiring/electing district transportation will be transported to and from school according to DESE Guidelines.	• Students requiring/electing district transportation will be transported to and from school according to DESE Guidelines.
Arrival/Dismissal/ Hallway Transitions/ Visitors	N/A • In Person Learning will begin at 8:30. See Schedule 1: In Person Learning. • There will be a designated drop off/pick up area in the parking lot for those students who receive rides to and from school. 90% of students walk/are driven to school. • The district van will have a designated drop off/pick up area in the parking lot. • Students will enter and exit the school through designated doors and stairways and go directly to class. • Hallways and stairways will be divided down the center with 2 directions designated by arrows. • When students change classes, movement will happen in one direction throughout the building. Staff will be in the hall to guide this process.	N/A • Hybrid Learning will begin at 8:30. See Schedule 3: Hybrid Learning. • There will be a designated drop off/pick up area in the parking lot for those students who receive rides to and from school. 90% of students walk/are driven to school. • The district van will have a designated drop off/pick up area in the parking lot. • Students will enter and exit the school through designated doors and stairways and go directly to class. • Hallways and stairways will be divided down the center with 2 directions designated by arrows. • When students change classes, movement will happen in one direction throughout the building. Staff will be in the hall to guide this process.

	• Visitors will call the front office before entering so predetermined arrangements can be made for safe visiting.		• Visitors will call the front office before entering so predetermined arrangements can be made for safe visiting.
School Events/Community Programs/Co-curricular Activities	• All School Events will adhere to all safety protocols regarding size of group, social distancing and mask wearing. • Flex Time, Work Study Class and Credit Recovery Classes will be Block 6 - See Schedule 1: In-Person Learning. • AIHS students participate in athletics at Amesbury High School and will follow all guidelines set forth by the Amesbury High School.	• School Events will be held virtually. • Flex Time, Work Study Class and Credit Recovery Classes will be Block 6 - See Schedule 2: Remote Learning. • AIHS students participate in athletics at Amesbury High School and will follow all guidelines set forth by the Amesbury High School.	• All School Events will adhere to all safety protocols regarding size of group, social distancing and mask wearing. • Flex Time, Work Study Class and Credit Recovery Classes will be Block 6 - See Schedule 3: Hybrid Learning. • AIHS students participate in athletics at Amesbury High School and will follow all guidelines set forth by the Amesbury High School.
School Security & Safety	• School security remains a priority. Therefore all school security and safety protocols including the locking of doors and limited building access points, as well as evacuation, lockdown, and stay in place practices will be followed. Fire drills are still mandated and building evacuations will still take place. In the event of an actual security threat or emergency evacuation, the immediate	N/A	• School security remains a priority. Therefore all school security and safety protocols including the locking of doors and limited building access points, as well as evacuation, lockdown, and stay in place practices will be followed. Fire drills are still mandated and building evacuations will still take place. In the event of an actual security threat or emergency evacuation, the immediate

Teaching and Learning	physical safety of the staff and students will take precedent.		physical safety of the staff and students will take precedent.
Educational Technology	• All classes will be recorded and live streamed via Google Meet and posted on Google Classroom. • All students will have access to an assigned chromebook in school. • Remote students in need of a device will be assigned a chromebook for use at home.	• All classes will be recorded and live streamed via Google Meet and posted on Google Classroom. • A school chromebook will be assigned to students who need a device at home.	• All classes will be recorded and live streamed via Google Meet and posted on Google Classroom. • Students will have access to an assigned chromebooks in school. • For those students who need a device at home, they will be responsible for bringing their assigned to and from school according to the hybrid schedule.
Learning Platforms	• Google Classroom • Newsela • Catch Up Math • Measures of Academic Progress • Khan Academy • Google Meet	• Google Classroom • Newsela • Catch Up Math • Measures of Academic Progress • Khan Academy • Google Meet	• Google Classroom • Newsela • Catch Up Math • Measures of Academic Progress • Khan Academy • Google Meet
Curriculum			
Academic Schedule	• Teachers will be prepared to teach according to Schedule 1: In Person Learning.	• Teachers will be prepared to teach according to Schedule 2: Remote Learning.	• Teachers will be prepared to teach according to Schedule 3: Hybrid Learning.

• Time will be allotted in the schedule for cleaning and movement between classes. • All classes will be streamed live via Google Meet and posted on Google Classroom. • All assignments for the week must be posted on Google Classroom in an organized, consistent manner by 5pm Sunday evening.	• Time will be allotted in the schedule to allow for transitions to the next class. • All classes will be streamed live via Google Meet, recorded and posted on Google Classroom each day. • All assignments for the week must be posted on Google Classroom in an organized, consistent manner by 5pm Sunday evening. • Teachers will prepare packets of school work by Friday morning for the following week. Students will be responsible for picking up these packets outside of the school on Fridays in labeled bins.	• Time will be allotted in the schedule for cleaning and movement between classes. • All classes will be streamed live via Google Meet and posted on Google Classroom. • All assignments for the week must be posted on Google Classroom in an organized, consistent manner by 5pm Sunday evening.
Grading		
• All students will be graded traditionally using a numerical scale. • Students participating remotely by medical need, will "meet" with their teacher, guidance counselor, and/or an assistant principal to determine any necessary modifications to assigned work.	• All students will earn letter grades. • Teachers will use a school wide Remote Participation Rubric. • Teachers will use a Remote Syllabus that was drafted last year during remote learning.	• All students will be graded traditionally using a numerical scale. • Students participating remotely by medical need, will "meet" with their teacher, guidance counselor, and/or an assistant principal to determine any necessary modifications to assigned work.

Attendance			
	• It is expected a medically remote student will attend classes virtually as soon as they are well enough to do so. • Students remote by choice will have the same expectations as "in-person" students. • Specific arrangements for secure remote assessment will have to be developed. • Students will be required to attend all classes. See Schedule 1: In Person Learning. • AIHS will adhere to the Attendance Policy designated by the Amesbury School Committee. • For remote learners, students will follow the Remote Learning Attendance Rubric. See Remote Learning Attendance Policy below. • Remote Leaning will be available for all remote students including those who are ill, hospitalized, in state custody, or miss school for extended times due to health concerns related to COVID. The Remote Learning Attendance Rubric created during remote learning last year will be used. See	• Remote Leaning will be required for all students. See Schedule 2: Remote Learning. • The Remote Learning Attendance Rubric created last year will be used. See Remote Learning Attendance Policy below. • A common Remote Attendance Rubric, similar to the rubric used in the spring, will be used by teachers, and shared with families. • If a student is absent, the AIHS secretary will contact the family/parent promptly. • If a student has 3 absences, a remote meeting will be held with	• It is expected a medically remote student will attend classes virtually as soon as they are well enough to do so. • Students remote by choice will have the same expectations as "in-person" students. • Specific arrangements for secure remote assessment will have to be developed. • Students will be required to attend all classes, either remotely or in-person dependent upon the hybrid group. See Schedule 3: Hybrid Learning. • AIHS will adhere to the Attendance Policy designated by the Amesbury School Committee. • For remote learners, students will follow the Remote Learning Attendance Rubric. See Remote Learning Attendance Policy below. • Remote Leaning will be available for all remote students including those who are ill, hospitalized, in state custody, or miss school for extended times due to health concerns related to COVID. The Attendance Rubric created during

	Column 1	Column 2	Column 3
	• Remote Learning Attendance Rubric below.	• the principal and/or guidance counselor, family and student.	remote learning last year will be used.
	• If a student becomes ill, and needs to remain at home, considerations will be taken by the principal regarding attendance and make up work.		• If a student becomes ill, and needs to remain at home, considerations will be taken by the principal regarding attendance and make up work.

Formative & Summative Assessments	• Formative Assessments will take place Weeks 2 & 3 and will include:
	  • Measures of Academic Progress
	  • MCAS Subtests
	  • Newsela
	  • SEL Assessments
	  • Teacher assessments
		• Formative Assessments will take place Weeks 2 & 3 and will include:
		  • Measures of Academic Progress
		  • MCAS Subtests
		  • Newsela
		  • SEL Assessments
		  • Teacher assessments
			• Formative Assessments will take place Weeks 2 & 3 and will include:
			  • Measures of Academic Progress
			  • MCAS Subtests
			  • Newsela
			  • SEL Assessments
			  • Teacher assessments

	• Formative assessment data will be used to determine strengths and gaps in learning. Teachers will use this data to develop individualized plans for students. • Summative Assessments are conducted regularly by teachers.	• Formative assessment data will be used to determine strengths and gaps in learning. Teachers will use this data to develop individualized plans for students. • Summative Assessments are conducted regularly by teachers.	• Formative assessment data will be used to determine strengths and gaps in learning. Teachers will use this data to develop individualized plans for students. • Summative Assessments are conducted regularly by teachers.
Communication			
New Student Orientation	• A New Student Orientation will be held in the school building and remotely. Guests and staff will	• Teachers will record videos introducing themselves to families and students. These	• A New Student Orientation will be held in the school building and remotely. Guests will wear masks

	wear masks and maintain social distancing guidelines.	will be posted on Google Classroom and the school website.	and maintain social distancing guidelines.
Meet & Greet/Back to School Meeting	• A Meet & Greet/Back to School Meeting will be scheduled in the building, live streamed, recorded and posted on Google Classroom. • Guests will wear masks and maintain social distancing guidelines. • A Protocol for Daily Operations will be presented.	• A Meet & Greet/Back to School Meeting will be live streamed, recorded, and posted on Google Classroom. • A protocol with daily expectations will be presented.	• A Meet & Greet/Back to School Meeting will be scheduled in the building, live streamed, recorded, and posted on Google Classroom. • Guests will wear masks and maintain social distancing guidelines. • A Protocol for Daily Operations will be presented.
Student Progress Feedback to Families	• Google Classroom is accessible to all families. "How To" instructions will be shared with families at the start of the school year. • Report Cards and Progress Notes will be emailed as usual.	• Google Classroom is accessible to all families. "How To" instructions will be shared with families at the start of the school year. • Report Cards and Progress Notes will be emailed as usual.	• Google Classroom is accessible to all families. "How To" instructions will be shared with families at the start of the school year. • Report Cards and Progress Notes will be emailed as usual.
Family Support	• Staff will maintain a high level of communication with families via email, Google Classroom and phone. • Tutorials will be provided to families for Google Classroom and School Brains. • Emails and calls will be made routinely to update families on	• Staff will maintain a high level of communication with families via email, Google Classroom and phone. • Tutorials will be provided to families for Google Classroom and School Brains. • Emails and calls will be made routinely to update families on	• Staff will maintain a high level of communication with families via email, Google Classroom and phone. • Tutorials will be provided to families for Google Classroom and School Brains. • Emails and calls will be made routinely to update families on

Specialized Subjects		
events, changes of protocol, and specific needs of students.	events, changes of protocol, and specific needs of students.	events, changes of protocol, and specific needs of students.
Fine Arts and Physical Education • Activities will take place outside, in the gym with appropriate social distancing, or in classrooms.	• Activities will take place on Fridays.	• Activities will take place outside, in the gym with appropriate social distancing, or in classrooms.
Upper School Advanced Math N/A	N/A	N/A
Professional Development • Professional Development will take place for 3 hours each Wednesday.	• Professional Development will take place for 3 hours each Wednesday.	• Professional Development will take place for 3 hours each Wednesday.
Student Support Services		
Mental Health • Students can access therapeutic support from the principal and/or adjustment counselor at any time. • When a student is identified by staff as needing emotional support, the principal or adjustment counselor will check in with the student. • If a student is in crisis, staff will notify the family and the student	• Students can access therapeutic support from the principal and/or adjustment counselor at any time. • When a student is identified by staff as needing emotional support, the principal or adjustment counselor will check in with the student. • If a student is in crisis, staff will	• Students can access therapeutic support from the principal and/or adjustment counselor at any time. • When a student is identified by staff as needing emotional support, the principal or adjustment counselor will check in with the student. • If a student is in crisis, staff will notify the family and the student

	Column 1	Column 2	Column 3
	• will remain in the principal's or adjustment counselor's office until next steps are conducted. • All students will be involved in planned activities during the first 2 weeks of school to support the transition back to school. • Support groups will be created depending on the particular needs of the students.	• notify the family and the student will remain in the principal's or adjustment counselors office until next steps are conducted. • All students will be involved in planned activities during the first 2 weeks of school to support the transition back to school. • Support groups will be created depending on the particular needs of the students. • A log will be kept by the Adjustment Counselor of all meetings. • The Adjustment Counselor will reach out to each family via phone weekly to check-in.	• will remain in the principal's or adjustment counselors office until next steps are conducted. • All students will be involved in planned activities during the first 2 weeks of school to support the transition back to school. • Support groups will be created depending on the particular needs of the students.

SEL	• SEL class will be taught according to schedule:
	  9th – Quarter 1
	  10th – Quarter 2
	  11th – Quarter 3
	  12th – Quarter 4
	
	• SEL skills are reinforced in all curriculum, in all subjects.
		• SEL class will be taught according to schedule:
		  9th – Quarter 1
		  10th – Quarter 2
		  11th – Quarter 3
		  12th – Quarter 4
		
		• SEL skills are reinforced in all curriculum, in all subjects.
			• SEL class will be taught according to schedule:
			  9th – Quarter 1
			  10th – Quarter 2
			  11th – Quarter 3
			  12th – Quarter 4
			
			• SEL skills are reinforced in all curriculum, in all subjects.

Special Education	• Special Education teachers will support classroom students through various options:
	  ○ Small group in classroom
		• Special Education Teachers will attend remote classes and work independently with small groups when necessary during class	• Special Education teachers will support classroom students through various options:
			  ○ Small group in classroom

- o Small groups in the special education rooms
  - o Remotely with remote students
- Special Education teachers will work with remote students during streamed classes. They will work independently with small groups when necessary using a separate Google Meet link.
- Special Education teachers will provide additional support to students during scheduled one on one meetings.
- A safe area will be set up for testing (academic, psychological, etc.).
- Options will be provided for both remote and in person special education meetings.
- If special education meetings take place in the building, they will be scheduled after 1:30, when most students have left for the day. Necessary safety protocol will be provided.

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using a separate Google Meet link.
- Special ed teachers will provide additional support to students during scheduled one on one meetings.
- A safe area will be set up for testing (academic, psychological, etc.).
- Options will be provided for both remote and in person meetings.
- If special education meetings take place in the building, they will be scheduled after 1:30, when most students have left for the day. Necessary safety protocol will be provided.

- o Small groups in the special education rooms
  - o Remotely with remote students
- Special education teachers will work with remote students during streamed classes. They will work independently with small groups when necessary using a separate Google Meet link.
- Special ed teachers will provide additional support to students during scheduled one on one meetings.
- A safe area will be set up for testing (academic, psychological, etc.).
- Options will be provided for both remote and Ii person meetings.
- If special education meetings take place in the building, they will be scheduled after 1:30, when most students have left for the day. Necessary safety protocol will be provided.

Schedule 1: In Person Learning

Monday, Wednesday, Friday	
8:30 to 9:20	Block 1
9:20 to 9:30	Mask Break
9:30 to 10:20	Block 2
10:25 to 11:15	Block 3
11:15 to 11:40	Lunch
11:40 to 12:30	Block 4
12:30 to 12:45	Mask Break
12:45 to 1:30	Block 5 - Activities/Advising
1:40 to 2:30	Flex Time/ Work Study Class/ Credit Recovery

Tuesday & Thursday	
8:30 to 9:30	Block 1
9:30 to 9:40	Mask Break
9:45 to 10:45	Block 2
10:50 to 11:15	Lunch
11:15 to 12:15	Block 3
12:15 to 12:30	Mask Break
12:30 to 1:30	Block 4
1:40 to 2:30	Flex Time/ Work Study Class/ Credit Recovery

Schedule 2: Remote Learning

Wednesday- Students will learn asynchronously and staff will participate in PD & planning.

	Monday thru Thursday
8:30 to 9:30	Block 1
9:45 to 10:45	Block 2
11:00 to 12:00	Block 3
12:00 to 12:30	Lunch
12:30 to 1:30	Block 4
1:40 to 2:30	Flex Time/ Work Study Class/ Credit Recovery

	Friday
8:30 to 9:30	Activities/Advising
9:45 to 11	Student /Teacher 20 Minute Meetings
11 to 11:30	Lunch
11:30 to 2:30	Student/Teacher 20 Minute Meetings
1:40 to 2:30	Flex Time/ Work Study Class/ Credit Recovery

Schedule 3: Hybrid Learning

Wednesday- Students will learn asynchronously and staff will participate in PD & planning.

Monday & Tuesday*	
8:30 to 9:20	Block 1
9:20 to 9:30	Mask Break
9:30 to 10:20	Block 2
10:25 to 11:15	Block 3
11:15 to 11:40	Lunch
11:40 to 12:30	Block 4
12:30 to 12:45	Mask Break
12:45 to 1:30	Block 5 - Activities/Advising
1:40 to 2:30	Flex Time/ Work Study Class/ Credit Recovery

Thursday & Friday*	
8:30 to 9:30	Block 1
9:30 to 9:40	Mask Break
9:45 to 10:45	Block 2
10:50 to 11:15	Lunch
11:15 to 12:15	Block 3
12:15 to 12:30	Mask Break
12:30 to 1:30	Block 4
1:40 to 2:30	Flex Time/ Work Study Class/ Credit Recovery

*Each Cohort has one day of each schedule in person and remotely.

AIHS Remote Learning Attendance & Participation Rubric

	Exceeding Expectations	Meeting Expectations	Approaching Expectations	Needs Improvement
In-Class Participation & Conduct	Student actively participates in class and pushes discussions or material forward with thoughtful or insightful verbal or written communication.	Student is usually participating in class, but may sometimes be inactive during portions of class or may require prompting or cues to refocus from time to time.	Student may be absent or inactive during portions of online instruction and may fail to respond to prompts or cues from teacher from time to time. Student may sometimes be disruptive or disengaged while logged in.	Student consistently is absent or inactive during online instruction, does not respond to prompts or cues from teacher. Student is disruptive or disengaged while logged in.
Class Preparation	Student is consistently ready to virtually participate in class and comes to class prepared with materials and questions.	Student is usually ready to virtually participate in class, but may sometimes be late or unprepared.	Student is sometimes late, absent, or unprepared to virtually participate in class.	Student is consistently late, absent, or unprepared to virtually participate in class.
In-Class Participation - In-Class Posts (when applicable)	Student consistently answers Do Nows, comprehension checks, and/or exit tickets or questions in a thoughtful and complete manner.	Student answers most or all Do Nows, comprehension checks, and/or exit tickets or questions in a thoughtful and complete manner.	Student answers some Do Nows, comprehension checks, and/or exit tickets. Answers may be incomplete or contain multiple errors or off-topic responses.	Student rarely answers Do Nows, comprehension checks, and/or exit tickets or questions.
Answering Weekly Discussion Posts	Student answers all weekly discussion posts on Google Classroom thoughtfully and completely.	Student answers all discussion posts on Google Classroom, but some answers may be incomplete.	Student answers some discussion posts on Google Classroom, but answers are often incomplete or unpolished.	Student rarely or does not answer discussion posts on Google Classroom.
Teacher	Student initiates contact with teacher when struggling and	Student responds to all direct teacher communications within	Student responds to most direct teacher communications within	Student rarely or never responds to direct teacher

Communication	responds to all direct teacher communications within 24 hours.	24 hours.	24 hours.	communications.

AIHS Attendance/Participation Rubric

AMS Reopening Plan

Operations	In-Person	Hybrid	Remote
Health and Response to COVID	For further guidance, refer to the HEALTH AND RESPONSE TO COVID section of the district plan. • Students will take mask breaks according to the DESE guidelines which have not been released outside classrooms, at least 1 mask break per class when teachers determine. The number of students in bathrooms will be the number of stalls inside the bathroom. We will be looking into parent volunteers to let them in and out of the bathrooms. If we cannot get volunteers, we will create signage to show how many students are inside the bathroom. All volunteers will be CORI checked and approved in advance. To simplify contact tracing, students will have assigned seating that is the same for all classes as well as lunch for their cohort. Teams can choose the seating and will keep in mind IEPs and 504s. • Safety guidelines inside the school: DESE guidelines are that desks be 3 to 6 feet apart facing the front. AMS has a 6 foot plan and in addition to this have a 3 foot and 5 foot plan. Students will carry backpacks to each class. Teams need to think of plan to consolidate supplies to backpacks are not so heavy. Outdoor spaces will be modified to house optional classrooms. The courtyard is getting modified. Will try to use the tennis courts with a tent. Will be looking in to using the stadium seating. Will need rolling whiteboards to support this initiative. Frequent	For further guidance, refer to the HEALTH AND RESPONSE TO COVID section of the district plan. • Students and teachers will wash hands every two hours, upon entering, before and after eating, before and after changing classrooms. • Teachers will follow the above guidelines as well as when new groups enter the classroom. • Sanitizing stations will be placed at each doorway and set up in each classroom. • The number of students in bathrooms will be the number of stalls inside the bathroom. We will be looking into parent volunteers to let them in and out of the bathrooms. If we cannot get volunteers, we will create signage to show how many students are inside the bathroom. All volunteers will be CORI checked and approved in advance.	For further guidance, refer to the HEALTH AND RESPONSE TO COVID section of the district plan. N/A

	hand sanitizer breaks will be required: entering and exiting classrooms, during mask breaks, after coughing and sneezing, when teacher find necessary. • Custodians will be putting hand sanitizer outside of each room pending approval from the fire department. Mask breaks will be required during lunch, outside classrooms, at least 1 mask break per class when teachers determine. Room sign out will need to be looked at due to lunches as well as cleanliness. Students will travel class to class. Grade level teams discuss about staggered moving times (a minute or two). Students wipe down desks between classes with Clorox wipes. No use of lockers as they will be carrying backpacks. All lockers will be zip-tied until further notice. Will look into individual fans per classroom. • Alphabetized bus lists – 1 to a seat (coordinate with bus company). Weekly updates with parents on transportation (recommend walking). To simplify contact tracking, students will have assigned searing that is the same for all classes as well as lunch for their cohort. Teams can choose the seating and will keep in mind IEPs and 504s.		
Cleaning Protocols	Refer to cleaning protocols in the district plan. • Ongoing planning for needed modifications for AMS. Joan, Matt and Brian will communicate about modifications such as plexiglass barriers, line painting, fans/air purifiers, signage (interior and exterior) and other items.	Refer to cleaning protocols in the district plan.	Refer to cleaning protocols in the district plan.

Air Quality	Refer to the air quality protocols in the district plan.	Refer to the air quality protocols in the district plan.	Refer to the air quality protocols in the district plan.
Classroooom/ Office Configuration	• Students will be placed 4'-6' apart • Room capacity will be determined throughout the buildings • Adjustments will be made to follow social distancing guidelines • Adjustments will be made to spaces to enhance safety.	• Students will be placed 4'-6' apart • Room capacity will be determined throughout the buildings • Adjustments will be made to follow social distancing guidelines • Adjustments will be made to spaces to enhance safety.	N/A
Breakfast/ Lunch/Snack/ Recess	• In the cafeteria, we can have students 6 feet apart. All students will be able to be in the cafeteria by grade level. Students will be able to eat at the cafeteria tables in the model. All students will enter the cafeteria with at least a 3 foot space between them. Masks will be worn when entering as well as picking up food. Food will be served pre- packaged. Once students • Food will be served pre-packaged. Once students are seated, they will be able to remove masks. • Classes will be assigned the playground and designated areas for recess. • If recess cannot be held outside students will have recess in their classrooms following the 6 feet social distancing guidelines wearing masks • Ongoing communication with Cartwell's plan and ordering process.	• Classes will be assigned the playground and designated areas for recess. • If recess cannot be held outside students will have recess in their classrooms following the 6 feet social distancing guidelines wearing masks • Ongoing communication with Cartwell's plan and ordering process.	N/A
Transportation	Coordinate and communicate with the bus company as new regulations evolve. Do research in to creating a road in the rear of AMS so we have accessibility for a new traffic plan and emergency vehicle access (Jim Queenan).		Coordinate and communicate with the bus company as new regulations evolve. Do research in to creating a road in the rear of AMS so we have accessibility for a new traffic plan and emergency vehicle access (Jim Queenan).

Visitors			

Community Programs/ Co-curricular activities	Ongoing planning for athletics and will communicate with Glenn Gearin and Luke Alley.		Ongoing planning for athletics and will communicate with Glenn Gearin and Luke Alley.
Teaching and Learning			
Educational Technology	Learning management tool: Google Classroom School Brains • We will be looking at grants, Kiss108 and the Governor to get money for 1-1 Chromebooks. The district has applied for a grant and is looking into leasing. We will also be looking into bring your own device (BYOD). If we do BYOD, technology needs to make guest passwords for students. If we are 1-1, we wonder if we will have enough bandwith at AMS. We also need to figure out a plan to charge devices inside the building are students are 1-1. We do have carts, but want to make sure if students can charge their devices in the hallway or cafeteria that we have a plan for cleanliness. • We will need to look into getting Wifi for outside if we are full re-entry or hybrid. If we are not 1-1, we will need to figure out a cleaning method for the chromebooks so that all students can use them. In our 7th and 8th grade math classrooms with the new program Desmos we will need to have 1-1 devices to support the program. The district owns enough chromebooks to supply those students who do not have access to their own device (even without the technology grant) – students who do have their own devices will need to bring them to school (that's how we are going to		Remote learning communication: Google Meet Gmail Website Weekly communication to parents; teachers can add to newsletter; week advance phone call.Blackboard Conne has not been renewed; we will be using School Brains for the communication. Joan Liporto is lookin we can all be trained.

	have a 1-1). The idea is that students will bring their devices back and forth from home to school – we can't clean chromebooks in between classes.		
Learning Platforms	*This rotating schedule is a result of the need to focus on health and cleanliness. The mask breaks, handwashing breaks, and transitions will take up many minutes of the day

*Remote day for students every Wednesday for all models: clean school buildings, all PK-12 educators will have an opportunity to develop and send weekly lessons ahead of time, to communicate with families, and to provide additional support to the students who need them the most.

*At the middle school level we will follow a 6 day rotation. | | |
| Curriculum | Math: 5th & 6th: Go Math
ST Math
Khan Academy

7th & 8th: Desmos | Math: 5th & 6th: Go Math
ST Math
Khan Academy

7th & 8th: Desmos | Math: 5th & 6th: Go Math
ST Math
Khan Academy

7th & 8th: Desmos |
Communication			
Specialized Subjects			
Fine Arts and Physical Education	• EAST classes will be held in specialist's classrooms, unless it is determined that students cannot be 3 feet apart and in that case, EAST classes will take place in regular classrooms. EAST classrooms will be cleaned & sanitized between groups, specialists may alternate use of their spaces and	• Students will use their remote day or the day designated for "PD" to complete work from specials and do make up work	
Upper School Advanced Math			
Professional Development			

Mental Health Services			
SEL			
Student supports	Refer to the special education, SEL section. For further guidance, refer to the special students populations sections of the district plan. • To help with substitutes and supporting our teachers, we will be looking in to getting student teachers. We will reach out to Merrimack College to see if they have available student teacher interns they would like to send to AMS.	Refer to the special education, SEL section. For further guidance, refer to the special students populations sections of the district plan.	Refer to the special education, SEL section. For further guidance, refer to the special students populations sections of the district plan. Attendance - district Individual

Remote Learning Model- Student Schedule

Remote Sample Schedule: DRAFT

5th Grade		6th Grade		7th Grade		8th Grade
10:00-10:25	EAST	10:00-10:25	Section1	10:00-10:25	Section1	10:00-10:25 Section1
10:30-10:55	EAST	10:30-10:55	Section 2	10:30-10:55	Section 2	10:30-10:55 Section 2
11:00-11:25	Section1	11:00-11:25	EAST	11:00-11:25	Section 3	11:00-11:25 Section3
11:30-11:55	Section2	11:30-11:55	EAST	11:30-11:55	Section 4	11:30-11:55 Break
12:00-12:30	Break	12:00-12:30	Break	12:00-12:30	Break	12:00-12:30 EAST
12:35-1:00	Section 3	12:35-1:00	Section 3	12:35-1:00	EAST	12:35-1:00 EAST
1:05-1:30	Section4	1:05-1:30	Section 4	1:05-1:30	EAST	1:05-1:30 Section4

Hybrid Model- Student Schedule

Hybrid Schedule: DRAFT

Time	Monday	Tuesday	Wednesday	Thursday	Friday
7:45-8:43	Remote Learning	Math	Remote Learning	Math	Remote Learning
8:45-9:43		ELA		ELA	
9:45-10:43		EAST		EAST	
10:45-11:43		EAST		EAST	
11:45-12:15		Lunch		Lunch	
12:17-1:15		Social Studies		Social Studies	
1:17-2:15		Science		Science	

Hybrid Model- Student Groups

Group A- 2 days in schools/3 days remotes

GroupA	2 Days in Person Learning T.ThorW,F	3 DaysRemote Learning M.W. For M.T.Th
Classes	All Classes	All Classes

Group B- 2 days in schools/3 days remotes

GroupB	2 Days in Person Learning T,Thor W.F	3 DaysRemote Learning M.W. For M.T.Th
Classes	AllClasses with SPED support	Ail Classes with SPED support during class time

Group C- 4 days in schools/I days remote

GroupC	4 Days in Person Learning T.W. Th.F	1 Day Remote Learning M
Classes	AllClasses with SPED support	AllClasses with SPED support

CES Reopening Plan

Operations	In-Person	Hybrid	Remote
Health and Response to COVID	• For further guidance refer to the Health and Response to COVID section of the district plan • Mask breaks will be built into the schedule and students will adhere to the 6 feet social distancing guidelines during this time • Individual students will be permitted to take mask breaks throughout the day as approved by teachers • Mask holders will be provided by teachers • Water fountains will not be accessible. Students will bring water bottles to school • Students and teachers will wash hands or sanitize every two hours, upon entering, before and after eating, before and after using playground equipment, after changing classrooms, and before dismissal • Sanitizing stations will be placed at each doorway and set up in each classroom	• For further guidance refer to the Health and Response to COVID section of the district plan • Mask breaks will be built into the schedule and students will adhere to the 6 foot social distancing guidelines during this time • Individual students will be permitted to take mask breaks throughout the day as approved by teachers • Mask holders will be provided by teachers • Water fountains will not be accessible. Students will bring water bottles to school • Students and teachers will wash hands or sanitize every two hours, upon entering, before and after eating, before and after using playground equipment, after changing classrooms, and before dismissal • Sanitizing stations will be placed at each doorway and set up in each classroom	• For further guidance refer to the Health and Response to COVID section of the district plan

Category			
Cleaning Protocols	• **Refer to Cleaning Protocols in the district plan**	• **Refer to Cleaning Protocols in the district plan**	
Air Quality	• **Refer to the Air Quality section of the district plan**	• **Refer to the Air Quality section of the district plan**	
Classroom/Office Configuration	• Students will be placed 4'-6' apart • Room capacity will be determined throughout the building • Adjustments will be made to spaces to follow social distancing guidelines and enhance safety • Plexi-glass materials have been purchased to build barriers for high traffic spaces with greater in-person interaction. This may include main office spaces, office spaces, therapist spaces, special education classrooms, food service areas, and other	• Students will be placed 4'-6' apart • Room capacity will be determined throughout the building • Adjustments will be made to spaces to follow social distancing guidelines and enhance safety • Plexi-glass materials have been purchased to build barriers for high traffic spaces with greater in-person interaction. This may include main office spaces, office spaces, therapist spaces, special education classrooms, food service areas, and other	
Breakfast/Lunch/Snack/ Recess	• Students will eat breakfast, lunch, and snacks in the cafeteria following the social distancing guidelines of 6 feet apart. When possible students will eat snack outside • **Lunch:** Students will seat in their assigned seat in the Cafeteria	• The gym will be transformed into a cafeteria in order to follow social distancing guidelines • Students will eat breakfast, lunch, and snacks in the gym. When possible students will eat snack outside • **Lunch:** Students will seat in their assigned seat in the Gym/Cafeteria	• Lunch and snack breaks will be built into the remote schedule • "Healthy Living" breaks will be built into the remote schedule • Click the link to view a draft of the Elementary Remote Schedule:Example of APS Remote Learning Schedule (draft)

Column 1

- Students will order a pre-packaged lunch in the morning
- Classes will be called to get their lunches and social distancing guidelines will be enforced while waiting in line
- **Snack:** When possible students will eat outside.
- Click the link to view the snack, recess, lunch schedule by grade : CES Master Schedule
- Students will attend recess with their class in designated areas outside. If students are unable to attend recess outside students with remain in classroom with masks on following social distancing guidelines

Transportation

- One student per seat (family members may sit together)
- Designated seats for students to be filled from the back to the front as students are picked up.
- Strong recommendation to add monitors to busses to supervise and encourage students to follow

Column 2

- Students will order a pre-packaged lunch in the morning
- Students will pick up their lunch in the cafeteria and eat in the gym
- Classes will be called to get their lunches and social distancing guidelines will be enforced while waiting in line
- **Snack:** When possible students will eat outside. Click the link to view the snack schedule by grade level: CES Master Schedule
- Students will attend recess with their class in designated areas outside. If students are unable to attend recess outside students with remain in classroom with masks on following social distancing guidelines

- One student per seat (family members may sit together)
- Designated seats for students to be filled from the back to the front as students are picked up.
- Strong recommendation to add monitors to busses to supervise and encourage students to follow appropriate safety protocols. Bus emptied front to back.

Arrival/Dismissal/ Hallway transitions/ Visitors		
- appropriate safety protocols. - Bus emptied front to back. - All students and adults on the bus must wear a mask regardless of age. - Buses will be disinfected between runs and deep cleaned once a day. - Children will be assigned seats to assist with contract tracing in the event of exposure or transmission. - Windows on the bus will be open to provide fresh air. - CES Arrival and Dismissal 2020 - 2021	- All students and adults on the bus must wear a mask regardless of age. - Buses will be disinfected between runs and deep cleaned once a day. - Children will be assigned seats to assist with contract tracing in the event of exposure or transmission. - Windows on the bus will be open to provide fresh air. - CES Arrival and Dismissal 2020 - 2021	
- CES Arrival and Dismissal 2020 - 2021 - Students will follow the arrows and marking on the floors as they move through the hallways and follow social distancing guidelines - Guests entering the building must wear masks. - Plexiglass or other appropriate material will be designed as a barrier between guests, students, and our receptionist. - The number of seats in the waiting area will be reduced to allow a safe distance of 6' between non-family guests. - Number of non-related guests in the reception area will be limited to 2.	- CES Arrival and Dismissal 2020 - 2021 - Students will follow the arrows and marking on the floors as they move through the hallways and follow social distancing guidelines - Guests entering the building must wear masks. - Plexiglass or other appropriate material will be designed as a barrier between guests, students, and our receptionist. - The number of seats in the waiting area will be reduced to allow a safe distance of 6' between non-family guests. - Number of non-related guests in the reception area will be limited to 2. - A hand sanitizer dispenser will be added to the	- Guests entering the building must wear masks. - Plexiglass or other appropriate material will be designed as a barrier between guests, students, and our receptionist. - The number of seats in the waiting area will be reduced to allow a safe distance of 6' between non-family guests. - Number of non-related guests in the reception area will be limited to 2. - A hand sanitizer dispenser will be added to the reception area.

	In-Person	Hybrid	Remote
	• A hand sanitizer dispenser will be added to the reception area.	reception area.	
Community Programs/Co-curricular activities	• When needed Elementary schools will make a determination with district guidance	• When needed Elementary schools will make a determination with district guidance	• When needed Elementary schools will make a determination with district guidance
Teaching and Learning			
Educational Technology	• Students without devices: Prek-K and 1 students will be issued iPads, and 2-4 students will be issued a chromebook. • Devices will travel between home and school daily and the district will purchase computer bags for school-owned computers.	• Students without devices: Prek-K and 1 students will be issued iPads, and 2-4 students will be issued a chromebook. • Devices will travel between home and school daily and the district will purchase computer bags for school-owned computers.	• Students without devices: Prek-K and 1 students will be issued iPads, and 2-4 students will be issued a chromebook.
Learning Platforms	• PK-4: Google Classroom	• PK-4: Google Classroom	• PK-4: Google Classroom
Curriculum	• The existing curricula will be implemented along with ST Math and Wit and Wisdom • Students will be assessed at the beginning of the school year and each unit of instruction in order to determine readinessAt the elementary level we will follow a 5 day rotation:	• The existing curricula will be implemented along with ST Math and Wit and Wisdom • Students will be assessed at the beginning of the school year and each unit of instruction in order to determine readinessAt the elementary level we will follow a 5 day rotation:	• The existing curricula will be implemented along with ST Math and Wit and Wisdom • Students will be assessed at the beginning of the school year and each unit of instruction in order to determine readiness • At the elementary level we will follow a 5 day rotation:

Communication

follow a 5 day rotation: • Mondy: Science and SS Tuesday/Thursday:ELA, Wednesday Friday: Math • Weekly Learning Grids will be sent home every Friday • Teachers will collaborate to integrate science and SS into ELA and Math • Everyday stueA block for Math and Reading will be provided everyday • CES Schedule by Grade Level • APS Draft Elementary Learn Anywhere Plan • To Go Bags	• Mondy: Science and SS Tuesday/Thursday:ELA, Wednesday Friday: Math • Weekly Learning Grids will be sent home every Friday • Teachers will collaborate to integrate science and SS into ELA and Math • Everyday stueA block for Math and Reading will be provided everyday • Elementary Hybrid Schedule • APS Draft Elementary Learn Anywhere Plan • To Go Bags • Students will follow the remote learning schedule on their cohorts remote learning days: • Example of APS Remote Learning Schedule (draft)	• Mondy: Science and SS Tuesday/Thursday:ELA, Wednesday Friday: Math • Weekly Learning Grids will be sent home every Friday • Teachers will collaborate to integrate science and SS into ELA and Math • Example of APS Remote Learning Schedule (draft)
• Weekly communication from principal to families including updates on curriculum, procedures & protocols, student engagement, district updates, etc • Teachers will continue to provide classroom newsletters along with "Learn Anywhere Plan" • Monthly Elementary Principals report with the PTO	• Weekly communication from principal to families including updates on curriculum, procedures & protocols, student engagement, district updates, etc • Teachers will continue to provide classroom newsletters along with "Learn Anywhere Plan" • Monthly Elementary Principals report with the PTO • Feedback to families	• Weekly communication from principal to families including updates on curriculum, procedures & protocols, student engagement, district updates, etc • Teachers will continue to provide classroom newsletters along with "Learn Anywhere Plan" • Monthly Elementary Principals report with the PTO • Feedback to families will

Specialized Subjects	In-Person	Hybrid	Remote
		regarding remote learning will focus on participation and student engagement (a common rubric will be developed for teachers and families) • If a student is not participating in remote learning, the teacher should contact the families- if this persists the teachers should let administration know and steps will be determined	focus on participation and student engagement (a common rubric will be developed for teachers and families) • If student is not participating the teacher should contact the family- if this persists the teachers should let administration know and steps will be determined
Fine Arts and Physical Education	• Art, Technology, library and music classes will be held in specialists classrooms whenever possible. Specialists may rotate between regular ed classrooms and their own environment to accommodate cleaning and disinfecting between classes. • Click below and click the "In-Person Specials" tab: CES Schedule by Grade Level	• Art, Technology, library and music classes will be held in specialists classrooms whenever possible. Specialists may rotate between regular ed classrooms and their own environment to accommodate cleaning and disinfecting between classes. • Click below and click the "In-Person Specials" tab: CES Schedule by Grade Level	• Specials will be built into the remote schedule for all students
Professional	• All staff will receive training on the District Reopening	• All staff will receive training on the District Reopening	• All staff will receive training on the District Reopening

Development	In-Person	Hybrid	Remote
Student Services	• Plan prior to the start of the school year. • Staff will receive training from school nurses on mitigation procedures, personal hygiene, signs and symptoms of illness, the referral process for students requiring mental health support, and the use and disposal of health and safety supplies. • Teachers at the elementary level will be trained on the implementation of the new early literacy program Wit & Wisdom. • Teachers in grades K-6 will receive a refresher training on the StMath Program. • We will also provide training in the various Google apps. • The district is moving from Aspen to SchoolBrains; therefore all teachers districtwide will receive training prior to the start of the school year. • School-based teams determine professional development at the school level	• Plan prior to the start of the school year. • Staff will receive training from school nurses on mitigation procedures, personal hygiene, signs and symptoms of illness, the referral process for students requiring mental health support, and the use and disposal of health and safety supplies. • Teachers at the elementary level will be trained on the implementation of the new early literacy program Wit & Wisdom. • Teachers in grades K-6 will receive a refresher training on the StMath Program. • We will also provide training in the various Google apps. • The district is moving from Aspen to SchoolBrains; therefore all teachers districtwide will receive training prior to the start of the school year. • School-based teams determine professional development at the school level	• Plan prior to the start of the school year. • Staff will receive training from school nurses on mitigation procedures, personal hygiene, signs and symptoms of illness, the referral process for students requiring mental health support, and the use and disposal of health and safety supplies. • Teachers at the elementary level will be trained on the implementation of the new early literacy program Wit & Wisdom. • Teachers in grades K-6 will receive a refresher training on the StMath Program. • We will also provide training in the various Google apps. • The district is moving from Aspen to SchoolBrains; therefore all teachers districtwide will receive training prior to the start of the school year. • School-based teams determine professional development at the school level
Mental Health			
SEL	• CES will continue to utilize PBIS, focusing on SKR: Safe, Kind, and	• (same as in-person supports)	• (same as in-person supports)

Responsible with adaptations as needed **CES, Safe, Kind, Responsible planning document**

- Examples of students who demonstrate SAFE, KIND, and RESPONSIBLE behavior will be highlighted in principal's weekly communication
- Sensory walk available with adaptations for safety and health concerns
- Morning Meetings- in classrooms adapted for safety of students and staff
- Calming Corners in all classrooms
- Core SEL lessons using the Zones of Regulation provided by school-based SEL team (pre-recorded) with additional suggested SEL lessons provided to staff addressing evolving student and community needs (i.e. empathy, kindness, coping skills, anti-racism, etc.)
- On-going surveys
- Support and RtI team referrals
- Second Step lessons and bullying prevention interventions will continue to be provided in classrooms
- School Adjustment Counselor availability for whole class or 1:1 sessions

In addition:

- **CES, Safe, Kind, Responsible planning document**
- Morning Announcements will be pre-recorded and shared with students
- Morning Meetings with class virtually

In addition:

- **CES, Safe, Kind, Responsible planning document**
- Morning Announcements will be pre-recorded and shared with students
- Morning Meetings with class virtually

Student supports			
Special Education	• Refer to the Special Education, SEL section of this plan • Students on 504's will continue to receive all accomodations identified in their plans Our other at-risk students and students with 504 plans will continue to get their needs met • **For further guidance refer to the Special Student Populations section of the district plan** • Special Education students will follow the Elementary district schedule unless otherwise noted in the District plan • Special Education teachers will support classroom students through various options (i.e. remote within building, small group of cohort group) • IEP meetings will be held remote or in-person with options for staff to participate remotely from within building	• Refer to the Special Education, SEL section of this plan • Students on 504's will continue to receive all accomodations identified in their plans. Teams will make modifications to plans as needed. • **For further guidance refer to the Special Student Populations section of the district plan** • Special Education Students will follow the Elementary schedule unless otherwise noted in the District Plan • Equitable scheduling for learning times in conjunction with related services • Increased check-in and/or support times with liaisons • Increased family check-ins for progress monitoring data • Increased mentoring/support times with paraprofessionals • IEP meetings will be held remote or in-person with options for staff to participate remotely from within building	• Refer to the Special Education, SEL section of this plan • Students on 504's will continue to receive all accomodations identified in their plans. Teams will make modifications to plans as needed. • **For further guidance refer to the Special Student Populations section of the district plan** • Special Education Students will follow the Elementary schedule unless otherwise noted in the District Plan • Remote Learning Plans developed and followed • *increased check-in and/or support times with liaisons • Increased family check-ins for progress monitoring data • Increased mentoring/support times with paraprofessionals • IEP meetings will be remote as conducted during previous closure

AES REOPENING PLAN

Operations	In-Person	Hybrid	Remote
Health and Response to COVID	• For further guidance refer to the Health and Response to COVID section of the district plan • All students will wear masks in grades 2-12 and students in K-1 will be encouraged to wear masks • Maintain social distance of a minimum of 3ft (6ft in cafeterias) • Staff and students will hand Wash for at least 20 seconds and sanitize frequently • All students will stay home when sick (refer to the district plan for detailed guidance on staying out of school) • Families will conduct a symptom check daily before sending students to school • Mask breaks will be built into the schedule and students will adhere to the 6 feet social distancing guidelines during this time • Individual students will be permitted to take mask breaks throughout the day as approved by teachers • Mask holders will be provided by teachers	• For further guidance refer to the Health and Response to COVID section of the district plan • All students will wear masks in grades 2-12 and students in K-1 will be encouraged to wear masks • Maintain social distance of a minimum of 3ft (6ft in cafeterias) • Staff and students will hand Wash for at least 20 seconds and sanitize frequently • All students will stay home when sick (refer to the district plan for detailed guidance on staying out of school) • Families will conduct a symptom check daily before sending students to school • Mask breaks will be built into the schedule and students will adhere to the 6 feet social distancing guidelines during this time • Individual students will be permitted to take mask breaks throughout the day as approved by teachers • Mask holders will be provided by teachers • Water fountains will not be accessible. Students will	• For further guidance refer to the Health and Response to COVID section of the district plan

• Water fountains will not be accessible. Students will bring water bottles to school • Students and teachers will wash hands or sanitize every two hours, upon entering, before and after eating, before and after using playground equipment, after changing classrooms, and before dismissal • Sanitizing stations will be placed at each doorway and set up in each classroom	• bring water bottles to school • Students and teachers will wash hands or sanitize every two hours, upon entering, before and after eating, before and after using playground equipment, after changing classrooms, and before dismissal • Sanitizing stations will be placed at each doorway and set up in each classroom	
Cleaning Protocols • **Refer to Cleaning Protocols in the district plan**	• **Refer to Cleaning Protocols in the district plan**	NA
Air Quality • **Refer to the Air Quality section of the district plan**	• **Refer to the Air Quality section of the district plan**	NA
Classroom/Office Configuration • Students will be placed 4'-6' apart • Room capacity will be determined throughout the building • Adjustments will be made to spaces to follow social distancing guidelines and enhance safety • Plexi-glass materials have been purchased to build barriers for high traffic spaces with greater	• Students will be placed 4'-6' apart • Room capacity will be determined throughout the building • Adjustments will be made to spaces to follow social distancing guidelines and enhance safety • Plexi-glass materials have been purchased to build barriers for high traffic spaces with greater	NA

Breakfast/Lunch/Snack/Recess	in-person interaction. This may include main office spaces, office spaces, therapist spaces, special education classrooms, food service areas, and other	in-person interaction. This may include main office spaces, office spaces, therapist spaces, special education classrooms, food service areas, and other	
	- The gym will be transformed into a cafeteria in order to follow 6 feet social distancing guidelines - Students will eat breakfast, lunch, and snacks in the gym. When possible students will eat snack outside - Lunch: Students will seat in their assigned seat in the Gym/Cafeteria - Students will order a pre-packaged lunch in the morning - Students will pick up their lunch in the cafeteria and eat in the gym - Classes will be called to get their lunches and social distancing guidelines will be enforced while waiting in line - Snack: When possible students will eat outside. - Click the link to view the snack, recess, lunch schedule by grade: AES Master Schedule - Students will attend recess with their class in designated areas outside. If students are unable to	- The gym will be transformed into a cafeteria in order to follow 6 feet social distancing guidelines - Students will eat breakfast, lunch, and snacks in the gym. When possible students will eat snack outside - Lunch: Students will seat in their assigned seat in the Gym/Cafeteria - Students will order a pre-packaged lunch in the morning - Students will pick up their lunch in the cafeteria and eat in the gym - Classes will be called to get their lunches and social distancing guidelines will be enforced while waiting in line - Snack: When possible students will eat outside. Click the link to view the snack schedule by grade level: Snack Schedule - The district will offer meals for remote learners - Students will attend recess with their class in designated areas outside. If students are unable to attend recess	- Lunch and snack breaks will be built into the remote schedule "Healthy Living" breaks will be built into the remote schedule - Click the link to view a draft of the Elementary Remote Schedule: Example of APS Remote Learning Schedule (draft) - The district will offer meals for remote learners

Transportation	attend recess outside students with remain in classroom with masks on following social distancing guidelines	outside students with remain in classroom with masks on following social distancing guidelines	NA
	• One student per seat (family members may sit together) • Designated seats for students to be filled from the back to the front as students are picked up. • Strong recommendation to add monitors to busses to supervise and encourage students to follow appropriate safety protocols. • Bus emptied front to back. • All students and adults on the bus must wear a mask regardless of age. • Buses will be disinfected between runs and deep cleaned once a day. • Children will be assigned seats to assist with contract tracing in the event of exposure or transmission. • Windows on the bus will be open to provide fresh air.	• One student per seat (family members may sit together) • Designated seats for students to be filled from the back to the front as students are picked up. • Strong recommendation to add monitors to busses to supervise and encourage students to follow appropriate safety protocols. • Bus emptied front to back. • All students and adults on the bus must wear a mask regardless of age. • Buses will be disinfected between runs and deep cleaned once a day. • Children will be assigned seats to assist with contract tracing in the event of exposure or transmission. • Windows on the bus will be open to provide fresh air.	
Arrival/Dismissal/ Hallway transitions/ Visitors	• AES Arrival and Dismissal Routine • AES Arrival and Dismissal Routine • Click the link and click the Entrance/Exit/Stairwells tab: Doorway and Stairwell Assignments	• AES Arrival and Dismissal Routine • AES Arrival and Dismissal Routine • Click the link and click the Entrance/Exit/Stairwells tab: Doorway and Stairwell Assignments	• Guests entering the building must wear masks. • Plexiglass or other appropriate material will be designed as a barrier between guests, students,

	In-Person	Hybrid	Remote
Community Programs/Co-curricular activities	• Students will follow the arrows and marking on the floors as they move through the hallways and follow social distancing guidelines • Guests entering the building must wear masks. • Plexiglass or other appropriate material will be designed as a barrier between guests, students, and our receptionist. • The number of seats in the waiting area will be reduced to allow a safe distance of 6' between non-family guests. • Number of non-related guests in the reception area will be limited to 2. • A hand sanitizer dispenser will be added to the reception area.	• Students will follow the arrows and marking on the floors as they move through the hallways and follow social distancing guidelines • Guests entering the building must wear masks. • Plexiglass or other appropriate material will be designed as a barrier between guests, students, and our receptionist. • The number of seats in the waiting area will be reduced to allow a safe distance of 6' between non-family guests. • Number of non-related guests in the reception area will be limited to 2. • A hand sanitizer dispenser will be added to the reception area.	and our receptionist. • The number of seats in the waiting area will be reduced to allow a safe distance of 6' between non-family guests. • Number of non-related guests in the reception area will be limited to 2. • A hand sanitizer dispenser will be added to the reception area.
Teaching and Learning	• When needed Elementary schools will make a determination with district guidance	• When needed Elementary schools will make a determination with district guidance	• When needed Elementary schools will make a determination with district guidance
Educational Technology	• **Students without devices:** Students in grades Prek-K and 1 will be issued iPads, and students	• **Students without devices:** Students in grades Prek-K and 1 will be issued iPads, and students in grades 2-4	• **Students without devices:** Students in grades Prek-K and 1 will be issued iPads, and students in grades 2-4

Learning Platforms	• in grades 2-4 will be issued a chromebook. • Devices will travel between home and school daily and the district will purchase computer bags for school-owned computers. • Google Classroom: grades 2-4 • SeeSaw: Pre-k through 2 (second grade will phase into Google Classroom mid-year)	• will be issued a chromebook. • Devices will travel between home and school daily and the district will purchase computer bags for school-owned computers. • Google Classroom: grades 2-4 • SeeSaw: Pre-k through 2 (second grade will phase into Google Classroom mid-year)	• will be issued a chromebook. • Google Classroom: grades 2-4 • SeeSaw: Pre-k through 2 (second grade will phase into Google Classroom mid-year)
Curriculum	• The existing curricula will be implemented along with ST Math and Wit and Wisdom • Students will be assessed at the beginning of the school year and each unit of instruction in order to determine readiness. • At the elementary level we will follow a 5 day rotation: **Mondy: Science and SS Tuesday/Thursday:ELA, Wednesday Friday: Math** • Weekly Learning Grids will be sent home every Friday • Teachers will collaborate to integrate science and SS into ELA and Math AES Academic Schedule by Grade Level APS Draft Elementary Learn Anywhere Plan	• The existing curricula will be implemented along with ST Math and Wit and Wisdom • Students will be assessed at the beginning of the school year and each unit of instruction in order to determine readiness. • At the elementary level we will follow a 5 day rotation: **Mondy: Science and SS Tuesday/Thursday:ELA, Wednesday Friday: Math** • Weekly Learning Grids will be sent home every Friday • Teachers will collaborate to integrate science and SS into ELA and Math Elementary Hybrid Schedule APS Draft Elementary Learn Anywhere Plan To Go Bags	• The existing curricula will be implemented along with ST Math and Wit and Wisdom • Students will be assessed at the beginning of the school year and each unit of instruction in order to determine readiness. • At the elementary level we will follow a 5 day rotation: **Mondy: Science and SS Tuesday/Thursday:ELA, Wednesday Friday: Math** • Weekly Learning Grids will be sent home every Friday • Teachers will collaborate to integrate science and SS into ELA and Math Example of APS Remote Learning Schedule (draft)

	In-Person	Hybrid	Remote
	• To Go Bags	• Students will follow the remote learning schedule on their cohorts remote learning days: Example of APS Remote Learning Schedule (draft)	
Communication	• Weekly communication from principal to families including updates on curriculum, procedures & protocols, student engagement, district updates, etc • Teachers will continue to provide classroom newsletters along with "Learn Anywhere Plan" • Monthly Elementary Principals report with the PTO	• Weekly communication from principal to families including updates on curriculum, procedures & protocols, student engagement, district updates, etc • Teachers will continue to provide classroom newsletters along with "Learn Anywhere Plan" • Monthly Elementary Principals report with the PTO • Feedback to families regarding remote learning will focus on participation and student engagement (a common rubric will be developed for teachers and families) • If a student is not participating in remote learning, the teacher should contact the families- if this persists the teachers should let administration know and steps will be determined	• Weekly communication from principal to families including updates on curriculum, procedures & protocols, student engagement, district updates, etc • Teachers will continue to provide classroom newsletters along with "Learn Anywhere Plan" • Monthly Elementary Principals report with the PTO • Feedback to families will focus on participation and student engagement (a common rubric will be developed for teachers and families) • If student is not participating the teacher should contact the family- if this persists the teachers should let administration know and steps will be determined
Specialized Subjects			

Fine Arts and Physical Education	• Art, Technology, library and music classes will be held in specialists classrooms, following the 4 feet social distancing guidelines • Groups will be split in half in order to accommodate more space and time for sanitizing • Specialists will clean and sanitize between groups • Click below and click the "In-Person Specials" tab: <u>AES In-Person Specials Schedule</u>	• Art, Technology, library and music classes will be held in specialists classrooms, following the 4 feet social distancing guidelines • Specialists will clean and sanitize between groups	• Specials will be built into the remote schedule for all students
Professional Development	• All staff will receive training on the District Reopening Plan prior to the start of the school year. • Staff will receive training from school nurses on mitigation procedures, personal hygiene, signs and symptoms of illness, the referral process for students requiring mental health support, and the use and disposal of health and safety supplies. • Teachers at the elementary level will be trained on the implementation of the new early literacy program Wit & Wisdom. • Teachers in grades K-6 will receive a refresher training on the ST Math Program. • We will also provide training in the various Google apps.	• All staff will receive training on the District Reopening Plan prior to the start of the school year. • Staff will receive training from school nurses on mitigation procedures, personal hygiene, signs and symptoms of illness, the referral process for students requiring mental health support, and the use and disposal of health and safety supplies. • Teachers at the elementary level will be trained on the implementation of the new early literacy program Wit & Wisdom. • Teachers in grades K-6 will receive a refresher training on the ST Math Program. • We will also provide training in the various Google apps. • The district is moving from Aspen to SchoolBrains;	• All staff will receive training on the District Reopening Plan prior to the start of the school year. • Staff will receive training from school nurses on mitigation procedures, personal hygiene, signs and symptoms of illness, the referral process for students requiring mental health support, and the use and disposal of health and safety supplies. • Teachers at the elementary level will be trained on the implementation of the new early literacy program Wit & Wisdom. • Teachers in grades K-6 will receive a refresher training on the ST Math Program. • We will also provide training in the various Google apps. • The district is moving from Aspen to SchoolBrains;

Student Supports	• Refer to the Special Education, SEL section of this plan • Students on 504's will continue to receive all accomotions identified in their plans. Our other at-risk students and students with 504 plans will continue to get their needs met. **For further guidance refer to the Special Student Populations section of the district plan**	• Refer to the Special Education, SEL section of this plan • Students on 504's will continue to receive all accomotions identified in their plans. Teams will make modifications to plans as needed. • **For further guidance refer to the Special Student Populations section of the district plan**	• Refer to the Special Education, SEL section of this plan • Students on 504's will continue to receive all accomotions identified in their plans. Teams will make modifications to plans as needed. • **For further guidance refer to the Special Student Populations section of the district plan**
Special Education	• For further guidance refer to the Special Student Populations section of the district plan • Special Education students will follow the Elementary district schedule unless otherwise noted in the District plan • Special Education teachers will support classroom students through various options (i.e. remote within building, small group of cohort group) • IEP meetings will be held remote or in-person with options for staff to participate remotely from within building	• For further guidance refer to the Special Student Populations section of the district plan • Special Education Students will follow the Elementary schedule unless otherwise noted in the District Plan • Equitable scheduling for learning times in conjunction with related services • Increased check-in and/or support times with liaisons • Increased family check-ins for progress monitoring data • Increased mentoring/support times with paraprofessionals • IEP meetings will be held remote or in-person with options for staff to participate remotely from within building	• For further guidance refer to the Special Student Populations section of the district plan • Special Education Students will follow the Elementary schedule unless otherwise noted in the District Plan Remote Learning Plans developed and followed • *Increased check-in and/or support times with liaisons • Increased family check-ins for progress monitoring data • Increased mentoring/support times with paraprofessionals • IEP meetings will be remote as conducted during previous closure

Student Services	In-Person	Hybrid	Remote
- The district is moving from Aspen to SchoolBrains; therefore all teachers districtwide will receive training prior to the start of the school year. - School-based teams determine professional development at the school level	- therefore all teachers districtwide will receive training prior to the start of the school year. - School-based teams determine professional development at the school level	- therefore all teachers districtwide will receive training prior to the start of the school year. - School-based teams determine professional development at the school level	- therefore all teachers districtwide will receive training prior to the start of the school year. - School-based teams determine professional development at the school level
Mental Health/SEL	- All students will have a mentor/advisor for check-ins (i.e. classroom teacher, special education teacher, or counselor) - School-based SEL team - Mindful Morning Announcements - in person/live or pre-recorded; Mindfulness breaks throughout the day - Morning Meetings - Calming Corners in all classrooms - Core SEL lessons using the Zones of Regulation provided by school-based SEL team (pre-recorded) with additional suggested SEL lessons provided to staff addressing evolving student and community needs (i.e. empathy, kindness, coping skills, anti-racism, etc.) - On-going surveys - At-Risk and CST team referrals	- All students will have a mentor/advisor for check-ins (i.e. classroom teacher, special education teacher, or counselor) - School-based SEL team - Mindful Morning Announcements - in person/live and pre-recorded; Mindfulness breaks throughout the day - Morning Meetings - Google Meet - Calming Corners in all classrooms - Core SEL lessons using the Zones of Regulation provided by school-based SEL team (pre-recorded) with additional suggested SEL lessons provided to staff addressing evolving student and community needs (i.e. empathy, kindness, coping skills, anti-racism, etc.) - On-going surveys - At-Risk and CST team referrals	- All students will have a mentor/advisor for check-ins (i.e. classroom teacher, special education teacher, or counselor) - School-based SEL team - Mindful Morning Announcements - pre-recorded; Mindfulness breaks throughout the day - Morning Meetings - Google Meet - Core SEL lessons using the Zones of Regulation provided by school-based SEL team (pre-recorded) with additional suggested SEL lessons provided to staff addressing evolving student and community needs (i.e. empathy, kindness, coping skills, anti-racism, etc.) - On-going surveys - At-Risk and CST team referrals