

Amesbury Public Schools



Fall 2020 Reopening Plan

TABLE OF CONTENTS

Letter from Superintendent Fulgoni	1
Executive Summary	3
Acknowledgements	4
Reopening Scenarios	8
Reopening Guidelines	9
Survey Data	10
Recommendations for School Opening	25
• Remote Learning Model	
• Hybrid Model	
• Modified Full Return to In-Person Learning	
Special Student Populations	36
• Students with Disabilities	
• English Learners	
Operations	45
• Health	
• Cleaning Protocols	
• Sanitization Techniques	
• Classroom Configuration and Building Modifications	
• Breakfast, Lunch, and Recess	
• Transportation	
• Air Quality	
• Visitors and Volunteers	
• Substitute Teachers	
• School Meetings and School Events	
• School Safety and Security	
• Extra-Curricular Activities and After School Programs	
• Personal Protective Equipment	

- Facilities Rents
- Travel and Quarantine and Field Trips

Teaching and Learning 54

Educational Technology

Curriculum

Professional Development

Communications-Staff, Students & Families

Appendix A:

- School Buildings' Remote Plan
- School Buildings' Hybrid Plan
- School Buildings' In-Person Plan

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. **I am reinforcing this recommendation to go to a phased-in approach starting with remote learning as the most cautious way to proceed. Starting in a remote learning 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 all teachers time to adjust to the new expectations and tools for remote learning.

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 5 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 according to checkpoints and benchmarks established by the district or 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
Rita O'Neill, AMS Nurse
LauriAnne Morello, AHS Nurse
Kristen Lynch, AES Nurse
Carol Green, CES Nurse
Instruction/Remote Learning/Technology
Lyn Jacques, Director of Teaching & Learning
Elizabeth McAndrews, AHS Principal
Eryn Maguire, AIHS Principal
Brian Gill, Interim AMS Principal
Karina Mascia, CES Principal
Shannon Nolan, AES Principal
Danielle Ricci, AHS Assistant Principal
Adam Denio, AMS Assistant Principal
Chris Leary, CES Teacher
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
Evan Melanson, AIHS Special Education Teacher
Tim Costello, Technology
Student Support Services and ELL
Lynn Catarius, Director of Special Education and Student Support Services
Rae Prichett, AES Special Education Facilitator and Building Coordinator
Kate Bissell, CES Teacher and Building Coordinator
Moire O'Mullane, AMS Teacher and Union Representative
Deb Smith, Retired Executive Director of Pettengill House
Tiffany Nigro, Executive Director Pettengill House
Jimmy Olsen, Assistant Director of Amesbury Recreation Program
Kathy Crowley, Director of Amesbury Recreation Program
Priscilla Terry, Paraprofessional and Union Representative
Michelle Poirier, AHS Special Education Facilitator
Facilities
Matt Bennett, Director of Facilities
Rich Papa, AHS MPFT
Kevin Ward, AMS MPFT

Kate Bissell, CES Teacher and Building Coordinator
Transportation
Joan Liporto, Director of Finance & Operations
Lauri McAllister, CES Teacher
Jim Queenan, AMS Teacher
Rebecca Reese, AES Teacher
Sarah Luz, AHS Teacher
Food Services
Joan Liporto, Director of Finance & Operations
Heidi Gregoire, Director of Food Services
Leslie Barnaby, CES Teacher
Jeanne Sheehan, AHS Kitchen Manager
Bruce McBrien, AES Teacher
Athletics and Co-Curricular Activities
Glen Gearin, AHS Assistant Principal and Director of Athletics and Co-Curricular Activities
Steve Bastien, Assistant AD and AHS Teacher
Luke Alley, AMS Teacher
AHS Building Task Force
Elizabeth McAndrews, AHS Principal
Danielle Ricci, AHS Assistant Principal of Curriculum
Glen Gearin, AHS Assistant Principal and Director of Athletics and Co-Curricular Activities
LaurieAnne Morello, Nurse
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
AIHS Building Task Force
Eryn Maguire, Principal
Evan Melanson, Special Education Teacher
Bethany Noseworthy, Adjustment Counselor and Union Representative
Daniel Swanson, Teacher
Patrick Pingedon, Teacher
Mike Hildt, Special Education Teacher
Tom Olsen, Teacher
AMS Building Task Force
Brian Gill, Interim Principal

Adam Denio, Assistant Principal
Jenn Donais, Math Coach
Stacey Fijalkowski, Teacher
Andrew Goodwin, Teacher and Union Representative
Jim Queenan, Teacher
Luke Alley, Teacher
Jennifer Ghezzi, Teacher
Kristin Fitzgerald, Teacher
Lindsay Foustoukos, Special Education Teacher
Rita O'Neil, Nurse
Kevin Ward, MPFT
CES Building Task Force
Karina Mascia, Principal
Lori Klucznik, Special Education Teacher
Leslie Barnaby, Teacher
Edna Jarman, Guidance
Nicole Loveland, Special Education Facilitator
Kate Bissell, Teacher and Building Coordinator
Bri-Shannon Campbell, Teacher
Alyson Woodbury, Teacher
Shayna Marshall, Teacher
Beth Cavalier, Teacher
Christine Leary, Teacher
Shayna Marshall, Teacher and Union Representative
Danielle Rodrigues, Parent
Julie Rotar, Parent
Carol Greene, Nurse
Lauren Snay, Paraprofessional
Priscilla Terry, Paraprofessional and Union Representative
Allison Stenson, BCBA
Lauri McAllister, Teacher
Elizabeth Peterson, Teacher
AES Building Task Force
Shannon Nolan, Principal
Rae Prichett, Special Education Facilitator and Building Coordinator
Jessica Ladd, Teacher
Bruce McBrien, Teacher
Rebecca Reese, Teacher
Sharon Nash, Teacher and Union Representative
Sarah Pelletier, Teacher
Sue Kimball, Teacher and Union Representative
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.

Learning Scenarios ¹		
Scenario 1: Return to Full-Time In-Person Learning	Scenario 2: Continuation of Full-Time Remote Learning	Scenario 3: Hybrid Learning
<p>What is it?</p> <ul style="list-style-type: none"> • 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. 	<p>What is it?</p> <ul style="list-style-type: none"> • 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, as space permits. 	<p>What is it?</p> <ul style="list-style-type: none"> • To support physical distancing in school buildings, students are assigned a consistent schedule balancing in-person and remote learning.
<p>What are the key considerations for planning?</p> <ul style="list-style-type: none"> • Building a welcoming, safe, and supportive community for students and staff. • Understanding students' learning needs after a period of school building closure. • Aligning instructional materials and teacher professional development to meet students' needs. 	<p>What are the key considerations for planning?</p> <p>EVERYTHING IN SCENARIO 1 PLUS:</p> <ul style="list-style-type: none"> • Building relationships with students and families remotely. • 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. 	<p>What are the key considerations for planning?</p> <p>EVERYTHING IN SCENARIOS 1 AND 2 PLUS:</p> <ul style="list-style-type: none"> • Maintaining curricular coherence between in-person and remote learning. • Prioritizing our most vulnerable students in scheduling. • Supporting staff and families to monitor and track students' participation.

¹

Adapted from the Council of Chief State Schools' 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.
- 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.

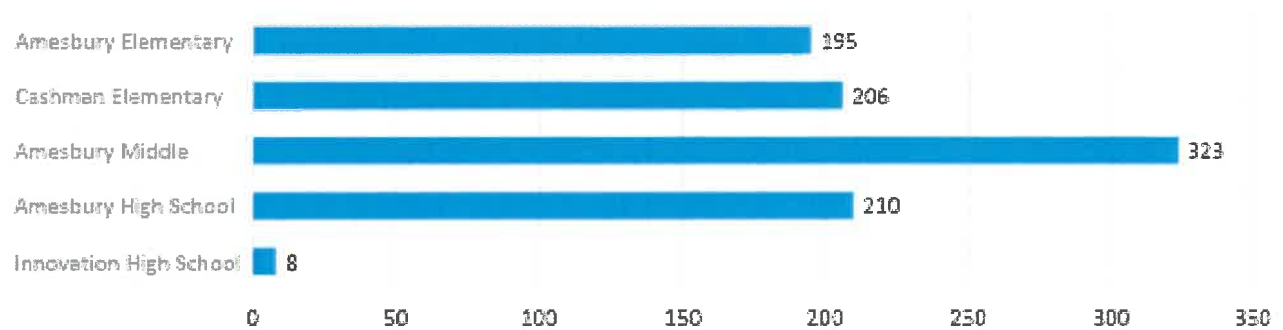
Survey Data

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:

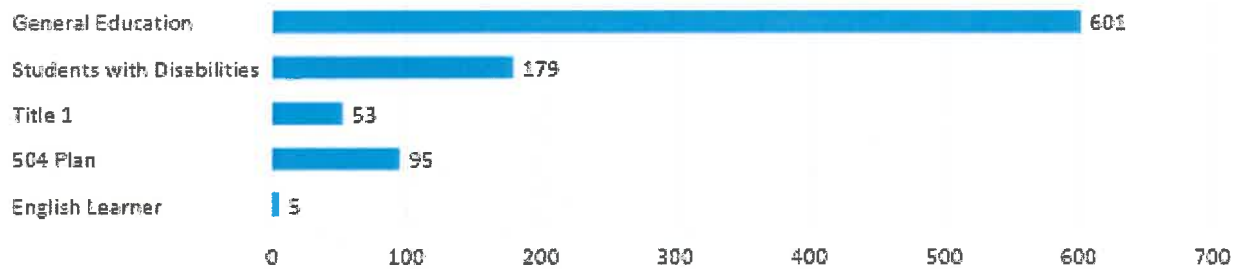
Remote Learning Reflection Survey

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)

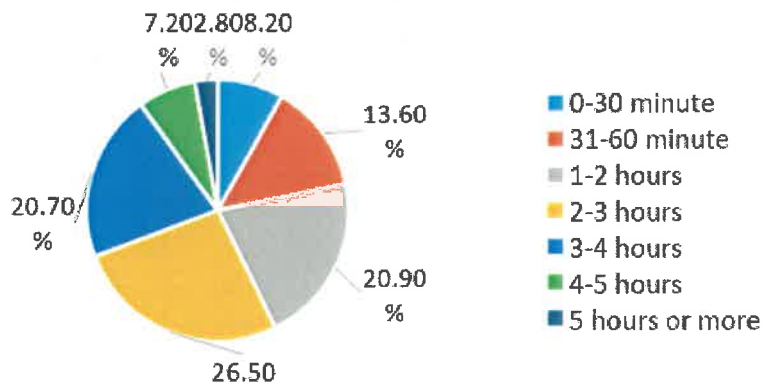


Question: Participation in Subgroup



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.

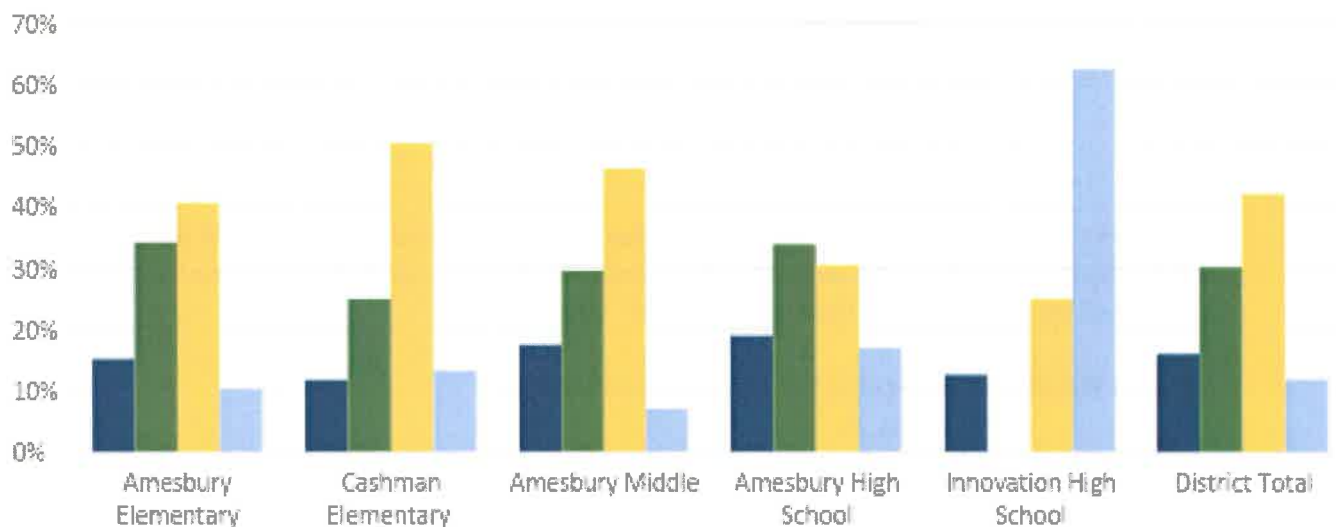
District Results – Time participating in remote learning



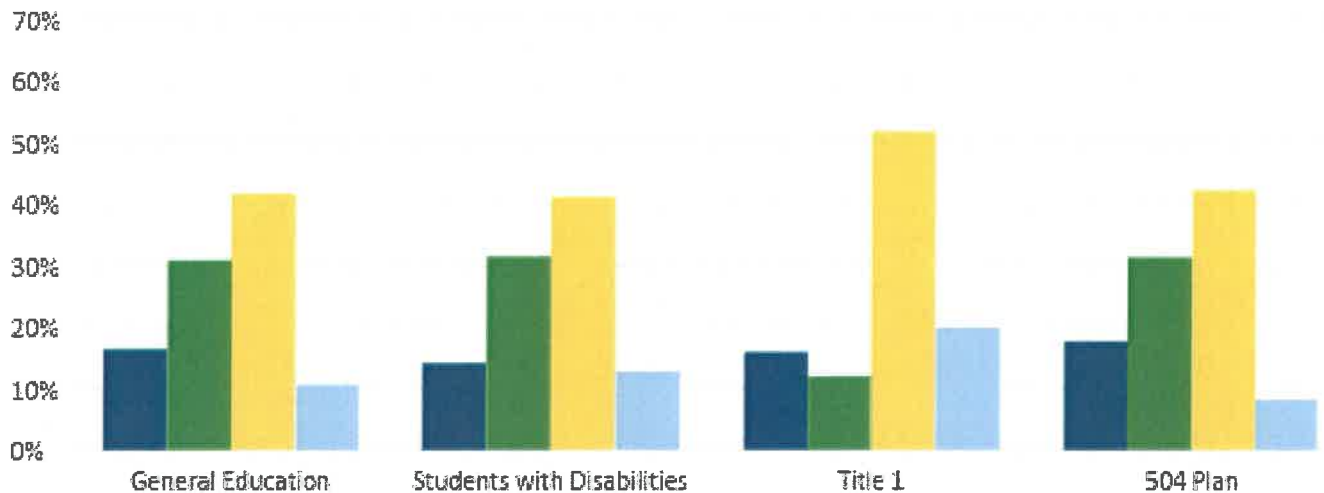
Results by School – Time participating in remote learning

School	0-30 min		31-60 min		1-2 hours		2-3 hours		3-4 hours		4-5 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?



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.

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

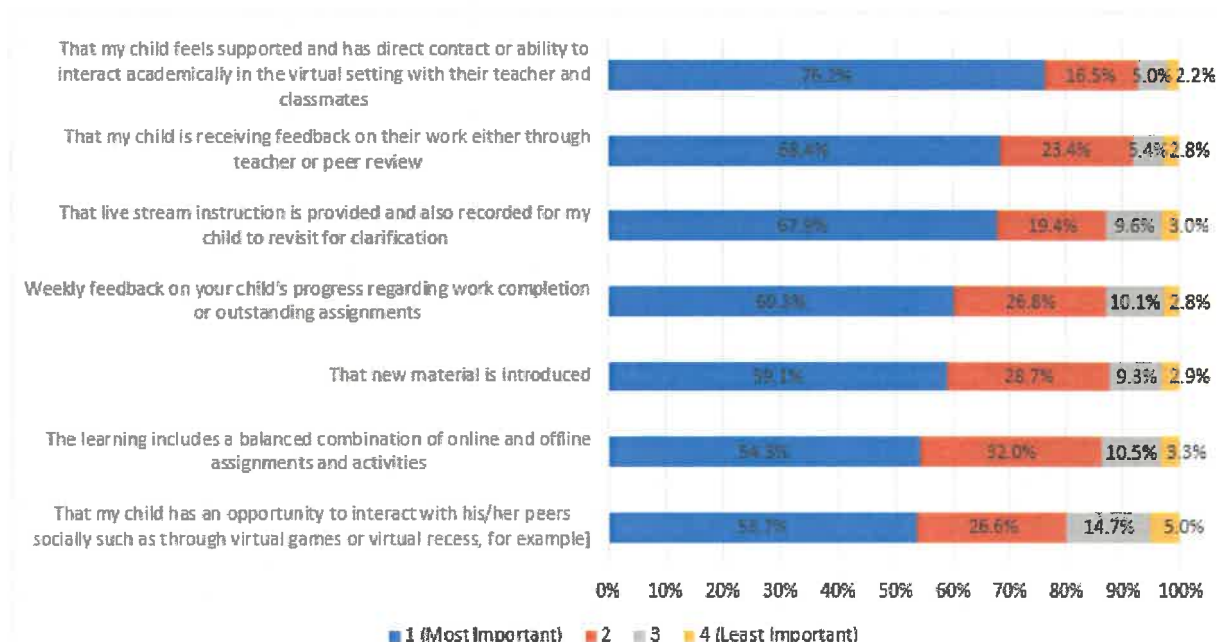
Barriers	AES		CES		AMS		AHS		District	
	#	%	#	%	#	%	#	%	#	%
Inconsistent Structure/schedule	72	47.7%	87	56.1%	144	59.3%	84	50.6%	389	54.3%
No Barriers	47	31.1%	36	23.2%	76	31.3%	75	45.2%	234	32.6%
Lack of quiet work space	44	29.1%	42	27.1%	65	26.7%	18	10.8%	169	23.6%
Insufficient Technology	33	21.8%	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.



Sample of additional comments from families:

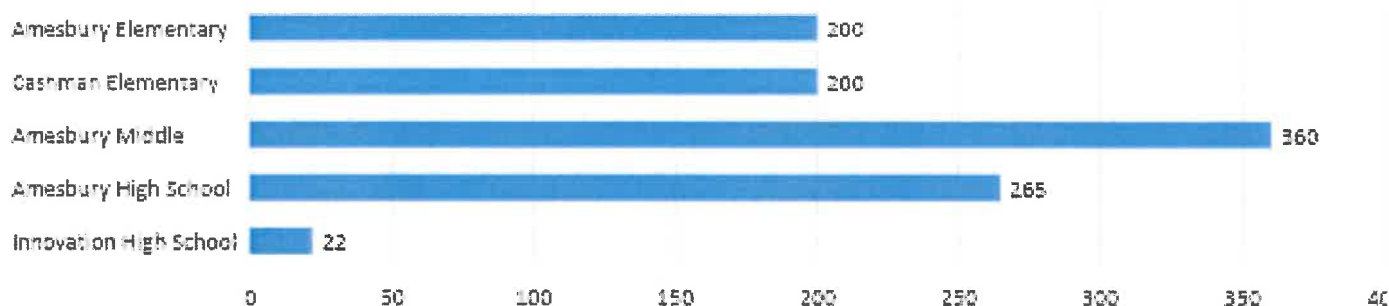
- If classes are going to take place online this fall; it is important to try to create a virtual environment where kids can interact with each other and learn.
- There was a high frustration level associated with my child's inability to understand assignments and keep up with deliverables. There was 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

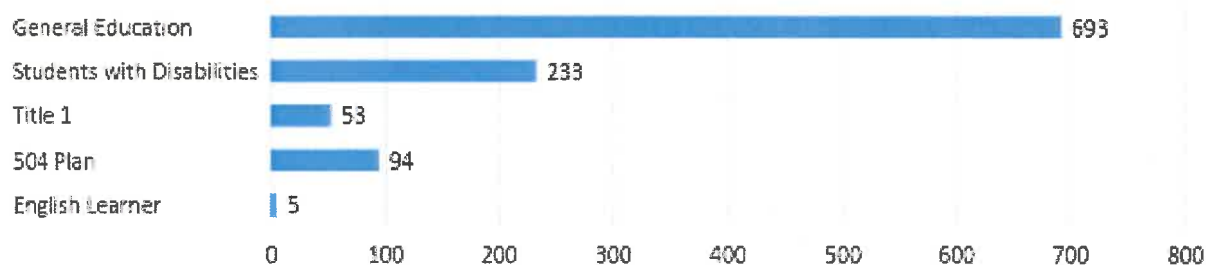
In the second week of July, the District Leadership team created and distributed another survey for the purpose of gathering information to be used to inform the reopening of schools in the Fall of 2020. As of July 28, APS had **1,046 responses to the survey**. Unlike the previous survey, we asked families 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)



Question: Participation in Subgroup



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 five 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. **All teachers will be expected to report to their classrooms during contractual hours to teach classes remotely.**

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)?

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 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

Subgroup	Yes		No		Not very much		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
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

Subgroup	Yes		No		Not very much		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

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 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.

Amesbury has built upon its systems and experiences from the spring and will be offering all students a full-time remote program to start the school year. Our plan for remote learning will be accessible to all students regardless of the model we are in. *All classes will be streamed live as well as recorded and uploaded into Google Classrooms.* The district will provide: technology to students without devices, technology support, curriculum and instruction aligned to the state standards, teacher feedback (including grades) to students, monitoring attendance and engagement, on-going communication with families, and professional development to support our proposed phased-in approach.

Students in specialized education programs and our EL population will return to school in-person on September 21st.

Homeschooling is not the same thing as remote learning. If a parent/guardian decides to homeschool their child/children, they must reach out to Lyn Jacques, Director of Teaching & Learning @ jacquesl@amesburyma.gov and fill out an application. Once that application has been returned and the homeschool plan approved, the parent/guardian must unenroll their student from school, as a homeschooled student is no longer a student of the Amesbury Public Schools.

Some parents unenroll their students from Amesbury Public Schools and sign up for a Commonwealth Virtual School (CMVS). A CMVS is a public school in which all instruction is delivered online (not delivered by Amesbury teachers). Massachusetts currently has two virtual schools that serve students grades K-12: TEC Connections Academy Commonwealth Virtual Academy (TECCA); and Greenfield Commonwealth Virtual School (GCVS). For more information regarding Commonwealth Virtual Schools, please contact: doe.mass.edu/cmvs.

The district's 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:

The newly upgraded 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 meaningful instruction everyday. Schedules contain both synchronous and asynchronous instruction. **Regardless of the instruction, teachers will be online and available to all students during the regular school day (with the exception of teacher lunch and teacher preparation blocks). Each schedule (every grade) has built in daily opportunities for students to get one-on-one support from their teacher--either virtually or in-person depending on the needs of the students. At the elementary level this support (virtual or in-person) is called flex blocks, at the middle school it's called CE block, and at the high school it's called a Support block.** Additionally, every Wednesday morning for the first three hours of the day, students will have the opportunity to meet with their teachers for extra support either virtually or in-person according to the needs of the student. Teachers will meet in the afternoon for professional development and/or collaboration and planning. Please see sample schedules below.

Example Elementary School Remote Schedule:

*Student Check-ins will be scheduled by teachers on Wednesday mornings

*FLEX Blocks will be used for 1:1/small group meetings with teachers, interventions, and enrichment activities

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.	1:15 p.m.	30 Min: Reading Flex Block	30 Min: Reading Flex Block	30 Min: Reading Flex Block	30 Min: Reading Flex Block
	Asynchronous	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:

The schedules below represent what will be occurring during synchronous learning days of Monday, Tuesday, Thursday and Friday for AMS students and staff.

A	B	C	D	E	F	G	H	I	J	K	L	M	N
The schedules below represent what will be occurring during synchronous learning days of Monday, Tuesday, Thursday and Friday for AMS students and staff.													
5th Grade	6th Grade	7th Grade	8th Grade	EAST TEACHERS									
7:45-8:25 EAST*	7:45-8:40 Section 1	7:45-8:40 Section 1	7:45-8:40 Section 1	7:45-8:25 5th									
8:30-9:10 EAST+	8:45-9:40 Section 2	8:45-9:40 Section 2	8:45-9:10 CE	8:30-9:10 5th									
9:15-10:10 Section 1	9:45-10:40 Section 3	9:45-10:40 Section 3	9:15-9:55 EAST*	9:15-9:55 8th									
10:15-11:10 Section 2	10:45-11:15 Lunch	10:45-11:40 Section 4	10:00-10:40 EAST+	10:00-10:40 8th									
11:15-11:45 Lunch	11:20-12:00 EAST*	11:45-12:10 CE	10:45-11:40 Section 2	10:45-11:15 Lunch									
11:50-12:45 Section 3	12:05-12:45 EAST+	12:15-12:45 Lunch	11:45-12:15 Lunch	11:20-12:00 6th									
12:50-1:45 Section 4	12:50-1:45 Section 4	12:50-1:30 EAST*	12:20-1:15 Section 3	12:05-12:45 6th									
1:50-2:15 CE	1:55-2:15 CE	1:30-2:15 EAST+	1:20-2:15 Section 4	12:50-1:30 7th									
				1:35-2:15 7th									

CE: Curriculum Enrichment, denotes time in the schedule for open ended Google Meets that can be used as small group meetings, advanced studies, 1:1 meetings and extra help, etc.

EAST classes are Art, Foreign Language, Physical Education, Tech. Ed., Computer, Band, Chorus, Health

Sections 1, 2, 3 and 4 are the academic classes students are assigned to in their schedule (English Language Arts, Mathematics, Science and Social Studies).

* One twenty minute meeting for administrative purposes will occur during this timeframe. +Twenty minutes from first EAST in addition to this period constitutes 1 hour teacher prep per day.

The schedule below represents what ALL AMS students (grades 5-8) will be doing during the ASYNCHRONOUS day of Wednesday each week during a remote learning time.

ALL AMS STUDENTS ON WEDNESDAYS DURING REMOTE LEARNING (Asynchronous Learning Day)

7:50-8:35	PRE-RECORDED EAST LESSON AND RELATED ACTIVITY
8:40-9:25	PRE-RECORDED MATH LESSON AND RELATED ACTIVITY
9:30-10:15	PRE-RECORDED LANGUAGE ARTS LESSON AND RELATED ACTIVITY
10:20-11:05	PRE-RECORDED SCIENCE LESSON AND RELATED ACTIVITY
11:10-11:55	LUNCH/RECESS
12:00-12:45	PRE-RECORDED SOCIAL STUDIES LESSON AND RELATED ACTIVITY
12:50-1:35	PRE-RECORDED EAST LESSON AND RELATED ACTIVITY
1:40-2:20	TIME TO COMPLETE HOMEWORK AND ORGANIZE WORK AREA

Example High School Remote Schedule:

Remote Learning Schedule			
Monday, Tuesday, Thursday, Friday		Wednesday	
7:40-8:25	Block 1	7:30-10:45	Students: <i>Asynchronous learning all day</i> Teachers: <i>Support Block*</i>
8:35-9:20	Block 2		
9:30-10:15	Block 3		
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	Teachers: <i>Teacher Block*</i>
12:55-1:40	Block 6		
1:50-2:30	<i>Support Block*</i>		

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.

	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.

Grades:

Consistent with 603 CMR 27.08 (3)(b), districts must assess all students based on the district's and educator's criteria for students during the 2020-21 academic year. This performance criteria will be consistent across in-person, hybrid and remote learning environments. For example, if a student typically receives a letter grade (A-F) for a particular course, students who are participating remotely will also receive a letter grade. While grading will occur across all grade levels, the district will also consider exemptions for students under extreme circumstances (e.g. students in households with family members experiencing significant health issues related to COVID-19) and ensure they receive appropriate support and wraparound services.

Attendance:

Consistent with 603 CMR 27.08(3)(b), schools will take attendance regardless of the model that will be reported daily into SIMS. Schools may employ multiple ways to track attendance (e.g. monitor synchronous sessions, submitting assignments online, logging into online learning platforms, attending virtual or in-person support etc.) depending on the structure of the remote learning program.

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:

Return to School School Year 2020

Evaluate metrics/look at current guidance (if safe) move to next phase	October	November	December	January
Checkpoint 1 Friday, October 2nd	Return to hybrid October 13th			
Checkpoint 2 Friday, November 13th		Return to in-person learning Monday, November 30th		
Checkpoint 3 Friday, December 18th	Return to in-person learning Monday, January 4th			Return to in-person learning Monday, January 4th

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.

Note: For parents wishing to transition their child from a remote learning environment to a hybrid/in-person learning environment that is different from the schedule listed above, they must contact their schools with a three-week lead time. For example, the district has gone back to in-person learning on November 30th, but a parent decides they want to move from remote to in-person on December 1st. That parent would reach out to the school on December 1st and the child would start attending in-person no later than 3 weeks after that notification. This lead time allows principals to make the necessary adjustments to the classroom and building to ensure our ability to meet physical distancing requirements can be met.

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* (either in-person or virtually according to student needs) 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.
- 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 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 **anticipated cuts** 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 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.

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

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

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 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 21st, 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:

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 21st, 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 21st, 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,

MIDDLE SCHOOL – Language Based Program

Students in the LB program will participate in a modified in-person instructional model beginning September 21st, 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 21st, 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 21st, 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:**

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 known cause, such as chronic cough)
 - ❖ Difficulty breathing or shortness of breath
 - ❖ New loss of taste or smell
 - ❖ Sore throat
 - ❖ Headache when in combination with other symptoms
 - ❖ Muscle aches or body aches
 - ❖ Nausea, vomiting, or diarrhea
 - ❖ Fatigue when in combination with other symptoms
 - ❖ Nasal congestion or runny nose (not due to other known causes such as allergies) when in combination with other symptoms
- **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	<ul style="list-style-type: none"> ● 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 ● Clean playground equipment
Multiple Times per Day	<ul style="list-style-type: none"> ● Classroom desks ● Door handles ● Light switches ● handrails

	<ul style="list-style-type: none"> ● Restroom surfaces ● Toilet seats ● Elevator buttons ● Countertops in offices ● Outdoor play areas
Between Uses	<ul style="list-style-type: none"> ● 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

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 guidelines. Elementary 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.

Meals for Remote Learners

- 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.

Recess

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 contact tracing in the event of exposure or transmission.
- Windows on the bus will be open to provide fresh air.

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. (See Appendices for school plans).

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.

Facilities Rental

While the district may continue to rent outdoor space on our fields, we are unable to rent our indoor spaces to outside groups to limit access to the buildings to staff and students.

Travel and Quarantine & Field Trips

Staff and students will adhere to the Massachusetts Travel Order.

Virtual or pre-recorded field trips are permitted. Teachers are encouraged to utilize digital resources to provide virtual field trips.

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.

Communication- Staff, Students, & Families

Amesbury Public Schools will:

Communicate Clearly

- Create weekly consolidated communications to students/and parents/caregivers, including meeting times and assignment checklists.
- Establish regular two-way communication with students, staff and families to monitor program effectiveness and adjust support strategies where needed.
- Develop communication plans and strategies that are culturally responsive and accessible, including translation services.

Prepare Educators

- Work closely with educators to collectively plan and problem-solve to understand their experiences and challenges.
- Assign teachers/staff to provide necessary instructional and support roles.
- Provide job-embedded professional development.

Support Parents

- Create ways to regularly communicate with parents in ways that are accessible and culturally responsive. These opportunities should give staff an opportunity to understand parents' experiences and challenges
- Make families aware of the newly designed Remote Learning Website at <https://schools.amesburyma.gov/remote-learning>
- Connect parents to technical support and resources related to student learning.
- Provide explicit expectations for parent responsibilities and offer ongoing resources and support for implementing and monitoring student learning at home.
- Utilize Teaching & Learning newsletter, Teaching & Learning instagram and Teaching & Learning Twitter to keep families updated about on-going changes. (Please see school-based plans for communication plans at the building level).

Amesbury School District - Remote Plan

All staff will be required to work from their classrooms during contracted hours in this plan.

Amesbury Schools REMOTE Plans:	Amesbury Elementary Schools: AES and CES	Amesbury Middle School	Amesbury High School	Amesbury Innovation High School
Daily Operations				
Mask Policy & Mask Breaks	<ul style="list-style-type: none"> Staff and students will be required to wear masks while in the school building. 	<ul style="list-style-type: none"> Staff and students will be required to wear masks while in the building. All individuals entering the middle school will be required to sign in at the front door. All will be required to wear masks when in the building. The only time people are free to remove masks is when seated alone at a social distance of 6 feet. 	<ul style="list-style-type: none"> Staff and students will be required to wear masks while in the building. 	<ul style="list-style-type: none"> Staff and students will be required to wear masks while in the school building.
Physical Distancing	<ul style="list-style-type: none"> Staff and students will be required to maintain social distancing of at least 5 feet while in the school building. 	<ul style="list-style-type: none"> Staff and students will be required to maintain appropriate social distance of at least 5' while in the school building. 	<ul style="list-style-type: none"> Staff and students will be required to maintain appropriate social distance of at least 5' while in the school building. 	<ul style="list-style-type: none"> Staff and students will be required to maintain social distancing of at least 5 feet while in the school building.
Signage	<ul style="list-style-type: none"> Signage will be placed on floors to show 	<ul style="list-style-type: none"> Create signage for all spaces in the building 	<ul style="list-style-type: none"> Create signage for all spaces in the building 	<ul style="list-style-type: none"> Signage will be placed on floors to show direction and

<p>direction and where appropriate signage will indicate 5 to 6 foot social distancing.</p> <ul style="list-style-type: none"> Bathrooms will have signage for proper hand sanitization. Classrooms will have signage for mask wearing and social distancing. Instructions for entering the building/reception area will be posted outside the front door. There will be arrows in hallways to show direction. 	<p>indicating the maximum capacity of spaces with both 5' and 6' spacing.</p> <ul style="list-style-type: none"> 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. Signs will be placed on floors to show direction and indicate 5 to 6 foot social distancing. Classrooms will have signs for mask wearing and social distancing. There will be arrows in hallways to show direction. Students will not be permitted to use their lockers. Hallways will be two ways therefore we will have a defined line splitting the two ways apart from each other. There will be an increased adult 	<p>indicating the maximum capacity of spaces with both 5' and 6' spacing.</p> <ul style="list-style-type: none"> 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. 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. 	<p>indicate 5 to 6 foot social distancing.</p> <ul style="list-style-type: none"> 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 for if a staff member is indisposed and a student is in need. When the staff person becomes available, the student will be called from class.

		<ul style="list-style-type: none"> presence monitoring students during movement times. Grade level door entries will be labelled. Instructions for entering the building/reception area will be posted outside the front door. 		
COVID Isolation Space & Nursing	<ul style="list-style-type: none"> If a student presents with COVID-like symptoms in the virtual environment, the school nurse will be notified. The nurse will follow the established procedures. 	<ul style="list-style-type: none"> If a student presents with COVID-like symptoms in the virtual environment, the school nurse will be notified. The nurse will follow the established procedures. 	<ul style="list-style-type: none"> If a student presents with COVID-like symptoms in the virtual environment, the school nurse will be notified. The nurse will follow the established procedures. 	<ul style="list-style-type: none"> If a student presents with COVID-like symptoms in the virtual environment, the school nurse will be notified. The nurse will follow the established procedures.
Protocol for Illness	N/A	N/A	N/A	N/A
Travel & Quarantine	<ul style="list-style-type: none"> The district will adhere to travel guidelines issued by the state of Massachusetts. 	<ul style="list-style-type: none"> The district will adhere to travel guidelines issued by the state of Massachusetts. 	<ul style="list-style-type: none"> The district will adhere to travel guidelines issued by the state of Massachusetts. 	<ul style="list-style-type: none"> The district will adhere to travel guidelines issued by the state of Massachusetts.
Field Trips	<ul style="list-style-type: none"> Virtual or pre-recorded field trips are permitted. Teachers are encouraged to utilize digital resources to provide virtual field trips. 	<ul style="list-style-type: none"> Virtual or pre-recorded field trips are permitted. Teachers are encouraged to utilize digital resources to provide virtual field trips. 	<ul style="list-style-type: none"> Virtual or pre-recorded field trips are permitted. Teachers are encouraged to utilize digital resources to provide virtual field trips. 	<ul style="list-style-type: none"> Virtual or pre-recorded field trips are permitted. Teachers are encouraged to utilize digital resources to provide virtual field trips.
Family Expectations	<ul style="list-style-type: none"> Families are expected to communicate with the school if their 	<ul style="list-style-type: none"> Families are expected to communicate with the school if their child(ren) 	<ul style="list-style-type: none"> Families are expected to communicate with the school if their child(ren) 	<ul style="list-style-type: none"> Families are expected to communicate with the school if their child(ren) has/have

	<ul style="list-style-type: none"> child(ren) has/have been diagnosed with COVID-19 or exposed to someone who has been diagnosed. Families should not send students to any in-person opportunities when displaying any possible symptoms of COVID-19 or other transmittable illnesses. 	<ul style="list-style-type: none"> has/have been diagnosed with COVID-19 or exposed to someone who has been diagnosed. Families should not send students to any in-person opportunities when displaying any possible symptoms of COVID-19 or other transmittable illnesses. 	<ul style="list-style-type: none"> has/have been diagnosed with COVID-19 or exposed to someone who has been diagnosed. Families should not send students to any in-person opportunities when displaying any possible symptoms of COVID-19 or other transmittable illnesses. 	<ul style="list-style-type: none"> been diagnosed with COVID-19 or exposed to someone who has been diagnosed. Families should not send students to any in-person opportunities when displaying any possible symptoms of COVID-19 or other transmittable illnesses.
School Events/ Co-curricular Activities/Facility Usage	<ul style="list-style-type: none"> School Events will be held virtually. In the event an outside group would like to rent a facility the facilities director will make a determination following district and state guidance. <p>AES/ CES CO-CURRICULAR ACTIVITIES:</p> <ul style="list-style-type: none"> Recycling Club will not run. Newspaper Club will run as a virtual club (this club ran during the Spring Closing). Technology club will run as a virtual club (this club ran during the Spring Closing). Students Council will run if it is determined 	<ul style="list-style-type: none"> School Events will be held virtually. In the event an outside group would like to rent a facility the facilities director will make a determination following district and state guidance. Athletic opportunities will be determined by MIAA and DESE. <p>CO-CURRICULAR ACTIVITIES:</p> <ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> All School Events: will adhere to district and state safety protocols regarding size of group, social distancing and mask wearing. In the event an outside group would like to rent a facility the facility director will make a determination following district and state guidance. <p>CO-CURRICULAR ACTIVITIES:</p> <ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> School Events will be held virtually. <p>CO-CURRICULAR ACTIVITIES:</p> <ul style="list-style-type: none"> Flex Time, Work Study Class and Credit Recovery Classes will be Block 6 - See Schedule 2: Remote Learning. AIHS Extra Curricular Activities will be remote: <ul style="list-style-type: none"> Homework Club Art Club Newletter Club Book Club Coding Club AIHS students participate in athletics and clubs at Amesbury High School and will follow all guidelines set

	<ul style="list-style-type: none"> that we can run the club virtually. Chorus does not begin until the second half of the year. Determination will be made at that time. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<p>forth by the Amesbury High School.</p>
Classroom & Office Configuration	N/A	N/A	N/A	N/A

Breakfast/Lunch/ Snack/Recess	<ul style="list-style-type: none"> Lunch & breakfast will be available for students according to the district program. Lunch and snack breaks will be built into the remote schedule. 	<ul style="list-style-type: none"> Lunch and breakfast will be available for students according to the district program. Lunch/Recess break will be built into the remote schedule. <u>See remote schedule.</u> 	<ul style="list-style-type: none"> Lunch and breakfast will be available for students according to the district program. 	<ul style="list-style-type: none"> Lunch & breakfast will be available for students according to the district program Lunch is scheduled into the Remote Learning Schedule. See Schedule 2: Remote Learning Schedule
Transportation	N/A	N/A	N/A	N/A
Arrival/Dismissal/ Visitors	<ul style="list-style-type: none"> Visitors will follow district guidelines and individual schools will make adjustments as needed. 	<ul style="list-style-type: none"> Visitors will follow district guidelines and individual schools will make adjustments as needed. 	<ul style="list-style-type: none"> Visitors will follow district guidelines and individual schools will make adjustments as needed. 	<ul style="list-style-type: none"> Visitors will follow district guidelines and individual schools will make adjustments as needed.
Hallway Transitions	N/A	N/A	N/A	N/A
School Security & Safety	N/A	N/A	N/A	N/A
Cleaning & Sanitizing School Buildings				
Cleaning & Sanitizing School Buildings	<ul style="list-style-type: none"> Please refer to the ASD Reopening Plan for further details. 	<ul style="list-style-type: none"> Please refer to the ASD Reopening Plan for further details. 	<ul style="list-style-type: none"> Please refer to the ASD Reopening Plan for further details. 	<ul style="list-style-type: none"> Please refer to the ASD Reopening Plan for further details.
Hand Washing & Sanitizing Guidance	<ul style="list-style-type: none"> Please refer to the ASD Reopening Plan for further details. 	<ul style="list-style-type: none"> Please refer to the ASD Reopening Plan for further details. 	<ul style="list-style-type: none"> Please refer to the ASD Reopening Plan for further details. 	<ul style="list-style-type: none"> Please refer to the ASD Reopening Plan for further details.
Bathrooms & Water Fountains	<ul style="list-style-type: none"> Water Fountains will be turned off. Bathrooms will be cleaned according to 	<ul style="list-style-type: none"> Water Fountains will be turned off. 	<ul style="list-style-type: none"> Water Fountains will be turned off. 	<ul style="list-style-type: none"> Water Fountains will be turned off. Bathrooms will be cleaned according to

	the ASD Reopening Plan.	<ul style="list-style-type: none"> Bathrooms will be cleaned according to the ASD Reopening Plan. 	<ul style="list-style-type: none"> Contactless water filtration systems will be available. Bathrooms will be cleaned according to the ASD Reopening Plan. 	the ASD Reopening Plan.
Air Quality	<ul style="list-style-type: none"> For details, please refer to the District Reopening Plan. 	<ul style="list-style-type: none"> For details, please refer to the District Reopening Plan. 	<ul style="list-style-type: none"> For details, please refer to the District Reopening Plan. 	<ul style="list-style-type: none"> For details, please refer to the District Reopening Plan.

Teaching and Learning

Educational Technology	<ul style="list-style-type: none"> Students without devices: Pre-K and 1 students will be issued iPads, and 2-4 students will be issued a chromebook. All lessons will be recorded and live streamed via Google Meet and posted on Google Classroom. 	<ul style="list-style-type: none"> All lessons 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> All lessons 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.
Learning Platforms	AES: <ul style="list-style-type: none"> Google Classroom with G Suite upgrade:: grades 2-4. SeeSaw: Pre-k through 2 (second grade will phase into Google Classroom mid-year). 	<ul style="list-style-type: none"> All teachers will be required to have a Google Classroom for each of their classes. Google Meet will be used for synchronous meetings/teaching. Classes will be recorded 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Google Classroom with G Suite upgrade and associated apps will be used school wide.

	<p>CES:</p> <ul style="list-style-type: none"> • PK-4: Google Classroom with G Suite upgrade. 	<p>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. We will have consistent <u>Google Meet Norms</u>.</p> <ul style="list-style-type: none"> • 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. • 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. • We will be using schoolbrains for attendance 	<p>days prior to the start of school for this, and many other topics.</p> <p>TEACHER EXPECTATIONS IN GOOGLE CLASSROOM:</p> <ul style="list-style-type: none"> • 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. • A standardized syllabus has been created that contains consistent and explicit expectations for remote learning. This too, will be 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 	
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		<ul style="list-style-type: none"> Teachers will use google sites which will be connected through the Amesbury Middle School Website to communicate with parents about schedules, weekly agenda and generally what is going on with the school. Here is a model website. 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. 	Sunday at 5 pm.	
Curriculum	<ul style="list-style-type: none"> The existing curricula will be implemented along with ST Math and Wit and Wisdom. Weekly Learning Grids will be sent home every Friday. Teachers will collaborate to integrate science and SS into ELA and Math. <p>APS Draft Elementary Learn Anywhere Plan</p>	<ul style="list-style-type: none"> K-6 will continue to use ST Math as a supplement to the Go Math curriculum, and 7th and 8th grade math will be piloting a new math program called Desmos. 5th Grade science for two of their units this year will be using Project Lead the Way. ST Math, PLTW and Desmos will have professional development before the start of the school year 	<ul style="list-style-type: none"> All existing curricula will continue to be taught and modified as necessary to meet the needs of our in-school and remote learners. <p>ENGAGEMENT:</p> <ul style="list-style-type: none"> Rubrics will be designed that explicitly state what engagement in a remote learning environment looks like. This rubric will be used by all teachers. 	<ul style="list-style-type: none"> All existing curricula will be implemented and modified as necessary to meet the needs of in person and remote learners. Students will be educated on how the AIHS Remote and Participation Rubric relates to their online learning. Daily staff check-ins provide immediate feedback for differentiation and individualized

	<p><u>To Go Bags</u></p>	<p>as well as continued support through the year no matter what model of learning (remote, hybrid or full-in).</p> <ul style="list-style-type: none"> The continuity of all other curricula will ensure a smooth transition between remote, hybrid and in-person learning. <p>ENGAGEMENT:</p> <ul style="list-style-type: none"> Rubrics will be designed that explicitly state what engagement in a remote learning environment looks like. This rubric will be used by all teachers. <p>HOMEWORK:</p> <ul style="list-style-type: none"> Clear and consistent homework policies are being developed for all models. <p>DIFFERENTIATION:</p> <ul style="list-style-type: none"> All schedules have time embedded to provide support and enrichment/extension for each student. <p>FEEDBACK/EXTRA HELP:</p> <ul style="list-style-type: none"> Feedback, in ways other than a number grade, should be provided to students on a regular basis. This is vital regardless of the model 	<p>HOMEWORK:</p> <ul style="list-style-type: none"> Clear and consistent homework policies are being developed for all models. <p>DIFFERENTIATION:</p> <ul style="list-style-type: none"> All schedules have time embedded to provide support and enrichment/extension for each student. <p>FEEDBACK/EXTRA HELP:</p> <ul style="list-style-type: none"> Feedback, in ways other than a number grade, should be provided to students on a 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. 	<p>instruction for students.</p> <ul style="list-style-type: none"> There will be online and offline components to student work. Students will pick up weekly packets from bins outside the school. When/if this is not possible for students, arrangements will be made. Student work will be graded and returned promptly to keep students engaged and accountable. Teachers will be available for one to one or small group help each day from 1:30 to 2:30, in person and remotely, as well as Wednesday mornings. When a student is identified as struggling, the teacher will schedule an appointment with the student, and family if necessary, to provide additional support early on.
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		<ul style="list-style-type: none"> 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. 		
Academic Schedule	<ul style="list-style-type: none"> At the elementary level we will follow a 5 day Monday: Science and SS Tuesday/Thursday: EL A, Wednesday Friday: Math. Weekly Learning Grids will be sent home every Friday. Students will have the opportunity to meet 1:1, or in small groups, with teachers in person or virtually on Wednesday morning; daily during math and reading flex blocks; and by appointment. 	Remote Learning Schedule <ul style="list-style-type: none"> Students will have the opportunity to meet 1:1 with teachers in person or virtually on Wednesday mornings or by appointment. Teachers will use school-provided devices to record and stream live each lesson from their classrooms. 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 	<p>The Remote Schedule is included in the district plan.</p> <ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Teachers will be prepared to teach according to Schedule 2: Remote Learning in the district plan. On Fridays a schedule will be created for 20 minute one to one or small group learning sessions. Each student will have two meetings each Friday. Activities will also be scheduled on Fridays. Students will be expected to work asynchronously for the remaining time. 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

	<p>Draft Example of Elementary Remote Schedule</p> <p>APS Draft Elementary Learn Anywhere Plan</p>	<p>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.</p> <ul style="list-style-type: none"> Recordings will not be used in the evaluation process of staff. 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). 	<p>throughout the school year.</p> <ul style="list-style-type: none"> Recordings will not be used in the evaluation process of staff. The remote schedule has time embedded each day for teachers to interact with students in a one to one manner. 	<p>Google Classroom each day.</p> <ul style="list-style-type: none"> 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. One to one and small group learning: Students will meet with teachers in person or remote (when possible): <ul style="list-style-type: none"> Scheduled 20 minute meetings on Fridays 8:30 to 2:30 Each School Day from 1:30 to 2:30
<p>Grading</p>	<ul style="list-style-type: none"> Grading will follow the ASD Reopening Plan. At the elementary level teams will continue to meet to align grading with the 	<p>AMS: Proposed Remote Schedule</p> <ul style="list-style-type: none"> Grading will follow the ASD Reopening Plan. Students remote by choice will have the 	<ul style="list-style-type: none"> All students will be graded traditionally using a numerical scale. Students remote by choice will have the 	<ul style="list-style-type: none"> Students will be graded on all work using the normal grading scales for AIHS. Students remote by choice will have the

	current report card.	same expectations as "in-person" students.	same expectations as "in-person" students.	same expectations as "in-person" students.
Attendance	<ul style="list-style-type: none"> Attendance will be taken at all Google Meets. Attendance per class will be put into schoolbrains. If a student is unable to attend their class meetings on a regular basis the family should contact the principal for assistance. A Class participation rubric created in the spring will be implemented at both elementary schools. 	<ul style="list-style-type: none"> Attendance will be taken at all Google Meets. Attendance per class will be put into schoolbrains. If a student is unable to attend their class meetings on a regular basis the family should contact the principal for assistance. 	<ul style="list-style-type: none"> Attendance will be taken at all Google Meets. A new rubric will be created to supplement traditional grading policies that defines what attendance in a remote setting entails. If a student is unable to attend Google Meets on a regular basis, the family should contact the principal (or assistant principal) for assistance. 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. 	<ul style="list-style-type: none"> Remote Learning will be required for all students. See Schedule 2: Remote Learning. Attendance will be taken at the start of each class. AIHS will adhere to the Attendance Policy designated by the Amesbury School Committee. The Remote Attendance and Participation Rubric will be used by teachers. If a student has 3 absences, a remote meeting will be held with the principal and/or guidance counselor, family and student.
Formative & Summative Assessments	<ul style="list-style-type: none"> Student Assessments Formative assessment will be used to determine readiness, evidence of student learning in order to 	<ul style="list-style-type: none"> Within the first two weeks of school, teachers will administer a formative assessment to determine areas of knowledge and gaps in knowledge. Where 	<ul style="list-style-type: none"> Within the first two weeks of school, teachers will administer a formative assessment to determine areas of knowledge and gaps in knowledge. Where 	<ul style="list-style-type: none"> Within the first three weeks of school, teachers will administer a formative assessment to determine areas of knowledge and gaps in knowledge. Where

	reinforce a deeper understanding of the content	<p>possible, these should be common assessments across content areas.</p> <p>Formative Assessments:</p> <ul style="list-style-type: none"> Measures of Academic Progress Pre-Assessment made by curriculum task force Specific arrangements for secure remote testing would have to be developed. 	<p>possible, these should be common assessments across content areas.</p> <ul style="list-style-type: none"> 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 assessments would have to be developed. 	<p>possible, these should be common assessments across content areas. If possible, some of this testing will be done in school.</p> <ul style="list-style-type: none"> Specific arrangements for secure remote testing will be developed.
Professional Development	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> The first ten(10) days of school will be used to provide specific, meaningful professional development for staff 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> The first ten(10) days of school will be used to provide specific, meaningful professional development for staff. All staff will receive training on the District Reopening Plan prior to the start of the school year. This will include best practices for remote/hybrid learning, new systems (School Brains, Google upgrade), and time to plan for remote/hybrid learning.

	<ul style="list-style-type: none"> 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; 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 	<ul style="list-style-type: none"> requiring mental health support, and the use and disposal of health and safety supplies. Teachers in grades 5-6 will receive a refresher training on the ST Math Program. This will be held Friday August 28th from 8am-10am. We will also provide training in the various Google apps. Google Sites for communication will be one of these PD days. 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 Time for teachers to go over the new curriculum for PLTW (Project Lead the Way) and Desmos. In both the remote and hybrid schedules, time is embedded for professional development, collaboration, 	<ul style="list-style-type: none"> 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. 	
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	communication, and planning.			
Communication	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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 weekly plans. These will be sent via email as well as on their google sites. Teachers will update their google classrooms by Sunday for the next week's assignments and schedule. 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. 	<div>SCHOOL COMMUNITY:</div> <ul style="list-style-type: none"> A weekly PSA will go out from administration. We are considering a live stream option for this. Topics to cover: <ul style="list-style-type: none"> COVID policies Classroom expectations Informational updates <div>PARENTS/GUARDIANS:</div> <ul style="list-style-type: none"> Offer live, recorded, and written training on how to use Google Classroom to parent. Principal's Newsletter will be published at least monthly through the month of December. Principal's Coffee will be held virtually at least twice a month until the holiday break. Periodically, survey parents and students regarding key issues, concerns, and feedback. 	<div>SCHOOL COMMUNITY:</div> <ul style="list-style-type: none"> Daily check-ins with staff will continue. Topics will now include changes in COVID policy, classroom expectations, student progress. <div>FAMILIES:</div> <ul style="list-style-type: none"> Weekly communication from principal to families including updates on curriculum, procedures & protocols, student engagement, district updates, etc. Google Classroom is accessible to all families. "How To" instructions will be shared with families at the start of the school year. Families will be provided guidance and instruction on how to use School Brains. Periodic surveys for students and families will provide useful feedback about progress.
New Student Orientation	<ul style="list-style-type: none"> New Student Orientation will be redesigned to 	<ul style="list-style-type: none"> New Student Orientation will be redesigned to 	<ul style="list-style-type: none"> New Student Orientation will be redesigned to 	

		<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> scheduled the day prior to the start of school. Teachers will record videos introducing themselves to families and students. These will be posted on Google Classroom and the school website. For those families wishing to meet in person, necessary safety measures will be in place.
Meet & Greet/Back to School Meeting	<ul style="list-style-type: none"> Meet and Greet: September 11 and September 14. School-based teams are working to determine what the Meet and Greet will look like at each grade level. School-based teams are working to determine what Back to School Night will look like at each grade-level. 	<ul style="list-style-type: none"> Meet and Greet: September 11 and September 14. School-based teams are working to determine what the Meet and Greet will look like at each grade level. School-based teams are working to determine what Back to School Night will look like at each grade-level. 	<ul style="list-style-type: none"> Meet and Greet: September 11 and September 14. School-based teams are working to determine what the Meet and Greet will look like at each grade level. School-based teams are working to determine what Back to School Night will look like at each grade-level. 	<ul style="list-style-type: none"> Meet and Greets will be scheduled for September 11 and September 14. School-based teams are planning this event.
Student Progress Feedback to Families/Family Support	<ul style="list-style-type: none"> Continue weekly meetings with Pettengill to support families and students in all areas. Building-based student support forms will be utilized to provide feedback to students 	<ul style="list-style-type: none"> Feedback, in ways other than a number grade, should be provided to students on a regular basis. This is vital regardless of the model in which each student is participating.. 	<ul style="list-style-type: none"> Continue weekly meetings with Pettengill to support families and students in all areas. Building-based student support forms will be utilized to provide feedback to students 	<ul style="list-style-type: none"> Google Classroom and School Brains will be available for families. The Adjustment Counselor will make weekly calls to families and will make referrals to Pettengill when

	and families.	<ul style="list-style-type: none"> Extra help will be given during scheduled check-in times during the week or by appointment. 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. 	and families.	<ul style="list-style-type: none"> At AIHS, consistent family contact is part of the therapeutic component of the program. In person and virtual meetings will be conducted regarding behavior, attendance, academic progress as needed.
Specialized Subjects				
Fine Arts and Physical Education	<ul style="list-style-type: none"> Specials will be built into the remote schedule for all students. 	<ul style="list-style-type: none"> Specials will be built into the remote schedule for all students. 	<ul style="list-style-type: none"> Classes will incorporate performance based activities and assessments that can be completed at home. 	<ul style="list-style-type: none"> Activities will take place remotely on Fridays.
Student Support Services				
Mental Health/SEL	AES: <ul style="list-style-type: none"> All students will have a mentor/advisor for check-ins (i.e. classroom teacher, special education teacher, or counselor). School-based SEL team. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Students can access therapeutic support from the principal and/or adjustment counselor at any time. Continue to work with Pettengill to provide additional services to students in need. When a student is identified by staff as needing emotional

	<ul style="list-style-type: none"> • 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. <p>CES:</p> <ul style="list-style-type: none"> • CES will continue to utilize PBIS, focusing on SKR: Safe, Kind, and Responsible with adaptations as needed. <p>CES, Safe, Kind, Responsible planning document</p> <ul style="list-style-type: none"> • Examples of students who demonstrate SAFE, KIND, and RESPONSIBLE 	<ul style="list-style-type: none"> • Review the role of the paraprofessionals and redefine how they are utilized. • Assign paras to high-risk students to check-in and support. • Create a flow chart for notification when students are struggling. • We will identify students at risk. Adjustment counselors and Guidance Counselors will be utilized for at-Risk and Rit team referrals. <p>SEL:</p> <ul style="list-style-type: none"> • Particularly at the start of the school year, teachers will embed SEL and relationship-building activities into their classes. • We will be looking into using Class Dojo. • For our Tier 1 students we will be using the CARE program for all three models of learning. The CARE program will be looked into to have more positive reinforcement opportunities and may 	<p>Petengill House).</p> <ul style="list-style-type: none"> • 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. • Particularly at the start of the school year, teachers will embed SEL and relationship-building activities into their classes. • Meet and Greet will kick-off the building of relationships between students and staff. 	<p>support, the principal or adjustment counselor will check in with the student.</p> <ul style="list-style-type: none"> • 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 by the adjustment counselor 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. • SEL class will be taught according to schedule: <ul style="list-style-type: none"> 9th - Quarter 1 10th - Quarter 2 11th - Quarter 3 12th - Quarter 4 • SEL skills are reinforced in all classrooms.
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	<p>behavior will be highlighted in principal's weekly communication.</p> <ul style="list-style-type: none"> • Core SEL lessons using the Zones of Regulation, and Second Step Program will be 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 Rtl 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. • Morning Announcements will be pre-recorded and shared with students. • Morning Meetings with 	<ul style="list-style-type: none"> • We will also have a CST (Child Study Team) that has a set protocol and set time per week. 		
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	class virtually.			
Special Education	<ul style="list-style-type: none"> • Please refer to the Special Student Populations section of the District Reopening Plan. • Students on 504's will continue to receive all accommodations identified in their plans. 	<ul style="list-style-type: none"> • Please refer to the Special Student Populations section of the District Reopening Plan. • Students on 504's will continue to receive all accommodations identified in their plans. 	<ul style="list-style-type: none"> • Please refer to the Special Student Populations section of the District Reopening Plan. • Students on 504's will continue to receive all of the accommodations identified in their plans. 	<ul style="list-style-type: none"> • Please refer to the Special Student Populations section of the District Reopening Plan. • Students on 504's will continue to receive all accommodations identified in their plans.

Amesbury School District - Hybrid Plan

All staff will be required to work from their classrooms during contracted hours in this plan.

Amesbury Schools HYBRID Plans:	Amesbury Elementary Schools: AES and CES	Amesbury Middle School	Amesbury High School	Amesbury Innovation High School
Daily Operations				
Mask Policy & Mask Breaks	<ul style="list-style-type: none"> 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 student's attendance for the remainder of the day. Students will take mask breaks in designated areas outdoors after Blocks 1 & 3 or 4. They will exit designated doors, staggered by grade. 	<ul style="list-style-type: none"> All students and staff will be required to wear a mask/face covering that covers their mouth and nose each day. Adhere to the DESE Mask Policy. 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 - A plan will be developed for dealing with students who do not follow masks and/or other hygiene policies. 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 breaks will be required: during lunch, 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. A plan will be developed for dealing with students who do not follow masks and/or other hygiene policies. Students will take mask breaks in designated areas outdoors after Blocks 1 & 3 or 4. They will exit designated doors, staggered by grade.

		<ul style="list-style-type: none"> outside classrooms, at least 1 mask break per class when teachers determine. Gloves, face shields, gowns, and/or other appropriate PPE should be worn by the school nurse as well as the Life Skills teacher and specific paraprofessionals as deemed appropriate by each individual. 	<ul style="list-style-type: none"> PPE including masks with vents and clear shields will be provided to and worn by kitchen staff. 	
Physical Distancing	<ul style="list-style-type: none"> Students and staff will maintain a minimum of 5 feet of physical distance while in school wearing masks. Six (6) feet of physical distance is recommended and AES and CES will account for 6 feet of physical distance whenever possible. Classrooms will have signage for mask wearing and social distancing. Desks will be arranged in rows facing the same direction, spaced a minimum of three feet apart. 	<ul style="list-style-type: none"> Students and staff will maintain a minimum of 5 feet of physical distance while in school wearing masks. Six (6) feet of physical distance is recommended and AMS 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. With Full-In we are able to make them 5 feet apart. 	<ul style="list-style-type: none"> Students and staff will maintain a minimum of 5 feet of physical distance while in school wearing masks. Six (6) feet of physical distance will be maintained when students are not wearing masks during lunch or Mask Breaks. Desks will be arranged in rows facing the same direction, spaced a minimum of three feet apart, edge to edge. 	<ul style="list-style-type: none"> Students and staff will maintain a minimum of 5 feet of physical distance while in school wearing masks. Six (6) feet of physical distance will be maintained when students are not wearing masks during lunch or Mask Breaks. Desks will be arranged in rows facing the same direction, spaced a minimum of three feet apart, edge to edge.
Signage	<ul style="list-style-type: none"> Signage will be placed on floors to show direction and where appropriate signage will indicate 5 to 6 foot social distancing. Bathrooms will have signage for proper hand sanitization. 	<ul style="list-style-type: none"> Create signage for all spaces in the building indicating the maximum capacity of spaces with both 5' and 6' spacing. These signs should be the same format throughout the district's buildings. Specific signage for bathrooms, handwashing, 	<ul style="list-style-type: none"> Create signage for all spaces in the building indicating the maximum capacity of spaces with both 5' and 6' spacing. These signs should be the same format throughout the district's buildings. Specific signage for bathrooms, handwashing, 	<ul style="list-style-type: none"> Signage will be placed on floors to show direction and indicate 5 to 6 foot social distancing. Bathrooms will have signage for proper hand sanitization. Classrooms will have signage for mask wearing and social distancing.

	<ul style="list-style-type: none"> Classrooms will have signage for mask wearing and social distancing. Instructions for entering the building/reception area will be posted outside the front door. There will be arrows in hallways to show direction. 	<ul style="list-style-type: none"> and sanitizing locations. Hallway and stairwell directions will be clearly indicated through the use of signage as well as other visual aids. Signs will be placed on floors to show direction and indicate 5 to 6 foot social distancing. Classrooms will have signs for mask wearing and social distancing. There will be arrows in hallways to show direction. Students will not be permitted to use their lockers. Hallways will be two ways therefore we will have a defined line splitting the two ways apart from each other. There will be an increased adult presence monitoring students during movement times. Grade level door entries will be labelled. Instructions for entering the building/reception area will be posted outside the front door. 	<ul style="list-style-type: none"> and sanitizing locations. Hallway and stairwell directions will be clearly indicated through the use of signage as well as other visual aids. 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. 	<ul style="list-style-type: none"> Offices will have appointment sign-up sheets on doors for if a staff member is indisposed and a student is in need. When the staff person becomes available, the student will be called from class.
COVID Isolation Space & Nursing	<ul style="list-style-type: none"> A isolation room will be designated for students or staff that exhibit any signs of illness associated with COVID. 	<ul style="list-style-type: none"> An isolation room will be designated for students or staff that exhibit any signs of illness associated with COVID. This will be right 	<ul style="list-style-type: none"> Reorganize the current nurse's suite. The current office will become the isolation room. 	<ul style="list-style-type: none"> An isolation room will be designated for students or staff that exhibit any signs of illness associated with COVID.

	<ul style="list-style-type: none"> o AES: the isolation room will be located next door to the office • In this room students are still expected to wear masks. • The AES nurse will have additional PPE. 	<p>next to the nursing station. File cabinets will make a "false" hallway straight to the separate room. This will have three beds that are six feet apart. In this room students are still expected to wear masks. We will also have an overflow room with 2-3 additional beds.</p> <ul style="list-style-type: none"> • The AMS nurse will have additional PPE. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • The AIHS nurse will have additional PPE. • The AIHS nurse will assess the student or staff person and decide next steps.
Protocol for Illness	<ul style="list-style-type: none"> • Students and staff will follow the four plans developed by the district nurses following the guidance from the state and the CDC. <ul style="list-style-type: none"> o Health Protocols Prior to Coming to School o When a Student or Staff Member Becomes Ill o Illness of Students and Staff During the School Day o Infection Control Measures 	<ul style="list-style-type: none"> • Students and staff will follow the four plans developed by the district nurses following the guidance from the state and the CDC. <ul style="list-style-type: none"> o Health Protocols Prior to Coming to School o When a Student or Staff Member Becomes Ill o Illness of Students and Staff During the School Day o Infection Control Measures 	<ul style="list-style-type: none"> • Students and staff will follow the four plans developed by the district nurses following the guidance from the state and the CDC. <ul style="list-style-type: none"> o Health Protocols Prior to Coming to School o When a Student or Staff Member Becomes Ill o Illness of Students and Staff During the School Day o Infection Control Measures 	<ul style="list-style-type: none"> • Students and staff will follow the four plans developed by the district nurses following the guidance from the state and the CDC. <ul style="list-style-type: none"> o Health Protocols Prior to Coming to School 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	<ul style="list-style-type: none"> • The district will adhere to travel guidelines issued by the state of Massachusetts. 	<ul style="list-style-type: none"> • The district will adhere to travel guidelines issued by the state of Massachusetts. 	<ul style="list-style-type: none"> • The district will adhere to travel guidelines issued by the state of Massachusetts. 	<ul style="list-style-type: none"> • The district will adhere to travel guidelines issued by the state of Massachusetts.

Field Trips	<ul style="list-style-type: none"> Staff and students will be limited to local outdoor field trips and will adhere to all district safety guidelines. Virtual or pre-recorded field trips are permitted. Teachers are encouraged to utilize digital resources to provide virtual field trips. 	<ul style="list-style-type: none"> Field trips will not be permitted at this time. If metrics indicate, field trip opportunities will be considered on a case by case basis. Virtual or pre-recorded field trips are permitted. Teachers are encouraged to utilize digital resources to provide virtual field trips. 	<ul style="list-style-type: none"> Field trips will not be permitted at this time. If metrics indicate, field trip opportunities will be considered on a case by case basis. Virtual or pre-recorded field trips are permitted. Teachers are encouraged to utilize digital resources to provide virtual field trips. 	<ul style="list-style-type: none"> Staff and students will be limited to local outdoor field trips and will adhere to all district safety guidelines. Virtual or pre-recorded field trips are permitted. Teachers are encouraged to utilize digital resources to provide virtual field trips.
Family Expectations	<ul style="list-style-type: none"> 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. 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. 	<ul style="list-style-type: none"> 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. 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. 	<ul style="list-style-type: none"> 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 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. 	<ul style="list-style-type: none"> 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. 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.

School Events/ Co-curricular Activities/Facility Usage	<ul style="list-style-type: none">• All School Events: will adhere to district and state safety protocols regarding size of group, social distancing and mask wearing• In the event an outside group would like to rent a facility the principal will make a determination following district and state guidance.
<p>AES AND CES CO-CURRICULAR ACTIVITIES:</p> <ul style="list-style-type: none">• Recycling Club will run if it is determined that students can follow all CDC guidelines.• Newspaper Club will run as a virtual club (this club ran during the Spring Closing).• Technology club will run as a virtual club (this club ran during the Spring Closing).• Students Council will run if it is determined that we can run the club virtually.• Chorus does not begin until the second half of the year. Determination will be made at that time.	<p>CO-CURRICULAR ACTIVITIES:</p> <ul style="list-style-type: none">• In the event an outside group would like to rent a facility the facility director will make a determination following district and state guidance.• 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.
	<p>CO-CURRICULAR ACTIVITIES:</p> <ul style="list-style-type: none">• In the event an outside group would like to rent a facility the facility director will make a determination following district and state guidance.• 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.
	<ul style="list-style-type: none">• All School Events: will adhere to district and state safety protocols regarding size of group, social distancing and mask wearing. <p>CO-CURRICULAR ACTIVITIES:</p> <ul style="list-style-type: none">• Flex Time, Work Study Class and Credit Recovery Classes will be Block 5 or 6 - See Schedule 3: Hybrid Learning.• Students will be permitted to participate in AIHS extracurricular activities and will adhere to all safety regulations as during the school day, mask wearing, social distancing, cleaning.<ul style="list-style-type: none">◦ Homework Club◦ Art Club◦ Newsletter Club◦ Book Club◦ Coding Club• AIHS students participate in athletics and extracurricular activities at Amesbury High School and will follow all guidelines set forth by Amesbury High School.

	<ul style="list-style-type: none">Moderate-high risk sports depending on health advisory.Students cannot share equipment.Coaches will be trained in COVID protocols.Developing a reservation/tracking system for spectators could be adapted.	<ul style="list-style-type: none">Moderate-high risk sports could be adapted depending on health advisory.Students cannot share equipment.Coaches will be trained in COVID protocols.Develop a reservation/tracking system for spectators.	
Classroom & Office Configuration	<ul style="list-style-type: none">AES: The gym will be transformed into a cafeteria in order to follow social distancing guidelines.CES: Students will continue to eat in the cafeteria as space accommodates social distancing guidelines.Students will eat breakfast, lunch, and snacks in the gym/cafeteria following the social distancing guidelines of 6 feet apart. When possible students will eat snacks outside.Lunch: Students will sit in their assigned seat in the Cafeteria.Students will order a pre-packaged lunch in the morning.Classes will be called to get their lunches and social distancing	<ul style="list-style-type: none">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.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,	<ul style="list-style-type: none">Desks will be placed 5'-6' apart facing the same direction.Adjustments will be made to spaces to enhance safety.Plexi-glass materials have been purchased to build barriers for high traffic spaces with greater in-person interaction.Outdoor spaces will be available for teaching and learning, and individual one to one meetings.

	<p>guidelines will be enforced while waiting in line.</p> <ul style="list-style-type: none"> • Snack: When possible students will eat outside. • Click the link to view the snack, recess, lunch schedule by grade : AES Master Schedule CES Master Schedule • Students will attend recess with their class in designated areas outside. If students are unable to attend recess outside students will remain in the classrooms with masks on following social distancing guidelines. Students will wash/sanitize their hands before attending recess. Recess equipment will be cleaned daily. 	<p>food service areas, and other.</p> <ul style="list-style-type: none"> • Outdoor spaces that 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 into using the stadium seating. Will need rolling whiteboards to support this initiative. 	<p>designed as a barrier between guests, students, and our receptionist.</p> <ul style="list-style-type: none"> • 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. <p>GUIDANCE:</p> <ul style="list-style-type: none"> • We may need to relocate individual guidance and adjustment counselor offices in order to safely allow them to meet with students. <p>KITCHEN:</p> <ul style="list-style-type: none"> • Clear partitions/barriers will be installed at registers. • Kitchen workspaces will be rearranged to meet social distancing protocols. • 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. • Students will eat in the cafeteria at a 6 ft distance possibly utilizing tented areas outside, an adjacent classroom. 	
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Breakfast/Lunch/ Snack/Recess	<ul style="list-style-type: none">• AES: The gym will be transformed into a cafeteria in order to follow social distancing guidelines.• CES: Students will continue to eat in cafeteria as space accommodates social distancing guidelines.• Students will eat breakfast, lunch, and snacks in the gym/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.• 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 : AES Master Schedule CES Master Schedule• Students will attend recess with their class in designated areas outside.	<ul style="list-style-type: none">• Lunch: Students will eat 6 feet apart in the cafeteria and the performance center will be for the overflow for students to promote social distancing of 6 feet. Students need to remain in the same seating arrangement from the cohorts for lunch for contract tracing. All students entering the cafeteria will have at least a 3 foot space between them. Masks will be worn when entering the cafeteria as well as picking up food. Food will be served pre-packaged. Once students are in their assigned seats they will be able to remove masks. Anytime they are not at their assigned seats they must wear masks. It is expected that students wash hands before and after eating any meal.• Breakfast: We will make a subgroup of breakfast students and assign seats accordingly. The same lunch rules will apply. We will number tables for easy access to their assigned seats. We will provide colored cards to students to make sure students are in the correct seating.• A definition of snacks allowed in classrooms will be created.	<ul style="list-style-type: none">• 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 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	<ul style="list-style-type: none">• Students will eat in designated classrooms and/or designated outdoor areas, with 6 foot distancing.• Students will eat in designated classrooms and/or designated outdoor areas, with 6 foot distancing.• 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.
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	<p>If students are unable to attend recess outside students will remain in the classrooms with masks on following social distancing guidelines. Students will wash/sanitize their hands before attending recess. Recess equipment will be cleaned daily.</p>		<p>plan for providing lunches to AIHS students.</p>	
<p>Transportation</p>	<ul style="list-style-type: none"> Students requiring/electing district transportation will be transported to and from school according to state guidelines. <u>AES Arrival and Dismissal Routine</u> <u>CES Arrival and Dismissal 2020 - 2021</u> 	<ul style="list-style-type: none"> Students requiring/electing district transportation will be transported to and from school according to state 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. 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 	<p>DAILY TRANSPORTATION:</p> <ul style="list-style-type: none"> Students requiring/electing district transportation will be transported to and from school according to state guidelines. Students will be dropped off at Door 9. <p>SPECIAL EDUCATION:</p> <ul style="list-style-type: none"> Students will be dropped off in the back of the building (Door 9). A plan will be developed for special education students who typically go out in the community. Car seats will be sanitized between use. <p>ATHLETICS:</p> <ul style="list-style-type: none"> One student per seat on buses with a total of 25 passengers (24 students and one monitor). 	<ul style="list-style-type: none"> Students requiring/electing for district transportation will be transported to and from school according to state guidelines.

		<ul style="list-style-type: none"> event of exposure or transmission. Windows on the bus will be open to provide fresh air. We will be recommending walking to families. 		
Arrival/Dismissal/Visitors	<p>AES:</p> <p>AES Arrival and Dismissal Routine</p> <ul style="list-style-type: none"> Click the link and click the Entrance/Exit/Stairwells tab: Doorway and Stairwell Assignments <p>CES:</p> <p>CES Arrival and Dismissal 2020 - 2021</p> <p>Visitors:</p> <ul style="list-style-type: none"> Visitors will follow district guidelines and individual schools will make adjustments as needed. 	<p>AMS Arrival/Dismissal Plan</p> <p>Visitors:</p> <ul style="list-style-type: none"> 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 A hand sanitizer dispenser will be added to the reception area. 	<ul style="list-style-type: none"> 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 	<p>Arrival/Dismissal:</p> <ul style="list-style-type: none"> 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/lare 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 classrooms. <p>Visitors:</p> <ul style="list-style-type: none"> Visitors will follow district guidelines and individual schools will make adjustments as needed.

		<ul style="list-style-type: none">breakfast should report to the cafeteria and remain in the cafeteria while eating. This process will be supervised by administration or custodian.If needed, a new traffic pattern will be developed in conjunction with Amesbury Police Department in order to streamline pickup and drop off of students.	
Hallway Transitions	<ul style="list-style-type: none">All hallway procedures will be taught at the beginning of the year for students and staff. .Clear signage and floor markings will be placed throughout the building	<p>Hallways:</p> <ul style="list-style-type: none">Students will carry backpacks to each class. Teams need to think of a plan to consolidate supplies so backpacks are not so heavy. <p>There will be arrows in hallways to show direction</p> <p>Masks will be required by all (students and AMS staff) in the Hallways</p> <ul style="list-style-type: none">Staggered classrooms in the hallway when passing into the next class. Teachers will bring students to places in the hallways.There will be clear signage throughout the building to assist in directing students.Hallways will be two ways therefore we will have a defined line splitting the two ways apart from each other.	<ul style="list-style-type: none">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.

		<ul style="list-style-type: none"> There will be an increased adult presence monitoring students during movement times. Teachers will stagger the release of students from their own classrooms. Students will not be permitted to use lockers. Students will not be permitted to "hang out" in the hallway. It is expected that students move directly to their next destination once dismissed from the class. Once students enter a classroom, they will use individual cleaning wipes to clean their seat/desk prior to sitting in it. Teachers will clean door knobs between classes. 	<ul style="list-style-type: none"> 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. <ul style="list-style-type: none"> 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. 	
School Security & Safety	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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

	<ul style="list-style-type: none"> 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 physical safety of the staff and students will take precedent. 	<ul style="list-style-type: none"> 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 physical safety of the staff and students will take precedent. 	<ul style="list-style-type: none"> 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 physical safety of the staff and students will take precedent. 	<ul style="list-style-type: none"> 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 physical safety of the staff and students will take precedent.
Cleaning and Sanitizing Protocols				
Cleaning and Sanitizing School Buildings	<ul style="list-style-type: none"> Refer to the ASD Reopening plan for further details. 	<ul style="list-style-type: none"> Refer to the ASD Reopening plan for further details. 	<ul style="list-style-type: none"> Refer to the ASD Reopening plan for further details. 	<ul style="list-style-type: none"> Refer to the ASD Reopening plan for further details.
Chromebook Cleaning	<ul style="list-style-type: none"> Families will be responsible for ensuring chromebooks are clean. 	<ul style="list-style-type: none"> Students will travel with Chromebooks to classes throughout the day. Students will be responsible for cleaning their own devices. 	<ul style="list-style-type: none"> Students will travel with Chromebooks to classes throughout the day. Students will be responsible for cleaning their own devices. 	<ul style="list-style-type: none"> Students will travel with Chromebooks to classes throughout the day. Students will be responsible for cleaning their own devices.
Hand Washing & Sanitizing Guidance	<ul style="list-style-type: none"> Refer to the ASD Reopening plan for further details. 	<ul style="list-style-type: none"> Refer to the ASD Reopening plan for further details. Students and teachers will exercise hand hygiene regularly throughout the day, including upon arrival to school, before eating, taking off their masks, before dismissal and before entering and exiting a classroom, after coughing and sneezing 	<ul style="list-style-type: none"> Refer to the ASD Reopening plan for further details. 	<ul style="list-style-type: none"> Refer to the ASD Reopening plan for further details.

		<ul style="list-style-type: none"> and when teacher deems appropriate. 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. Sanitizing stations will be placed at each doorway. Students will sanitize their designated desk areas in each classroom at the end of class. 		
Bathrooms/Water Fountains	<ul style="list-style-type: none"> Water fountains will not be accessible. Students will bring water bottles to school and/or water will be provided. Students and staff will sanitize their hands when entering and exiting bathrooms. Each classroom will be assigned to certain bathrooms. 	<ul style="list-style-type: none"> Water fountains will not be accessible. Students will bring water bottles to school and/or water will be provided. Students and staff will sanitize their hands when entering and exiting bathrooms. Each classroom will be assigned to certain bathrooms. 	<ul style="list-style-type: none"> Water fountains will not be accessible. Students will bring water bottles to school and/or water will be provided. Contactless water filtration systems will be available. Students and staff will sanitize their hands when entering and exiting bathrooms. Bathrooms will be cleaned according to the ASD Reopening Plan. 	<ul style="list-style-type: none"> Water fountains will not be accessible. Students will bring water bottles to school and/or water will be provided. Students and staff will sanitize their hands when entering and exiting bathrooms. Each classroom will be assigned to certain bathrooms.

	<ul style="list-style-type: none"> Students will wait on marked spaces for their turn in the bathroom. Only one stall in each bathroom will be available for use. Clear signage will be developed to indicate if the bathroom is in use. Bathrooms will be cleaned according to the ASD Reopening Plan. 	<ul style="list-style-type: none"> Students will wait on marked spaces for their turn in the bathroom. Only one stall in each bathroom will be available for use. We will be looking into parent volunteers to let them in and out of bathrooms. Any volunteers will be CORI Checked and approved in advance. Clear signage will be developed to indicate if the bathroom is in use. Custodians will develop a routine where bathrooms are cleaned on a prescriptive schedule. Existing paper towel dispensers will be replaced by automatic ones. Bathrooms will be cleaned according to the ASD Reopening Plan. 	<ul style="list-style-type: none"> 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 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. 	<ul style="list-style-type: none"> Students will wait on marked spaces for their turn in the bathroom. Clear signage will be developed to indicate if the bathroom is in use. Gloves, disinfecting spray, and trash barrels will be available in the individual staff bathrooms. Bathrooms will be cleaned according to the ASD Reopening Plan.
Classroom Hygiene	<ul style="list-style-type: none"> Desks will be placed 5 feet apart (6 feet when possible) Air purifiers will be placed in each classroom All classroom materials will be assigned and kept in a bin/bag labeled with the child's name 	<ul style="list-style-type: none"> Desks will be placed 5 feet apart (6 feet when possible) 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 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Desks will be placed 5 feet apart, 6 feet when possible. Air purifiers will be in each room. Students will wipe down their desk and chair before leaving the classroom. Any use of shared classroom materials will

		<ul style="list-style-type: none"> 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. 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> be placed in the USED BIN for sanitation.
Air Quality	<ul style="list-style-type: none"> For details, please refer to the District Reopening Plan. 	<ul style="list-style-type: none"> For details, please refer to the District Reopening Plan. 	<ul style="list-style-type: none"> For details, please refer to the District Reopening Plan. 	<ul style="list-style-type: none"> For details, please refer to the District Reopening Plan.
Teaching and Learning				
Educational Technology	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Google Classroom along with associated apps will be used by all teachers. All classes will be recorded and live streamed and posted on Google Classroom.

	<ul style="list-style-type: none"> daily and the district will purchase computer bags for school-owned computers. All classes will be recorded and live streamed via Google Meet and posted on Google Classroom. 	<ul style="list-style-type: none"> 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 OR Devices will travel between home and school daily and the district will purchase computer bags for school-owned computers. 	<ul style="list-style-type: none"> Classroom. With the Google upgrade, live streaming is available as well. 	<ul style="list-style-type: none"> 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 and school.
Learning Platforms	<p>AES:</p> <ul style="list-style-type: none"> Google Classroom with G Suite upgrade: grades 2-4. SeeSaw: Pre-k through 2 (second grade will phase into Google Classroom mid-year). <p>CES:</p> <ul style="list-style-type: none"> PK-4: Google Classroom with G Suite upgrade. 	<ul style="list-style-type: none"> All teachers will be required to have a Google Classroom for each of their classes. 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. We will have consistent <u>Google Meet Norms</u>. 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 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Google Classroom with G Suite upgrade and associated apps will be used school wide.

		<ul style="list-style-type: none"> other topics. 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. We will be using schoolbrains for attendance. Teachers will use google sites which will be connected through the Amesbury Middle School Website to communicate with parents about schedules, weekly agenda and generally what is going on with the school. Here is a model website. 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. 		
Curriculum	<ul style="list-style-type: none"> The existing curricula will be implemented along with ST Math and Wit and Wisdom. Weekly Learning Grids will be sent home every Friday. Teachers will collaborate 	<ul style="list-style-type: none"> K-6 will continue to use ST Math as a supplement to the Go Math curriculum, and 7th and 8th grade math will be piloting a new math program called Desmos. 5th Grade science for two of their units this year will 	<ul style="list-style-type: none"> All existing curricula will continue to be taught and modified as necessary to meet the needs of our in-school and remote learners. <p>ENGAGEMENT:</p> <ul style="list-style-type: none"> Rubrics will be designed that explicitly state what 	<ul style="list-style-type: none"> All existing curricula will be implemented and modified as necessary to meet the needs of in person and remote learners. Students will be educated on how the AIHS Remote and Participation Rubric

	<p>to integrate science and SS into ELA and Math.</p> <p>APS Draft Elementary Learn Anywhere Plan</p> <p>To Go Bags</p>	<p>be using Project Lead the Way.</p> <ul style="list-style-type: none"> ST Math, PLTW and Desmos will have professional development before the start of the school year as well as continued support through the year no matter what model of learning (remote, hybrid or full-in). The continuity of all other curricula will ensure a smooth transition between remote, hybrid and in-person learning. <p>ENGAGEMENT:</p> <ul style="list-style-type: none"> Rubrics will be designed that explicitly state what engagement in a remote learning environment looks like. This rubric will be used by all teachers. <p>HOMEWORK:</p> <ul style="list-style-type: none"> Clear and consistent homework policies are being developed for all models. <p>DIFFERENTIATION:</p> <ul style="list-style-type: none"> All schedules have time embedded to provide support and enrichment/extension for each student. <p>FEEDBACK/EXTRA HELP:</p> <ul style="list-style-type: none"> Feedback, in ways other than a number grade, should be provided to students on a regular basis. This is vital 	<p>engagement in a remote learning environment looks like.</p> <ul style="list-style-type: none"> This rubric will be used by all teachers. <p>HOMEWORK:</p> <ul style="list-style-type: none"> Clear and consistent homework policies are being developed for all models. <p>DIFFERENTIATION:</p> <ul style="list-style-type: none"> All schedules have time embedded to provide support and enrichment/extension for each student. <p>FEEDBACK/EXTRA HELP:</p> <ul style="list-style-type: none"> Feedback, in ways other than a number grade, should be provided to students on a 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. 	<p>relates to their online learning.</p> <ul style="list-style-type: none"> Daily staff check-ins provide immediate feedback for differentiation and individualized instruction for students. There will be online and offline components to student work. Students will pick up weekly packets from bins outside the school. When/if this is not possible for students, arrangements will be made. Student work will be graded and returned promptly to keep students engaged and accountable. Teachers will be available for one to one or small group help each day from 1:30 to 2:30, in person and remotely, as well as Wednesday mornings. When a student is identified as struggling, the teacher will schedule an appointment with the student, and family if necessary, to provide additional supports early on.
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		<ul style="list-style-type: none"> 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. 		
Academic Schedule	<p>At the elementary level we will follow a 5 day rotation: Monday: Science and SS Tuesday/Thursday: ELA, Wednesday Friday: Math.</p> <ul style="list-style-type: none"> Weekly Learning Grids will be sent home every Friday. <p>AES Academic Schedule by Grade Level</p> <p>CES Schedule by Grade Level</p> <p>APS Draft Elementary Learn Anywhere Plan</p>	<ul style="list-style-type: none"> 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 Sunday at 5pm. 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). Teachers will use school-provided devices to 	<ul style="list-style-type: none"> A copy of the hybrid schedule is included in the district plan. 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 	<ul style="list-style-type: none"> Teachers will be prepared to teach according to Schedule 3: Hybrid Learning in the district plan. Time will be allotted in the schedule for cleaning and movement between classes. Teachers will use school-provided devices to record and stream live each lesson. Recorded lessons will be posted on Google Classroom. All assignments for the week will be posted on Google Classroom in an organized, consistent manner by 5pm Sunday evening. One to One or Small Group Learning will be scheduled: <ul style="list-style-type: none"> Each day from

		<ul style="list-style-type: none">record and stream live each lesson from their classrooms.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.Recording will not be used in the evaluation of the staff. <p>AMS: All Grades Hybrid Schedules</p>	<ul style="list-style-type: none">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. <p>TEACHER EXPECTATIONS IN GOOGLE CLASSROOM:</p> <ul style="list-style-type: none">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.A standardized syllabus has been created that contains consistent and explicit expectations for remote learning. This too, will be 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	<ul style="list-style-type: none">1:30 to 2:30 Wednesday mornings
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			posted in Google Classroom no later than Sunday at 5 pm.	
Grading	<ul style="list-style-type: none"> Students will be graded on all work using the normal grading scales for their school. Students remote by choice will have the same expectations as "in-person" students. 	<ul style="list-style-type: none"> Students will be graded on all work using the normal grading scales for AMS. Students remote by choice will have the same expectations as "in-person" students. 	<ul style="list-style-type: none"> All students will be graded traditionally using a numerical scale. Students remote by choice will have the same expectations as "in-person" students. 	<ul style="list-style-type: none"> Students will be graded on all work using the normal grading scales for AIHS. Students remote by choice will have the same expectations as "in-person" students.
Attendance	<p>In-Person</p> <ul style="list-style-type: none"> Elementary level will follow the current attendance policy. If a child is out for an extended period of time remote learning will be provided. <p>Remote:</p> <ul style="list-style-type: none"> Remote students will be expected to sign-in at the start of school and participate in the school day. 	<ul style="list-style-type: none"> Attendance will be taken in each class for in-person and remote students via schoolbrains. AMS will follow the current attendance policy. If a child is out for an extended period of time remote learning will be provided. Remote students will be expected to sign-in at the start of school and participate in the school day. 	<ul style="list-style-type: none"> Attendance will be taken in each class for in-person and remote students. 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. 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. 	<ul style="list-style-type: none"> Students will be required to attend all classes. See Schedule 3: Hybrid Learning in the district plan. Attendance will be taken for in person and remote learners. The Remote Attendance and Participation Rubric will be used by teachers. If a student is absent, the family should contact the school as soon as possible. In the event a parent does not contact the school, the secretary will contact the family/parent. If a student has 3 absences, a remote meeting will be held with the principal and/or guidance counselor, family and student.

Formative & Summative Assessments	<p><u>Student Assessments</u></p> <ul style="list-style-type: none"> Formative assessment will be used to determine readiness, evidence of student learning in order to reinforce a deeper understanding of the content 	<ul style="list-style-type: none"> 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. <p>Formative Assessments:</p> <ul style="list-style-type: none"> Measures of Academic Progress Pre-Assessment made by curriculum task force Specific arrangements for secure remote testing would have to be developed. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Within the first three 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. Specific arrangements for secure remote testing will be developed.
Professional Development	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> The first ten(10) days of school will be used to provide specific, meaningful professional development for staff 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. 	<ul style="list-style-type: none"> The first ten(10) days of school will be used to provide specific, meaningful professional development for staff. All staff will receive training on the District Reopening Plan prior to the start of the school year. 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 	<ul style="list-style-type: none"> The first ten(10) days of school will be used to provide specific, meaningful professional development for staff. All staff will receive training on the District Reopening Plan prior to the start of the school year. This will include best practices for remote/hybrid learning, new systems (School Brains, Google upgrade), and time to plan for remote/hybrid learning.

	<ul style="list-style-type: none"> 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; therefore all teachers districtwide will receive training prior to the start of the school year. School-based teams will determine professional development at the school level 	<ul style="list-style-type: none"> Teachers in grades 5-6 will receive a refresher training on the ST Math Program. This will be held Friday August 28th from 8am-10am. We will also provide training in the various Google apps. Google Sites for communication will be one of these PD days. 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 Time for teachers to go over the new curriculum for PLTW (Project Lead the Way) and Desmos. In both the remote and hybrid schedules, time is embedded for professional development, collaboration, communication, and planning. 	<p>time. A set day will be determined for each department.</p> <ul style="list-style-type: none"> Weekly/bi-weekly drop-in times for teachers to chat about what is working, what is not, and relevant topical professional development. 	
Communication	<ul style="list-style-type: none"> Weekly communication from principal to families including updates on curriculum, procedures & protocols, student engagement, district updates, etc Teachers will continue to 	<ul style="list-style-type: none"> Weekly communication from principal to families including updates on curriculum, procedures & protocols, student engagement, district updates, etc Teachers will continue to 	<p>SCHOOL COMMUNITY:</p> <ul style="list-style-type: none"> A weekly PSA will go out from administration. We are considering a live stream option for this. Topics to cover: 	<p>SCHOOL COMMUNITY:</p> <ul style="list-style-type: none"> Daily check-ins with staff will continue. Topics will now include changes in COVID policy, classroom expectations, student progress. <p>FAMILIES:</p>

	<ul style="list-style-type: none"> provide classroom newsletters along with the weekly "Learn Anywhere Plan" Elementary Principals will provide a monthly report to the PTO Periodically, survey parents and students (when appropriate) regarding key issues, concerns, and feedback Offer live, recorded, and written training on how to use Google 	<ul style="list-style-type: none"> Teachers will update their google classrooms every Sunday by 5pm for the next week's assignments and schedule. 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 	<ul style="list-style-type: none"> COVID policies <ul style="list-style-type: none"> Classroom expectations Informational updates PARENTS: <ul style="list-style-type: none"> Offer live, recorded, and written training on how to use Google Classroom to parent Principal's Newsletter will be published at least monthly through the month of December Principal's Coffee will be held virtually at least twice a month until the holiday break. Periodically, survey parents and students regarding key issues, concerns, and feedback 	<ul style="list-style-type: none"> Weekly communication from principal to families including updates on curriculum, procedures & protocols, student engagement, district updates, etc Google Classroom is accessible to all families. "How To" instructions will be shared with families at the start of the school year. Families will be provided guidance and instruction on how to use School Brains. Periodic surveys for students and families will provide useful feedback about progress.
New Student Orientation	N/A	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> A New Student Orientation will be scheduled the day prior to the start of school. Families will have the option to attend, either virtually or in-person.
Meet & Greet/Back to School Meeting	<ul style="list-style-type: none"> Meet and Greet: September 11 and September 14. School-based teams are 	<ul style="list-style-type: none"> Meet and Greet: September 11 and September 14. School-based teams are 	<ul style="list-style-type: none"> Meet and Greet: September 11 and September 14. School-based teams are working to determine what 	<ul style="list-style-type: none"> Meet and Greets will be scheduled for September 11 and September 14. School-based teams are

	<ul style="list-style-type: none"> working to determine what the Meet and Greet will look like at each grade level. School-based teams are working to determine what Back to School Night will look like at each grade-level. 	<ul style="list-style-type: none"> working to determine what the Meet and Greet will look like at each grade level. School-based teams are working to determine what Back to School Night will look like at each grade-level. 	<ul style="list-style-type: none"> the Meet and Greet will look like at each grade level. School-based teams are working to determine what Back to School Night will look like at each grade-level. 	<ul style="list-style-type: none"> planning this event.
Student Progress Feedback to Families/Family Support	<ul style="list-style-type: none"> Continue weekly meetings with Pettengill to support families and students in all areas. Building-based student support forms will be utilized to provide feedback to students and families. 	<ul style="list-style-type: none"> Continue weekly meetings with Pettengill to support families and students in all areas. Building-based student support forms will be utilized to provide feedback to students and families. 	<ul style="list-style-type: none"> Continue weekly meetings with Pettengill to support families and students in all areas. Building-based student support forms will be utilized to provide feedback to students and families. 	<ul style="list-style-type: none"> Google Classroom and School Brains will be available for families. The Adjustment Counselor will make weekly calls to families and will make referrals to Pettengill when necessary. At AIHS, consistent family contact is part of the therapeutic component of the program. In person and virtual meetings will be conducted regarding behavior, attendance, academic progress as needed.
Specialized Subjects				
Fine Arts and Physical Education	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Will follow DESE Guidelines for Courses Requiring Additional Safety Considerations (July 24, 2020). Specials classes will be held in specialists classrooms, unless it is determined that students can not be 3 feet apart and 	<ul style="list-style-type: none"> Will follow DESE Guidelines for Courses Requiring Additional Safety Considerations (July 24, 2020). 	<ul style="list-style-type: none"> Will follow DESE Guidelines for Courses Requiring Additional Safety Considerations (July 24, 2020). Activities will take place on Mondays and Fridays.

	<ul style="list-style-type: none"> Click below and click the "In-Person Specialists" tab: AES In-Person Specialists Schedule CES Schedule by Grade Level 	<ul style="list-style-type: none"> in that case specials will take place in the regular classroom Specialist classrooms will be cleaned and sanitized between groups, specialists may alternate use of their spaces and general 		
Student Support Services				
Mental Health/SEL	AES: <ul style="list-style-type: none"> 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 CES:	<ul style="list-style-type: none"> 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. Create a flow chart for notification when students are struggling. We will identify students at risk. Adjustment counselors and Guidance Counselors will be utilized for at-Risk and Rit team referrals. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Students can access therapeutic support from the principal and/or adjustment counselor at any time. Continue to work with Pettengill to provide additional services to students in need. When a student is identified by staff as needing emotional support, the principal or adjustment counselor will check in with the student. 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 by the adjustment counselor depending on the particular needs of the

	<ul style="list-style-type: none"> • CES will continue to utilize PBIS, focusing on SKR: Safe, Kind, and Responsible with adaptations as needed • <u>CES, Safe, Kind, Responsible, planning document</u> • 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 and Second Step Program will be 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 	<p>SEL:</p> <ul style="list-style-type: none"> • Particularly at the start of the school year, teachers will embed SEL and relationship- building activities into their classes. • We will be looking into using Class Dojo. • For our Tier 1 students we will be using the CARE program for all three models of learning. The CARE program will be looked into to have more positive reinforcement opportunities and may have some competitions between grades. • We will also have a CST (Child Study Team) that has a set protocol and set time per week. 	<ul style="list-style-type: none"> • Particularly at the start of the school year, teachers will embed SEL and relationship- building activities into their classes. • Meet and Greet will kick-off the building of relationships between students and staff. 	<ul style="list-style-type: none"> • 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. • SEL class will be taught according to schedule: <ul style="list-style-type: none"> 9th - Quarter 1 10th - Quarter 2 11th - Quarter 3 12th - Quarter 4 • SEL skills are reinforced in all classrooms.
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	<ul style="list-style-type: none"> bullying prevention interventions will continue to be provided in classrooms School Adjustment Counselor availability for whole class or 1:1 sessions Morning Announcements will be pre-recorded and shared with students Morning Meetings with class virtually 			
Special Education	<ul style="list-style-type: none"> Please refer to the Special Student Populations section of the District Reopening Plan. Students on 504 Plans will continue to receive all accommodations identified in their plans. 	<ul style="list-style-type: none"> Please refer to the Special Student Populations section of the District Reopening Plan. Students on 504 Plans will continue to receive all accommodations identified in their plans. 	<ul style="list-style-type: none"> Please refer to the Special Student Populations section of the District Reopening Plan. Students on 504 Plans will continue to receive all accommodations identified in their plans. 	<ul style="list-style-type: none"> Please refer to the Special Student Populations section of the District Reopening Plan. Students on 504 Plans will continue to receive all accommodations identified in their plans.

Amesbury School District - In-Person Plan

All staff will be required to work from their classrooms during contracted hours in this plan.

Amesbury Schools IN-PERSON Plans:	Amesbury Elementary Schools: AES and CES	Amesbury Middle School	Amesbury High School	Amesbury Innovation High School
Daily Operations				
Mask Policy & Mask Breaks	<ul style="list-style-type: none"> All students (gr2-4) and staff will be required to wear a mask/face covering that covers their mouth and nose each day. Students in grades PK-1 will be encouraged to wear masks 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 student's attendance for the remainder of the day. Mask breaks will be built into the schedule and students will adhere to the 6 foot social distancing 	<ul style="list-style-type: none"> All students and staff will be required to wear a mask/face covering that covers their mouth and nose each day. Adhere to the DESE Mask Policy. 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 - A plan will be developed for dealing with students who do not follow mask and/or other hygiene policies. 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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. A plan will be developed for dealing with students who do not follow mask and/or other hygiene policies. Students will take mask breaks in designated areas outdoors after Blocks 1 & 3 or 4. They will exit designated doors, staggered by grade.

	<ul style="list-style-type: none"> guidelines during this time. Gloves, face shields, gowns, and/or other appropriate PPE should be worn by the school nurse as well as teachers and paraprofessionals in specific programs as deemed appropriate by Special Education staff in consultation with principals and central office staff. 	<ul style="list-style-type: none"> be permitted to take mask breaks throughout the day as approved by teachers. Mask breaks will be required: during lunch, outside classrooms, at least 1 mask break per class when teachers determine. Gloves, face shields, gowns, and/or other appropriate PPE should be worn by the school nurse as well as the Life Skills teacher and specific paraprofessionals as deemed appropriate by each individual. 	<ul style="list-style-type: none"> 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. 	
Physical Distancing	<ul style="list-style-type: none"> Students and staff will maintain a minimum of 5 feet of physical distance while in school wearing masks. Six (6) feet of physical distance is recommended and AES and CES will account for 6 feet of physical distance whenever possible. Six (6) feet of physical distance will be maintained during snack, lunch and mask breaks. Desks will be arranged in rows facing the same direction, spaced a minimum of three feet apart, edge to edge. 	<ul style="list-style-type: none"> Students and staff will maintain a minimum of 5 feet of physical distance while in school wearing masks. Six (6) feet of physical distance is recommended and AMS 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. With Full-In we are able to make them 5 feet apart. 	<ul style="list-style-type: none"> Students and staff will maintain a minimum of 5 feet of physical distance while in school wearing masks. Six (6) feet of physical distance will be maintained when students are not wearing masks during lunch or Mask Breaks. Desks will be arranged in rows facing the same direction, spaced a minimum of three feet apart, edge to edge. 	<ul style="list-style-type: none"> Students and staff will maintain a minimum of 5 feet of physical distance while in school wearing masks. Six (6) feet of physical distance will be maintained when students are not wearing masks during lunch or Mask Breaks. Desks will be arranged in rows facing the same direction, spaced a minimum of three feet apart, edge to edge.

Signage				
<ul style="list-style-type: none">• Create signage for all spaces in the building indicating the maximum capacity of spaces with both 5' and 6' spacing.• Signage will be placed on floors to show direction and where appropriate signage will indicate 5 to 6 foot social distancing.• Bathrooms, hand-washing and sanitizing locations will have signage for proper hand sanitization.• Classrooms will have signage for mask wearing and social distancing.• Instructions for entering the building/reception area will be posted outside the front door.• Hallway and stairwell directions will be clearly indicated through the use of signage as well as other visual aids.	<ul style="list-style-type: none">• Create signage for all spaces in the building indicating the maximum capacity of spaces with both 5' 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.• Signs will be placed on floors to show direction and indicate 5 to 6 foot social distancing.• Classrooms will have signs for mask wearing and social distancing.• There will be arrows in hallways to show direction. Students will not be permitted to use their lockers.• Hallways will be two ways therefore we will have a defined line splitting the two ways apart from each other.• There will be an increased adult	<ul style="list-style-type: none">• Create signage for all spaces in the building indicating the maximum capacity of spaces with both 5' 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.• 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.	<ul style="list-style-type: none">• Signage will be placed on floors to show direction and indicate 5 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 for if a staff member is indisposed and a student is in need. When the staff person becomes available, the student will be called from class.	

		<ul style="list-style-type: none"> presence monitoring students during movement times. Grade level door entries will be labelled. Instructions for entering the building/reception area will be posted outside the front door. 		
COVID Isolation Space & Nursing	<ul style="list-style-type: none"> A isolation room will be designated for students or staff that exhibit any signs of illness associated with COVID. <ul style="list-style-type: none"> AES: the isolation room will be located next door to the office In this room students are still expected to wear masks. The AES and CES nurses will have additional PPE. 	<ul style="list-style-type: none"> An isolation room will be designated for students or staff that exhibit any signs of illness associated with COVID. This will be right next to the nursing station. File cabinets will make a "false" hallway straight to the isolation room. This will have three beds that are six feet apart. In this room students are still expected to wear masks. We will also have an overflow room with 2-3 additional beds. The AMS nurse will have additional PPE. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> An isolation room will be designated for students or staff that exhibit any signs of illness associated with COVID. The AIHS nurse will have additional PPE. The AIHS nurse will assess the student or staff person and decide next steps.
Protocol for Illness	<ul style="list-style-type: none"> Students and staff will follow the four plans developed by the district nurses following the guidance from the state and the CDC. <ul style="list-style-type: none"> Health Protocols Prior to Coming to School 	<ul style="list-style-type: none"> Students and staff will follow the four plans developed by the district nurses following the guidance from the state and the CDC. <ul style="list-style-type: none"> Health Protocols Prior to Coming to School 	<ul style="list-style-type: none"> Students and staff will follow the four plans developed by the district nurses following the guidance from the state and the CDC. <ul style="list-style-type: none"> Health Protocols Prior to Coming to School 	<ul style="list-style-type: none"> Students and staff will follow the four plans developed by the district nurses following the guidance from the state and the CDC.

	<ul style="list-style-type: none">◦ When a Student or Staff Member Becomes Ill<ul style="list-style-type: none">◦ Illness of Students and Staff During the School Day◦ Infection Control Measures	<ul style="list-style-type: none">◦ When a Student or Staff Member Becomes Ill<ul style="list-style-type: none">◦ Illness of Students and Staff During the School Day◦ Infection Control Measures	<ul style="list-style-type: none">◦ to Coming to School<ul style="list-style-type: none">◦ When a Student or Staff Member Becomes Ill◦ Illness of Students and Staff During the School Day◦ Infection Control Measures	<ul style="list-style-type: none">◦ Health Protocols Prior to Coming to School<ul style="list-style-type: none">◦ When a Student or Staff Member Becomes Ill◦ Illness of Students and Staff During the School Day◦ Infection Control Measures
Travel & Quarantine	<ul style="list-style-type: none">● The district will adhere to travel guidelines issued by the state of Massachusetts.	<ul style="list-style-type: none">● The district will adhere to travel guidelines issued by the state of Massachusetts.	<ul style="list-style-type: none">● The district will adhere to travel guidelines issued by the state of Massachusetts.	<ul style="list-style-type: none">● The district will adhere to travel guidelines issued by the state of Massachusetts.
Field Trips	<ul style="list-style-type: none">● Staff and students will be limited to local outdoor field trips and will adhere to all district safety guidelines.	<ul style="list-style-type: none">● Staff and students will be limited to local outdoor field trips and will adhere to all district safety guidelines.	<ul style="list-style-type: none">● Staff and students will be limited to local outdoor field trips and will adhere to all district safety guidelines.	<ul style="list-style-type: none">● Staff and students will be limited to local outdoor field trips and will adhere to all district safety guidelines.
Family Expectations	<ul style="list-style-type: none">● 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	<ul style="list-style-type: none">● 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	<ul style="list-style-type: none">● 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 feeling well and/or communicate with the	<ul style="list-style-type: none">● 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

	<ul style="list-style-type: none"> 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 and notify the school as soon as possible. 	<ul style="list-style-type: none"> 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 and notify the school as soon as possible. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 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.
School Events/Co-curricular Activities/Facility Usage	<ul style="list-style-type: none"> All School Events: will adhere to district and state safety protocols regarding size of group, social distancing and mask wearing. In the event an outside group would like to rent a facility the principal will make a determination following district and state guidance. <p>AES and CES CO-CURRICULAR ACTIVITIES:</p> <ul style="list-style-type: none"> Recycling Club will run if it is determined that students can follow all CDC guidelines. 	<ul style="list-style-type: none"> All School Events: will adhere to district and state safety protocols regarding size of group, social distancing and mask wearing. In the event an outside group would like to rent a facility the principal will make a determination following district and state guidance. <p>CO-CURRICULAR ACTIVITIES:</p> <ul style="list-style-type: none"> Low and moderate risk sports will be identified (ex. Golf, XC, Field Hockey and possibly soccer). 	<ul style="list-style-type: none"> All School Events: will adhere to district and state safety protocols regarding size of group, social distancing and mask wearing. In the event an outside group would like to rent a facility the facility director will make a determination following district and state guidance. <p>CO-CURRICULAR ACTIVITIES:</p> <ul style="list-style-type: none"> Low and moderate risk sports will be identified (ex. Golf, XC, Field Hockey and possibly soccer) Low and moderate co-curricular activities will 	<ul style="list-style-type: none"> All School Events: will adhere to district and state safety protocols regarding size of group, social distancing and mask wearing. <p>CO-CURRICULAR ACTIVITIES:</p> <ul style="list-style-type: none"> Flex Time, Work Study Class and Credit Recovery Classes will be Block 6 - See Schedule 1: In-Person Learning. Students will be permitted to participate in AHS extracurricular activities and will adhere to all safety regulations as during

	<ul style="list-style-type: none"> • Newspaper Club will run as a virtual club (this club ran during the Spring Closing). • Technology club will run as a virtual club (this club ran during the Spring Closing). • Students Council will run if it is determined that we can run the club virtually. • Chorus does not begin until the second half of the year. Determination will be made at that time. <p>FACILITY RENTAL:</p> <ul style="list-style-type: none"> • Facility rental procedures will be reviewed 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. 	<ul style="list-style-type: none"> • 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 a reservation/tracking system for spectators. <p>FACILITY RENTAL:</p>	<p>be identified. Protocols, similar to those used in classrooms, would be implemented.</p> <ul style="list-style-type: none"> • 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 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. 	<p>the school day, mask wearing, social distancing, cleaning.</p> <ul style="list-style-type: none"> ◦ Homework Club ◦ Art Club ◦ Newsletter Club ◦ Book Club ◦ Coding Club <ul style="list-style-type: none"> • AIHS students participate in athletics and extracurricular activities at Amesbury High School and will follow all guidelines set forth by Amesbury High School.
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	<ul style="list-style-type: none">Facility rental procedures will be reviewed 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.	<ul style="list-style-type: none">Develop a reservation/tracking system for spectators. <p>FACILITY RENTAL:</p> <ul style="list-style-type: none">Facility rental procedures will be reviewed 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.	
<p>Classroom & Office Configuration</p>	<ul style="list-style-type: none">Room capacity has been determined throughout the building.Desks will be placed 5'-6' apart facing the same direction.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.Outdoor spaces will be made available for teaching and learning.	<ul style="list-style-type: none">Room capacity has been determined throughout the building.Desks will be placed 5'-6' apart facing the same direction.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.	<p>CLASSROOM:</p> <ul style="list-style-type: none">Desks will be placed 5'-6' apart facing the same direction.Each classroom will be reconfigured with individual desks placed at least 5' away from the nearest desk.Only essential furniture will be in the classroom, thus maximizing the occupancy of that classroom.With desks 5' apart, the majority of classrooms will have 14 desks in them. <ul style="list-style-type: none">Desks will be placed 5'-6' apart facing the same direction.Adjustments will be made to spaces to enhance safety.Plexi-glass materials have been purchased to build barriers for high traffic spaces with greater in-person interaction.Outdoor spaces will be available for teaching and learning, and individual one to one meetings.

		<ul style="list-style-type: none"> Outdoor spaces will be made available for teaching and learning. The courtyard is getting modified. Will try to use the tennis courts with a tent. Will be looking into using the stadium seating. Will need rolling whiteboards to support this initiative. 	<ul style="list-style-type: none"> Arrangements and capacity of classrooms will be determined through the use of the Cannon Capacity Design Dashboard. <p>RECEPTION:</p> <ul style="list-style-type: none"> 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. <p>GUIDANCE:</p> <ul style="list-style-type: none"> We may need to relocate individual guidance and adjustment counselor offices in order to safely allow them to meet with students. <p>KITCHEN:</p>	
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Breakfast/Lunch/ Snack/Recess	<ul style="list-style-type: none">• AES: The gym will be transformed into a cafeteria in order to follow social distancing guidelines.• CES: Students will continue to eat in the cafeteria as space accommodates social distancing guidelines.• Students will eat breakfast, lunch, and snacks in the gym/cafeteria following the social distancing guidelines of 6 feet apart. When possible students will eat snacks outside.	<ul style="list-style-type: none">• Lunch: Students will eat 6 feet apart in the cafeteria and the performance center will be for the overflow for students to promote social distancing of 6 feet. Students need to remain in the same seating arrangement from the cohorts for lunch for contact tracing. All students entering the cafeteria will have at least a 3 foot space between them. Masks will be worn when entering the cafeteria as well as picking up food. Food	<ul style="list-style-type: none">• Students will eat breakfast in the cafeteria following the social distancing guidelines of 6 feet apart.• Both breakfast and lunch will be supervised by an administrator or MPFT to ensure proper safety precautions are in place.• Students will be permitted to eat food without wearing a mask. It is expected that students wash hands before and after eating breakfast.	<ul style="list-style-type: none">• Students will eat in designated classrooms and/or designated outdoor areas, with 6 foot 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

	<ul style="list-style-type: none"> • Lunch: Students will sit in their assigned seat in the Cafeteria. • 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: AES Master Schedule CES Master Schedule • Students will attend recess with their class in designated areas outside. If students are unable to attend recess outside students will remain in the classrooms with masks on following social distancing guidelines. Students will wash/sanitize their hands before attending recess. Recess equipment will be cleaned daily. 	<ul style="list-style-type: none"> • will be served pre-packaged. Once students are in their assigned seats they will be able to remove masks. Anytime they are not at their assigned seats they must wear masks. It is expected that students wash hands before and after eating any meal. • Breakfast: We will make a subgroup of breakfast students and assign seats accordingly. The same lunch rules will apply. We will number tables for easy access to their assigned seats. We will provide colored cards to students to make sure students are in the correct seating. • A definition of snacks allowed in classrooms will be created. 	<ul style="list-style-type: none"> • 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. 	trash pins in each eating area.
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Transportation	<ul style="list-style-type: none"> Students requiring/electing district transportation will be transported to and from school according to state guidelines: <u>AES Arrival and Dismissal Routine</u> <u>CES Arrival and Dismissal 2020 - 2021</u> 	<ul style="list-style-type: none"> Students requiring/electing district transportation will be transported to and from school according to state guidelines. Students requiring/electing district transportation will be transported to and from school according to state 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. 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 contact tracing in 	<p>DAILY TRANSPORTATION:</p> <ul style="list-style-type: none"> Students requiring/electing district transportation will be transported to and from school according to state guidelines. Students will be dropped off at Door 9 <p>SPECIAL EDUCATION:</p> <ul style="list-style-type: none"> Students will be dropped off in the back of the building (Door 9) A plan will be developed for special education students who typically go out in the community Car seats will be sanitized between use <p>ATHLETICS:</p> <ul style="list-style-type: none"> One student per seat on buses with a total of 25 passengers (24 students and one monitor) 	<ul style="list-style-type: none"> Students requiring/electing for district transportation will be transported to and from school according to state guidelines.
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Arrival/Dismissal/Visitors	<p>AES:</p> <p>AES Arrival and Dismissal Routine Click the link and click the Entrance/Exit/Stairwells tab: Doorway and Stairwell Assignments</p> <p>CES:</p> <p>CES Arrival and Dismissal 2020 - 2021</p> <p>Visitors: Visitors will follow district guidelines and individual schools will make adjustments as needed.</p>	<p>AMS Arrival/Dismissal Plan</p> <p>Visitors:</p> <ul style="list-style-type: none"> 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. A hand sanitizer dispenser will be added to the reception area. 	<ul style="list-style-type: none"> 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 	<p>Arrival/Dismissal:</p> <ul style="list-style-type: none"> 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 classrooms. <p>Visitors: Visitors will follow district guidelines and individual schools will make adjustments as needed.</p>

		<ul style="list-style-type: none"> 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. If needed, a new traffic pattern will be developed in conjunction with Amesbury Police Department in order to streamline pickup and drop off of students. 	<ul style="list-style-type: none"> 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.
Hallway Transitions	<ul style="list-style-type: none"> All hallway procedures will be taught at the beginning of the year for students and staff. Clear signage and floor markings will be placed throughout the building. 	<ul style="list-style-type: none"> Students will carry backpacks to each class. Teams need to think of a plan to consolidate supplies so backpacks are not so heavy. There will be arrows in hallways to show direction. Masks will be required by all (students and AMS staff) in the Hallways. Staggered classrooms in the hallway when passing into the next 	<ul style="list-style-type: none"> 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

		<ul style="list-style-type: none"> class. Teachers will bring students to places in the hallways. There will be clear signage throughout the building to assist in directing students. Hallways will be two ways therefore we will have a defined line splitting the two ways apart from each other. There will be an increased adult presence monitoring students during movement times. Teachers will stagger the release of students from their own classrooms. Students will not be permitted to use lockers. Students will not be permitted to "hang out" in the hallway. It is expected that students move directly to their next destination once dismissed from the class. Once students enter a classroom, they will use individual cleaning wipes to clean their seat/desk prior to sitting in it. 	<ul style="list-style-type: none"> for a 4.5 foot travelling lane. Students will not be permitted to use lockers. Students will not be permitted to "hang out" in the hallway. It is 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: 	
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		<ul style="list-style-type: none"> Teachers will clean door knobs between classes. 	<ul style="list-style-type: none"> <ul style="list-style-type: none"> 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. 	
School Security & Safety	<ul style="list-style-type: none"> 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 physical safety of the staff and students will take precedent. 	<ul style="list-style-type: none"> 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 physical safety of the staff and students will take precedent. 	<ul style="list-style-type: none"> 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 physical safety of the staff and students will take precedent. 	<ul style="list-style-type: none"> 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 physical safety of the staff and students will take precedent.
Cleaning and Sanitizing Protocols				

Cleaning and Sanitizing School Buildings	<ul style="list-style-type: none"> Refer to the ASD Reopening plan for further details. 	<ul style="list-style-type: none"> Refer to the ASD Reopening plan for further details. 	<ul style="list-style-type: none"> Refer to the ASD Reopening plan for further details. 	<ul style="list-style-type: none"> Refer to the ASD Reopening plan for further details.
Chromebook Cleaning	<ul style="list-style-type: none"> Custodians will be responsible for the cleaning of Chromebooks on a daily basis. 	<ul style="list-style-type: none"> 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. TBD Charging stations with the carts. 	<ul style="list-style-type: none"> Students will travel with Chromebooks to classes throughout the day. Students will be responsible for cleaning their own devices. 	<ul style="list-style-type: none"> Students will travel with Chromebooks to classes throughout the day. Students will be responsible for cleaning their own devices.
Hand Washing & Sanitizing Guidance	<ul style="list-style-type: none"> Refer to the ASD Reopening plan for further details. 	<ul style="list-style-type: none"> Refer to the ASD Reopening plan for further details feasible. 	<ul style="list-style-type: none"> Refer to the ASD Reopening plan for further details. 	<ul style="list-style-type: none"> Refer to the ASD Reopening plan for further details.
Bathrooms/Water Fountains	<ul style="list-style-type: none"> Water fountains will not be accessible. Students will bring water bottles to school and/or water will be provided. Students and staff will sanitize their hands when entering and exiting bathrooms. Each classroom will be assigned to certain bathrooms. Students will wait on marked spaces for their turn in the bathroom. 	<ul style="list-style-type: none"> Water fountains will not be accessible. Students will bring water bottles to school and/or water will be provided. Students and staff will sanitize their hands when entering and exiting bathrooms. Each classroom will be assigned to certain bathrooms. Students will wait on marked spaces for their turn in the bathroom. 	<ul style="list-style-type: none"> Water fountains will not be accessible. Students will bring water bottles to school and/or water will be provided. Contactless water filtration systems will be available. Students and staff will sanitize their hands when entering and exiting bathrooms. Bathrooms will be cleaned according to the ASD Reopening Plan. 	<ul style="list-style-type: none"> Water fountains will not be accessible. Students will bring water bottles to school and/or water will be provided. Students and staff will sanitize their hands when entering and exiting bathrooms. Each classroom will be assigned to certain bathrooms. Students will wait on marked spaces for their turn in the bathroom.

	<ul style="list-style-type: none"> Only one stall in each bathroom will be available for use. Clear signage will be developed to indicate if the bathroom is in use. Bathrooms will be cleaned according to the ASD Reopening Plan: CES classroom/ bathroom assignment 	<ul style="list-style-type: none"> Only one stall in each bathroom will be available for use. We will be looking into parent volunteers to let them in and out of bathrooms. Any volunteers will be CORI checked in advance. Clear signage will be developed to indicate if the bathroom is in use Custodians will develop a routine where bathrooms are cleaned on a prescriptive schedule. Existing paper towel dispensers will be replaced by automatic ones. Bathrooms will be cleaned according to the ASD Reopening Plan. 	<ul style="list-style-type: none"> 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 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. 	<ul style="list-style-type: none"> Clear signage will be developed to indicate if the bathroom is in use. Gloves, disinfecting spray, and trash barrels will be available in the individual bathrooms. Bathrooms will be cleaned according to the ASD Reopening Plan.
Classroom Hygiene	<ul style="list-style-type: none"> Desks will be placed 5 feet apart (6 feet when possible). Air purifiers will be placed in each classroom. All classroom materials will be assigned and kept in a bin/bag labeled with the child's name. 	<ul style="list-style-type: none"> Desks will be placed 5 feet apart (6 feet when possible). Air purifiers will be in each room. Students will wipe down their desk and chair 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Desks will be placed 5 feet apart, 6 feet when possible. Air purifiers will be in each room. Students will wipe down their desk and chair before leaving the classroom.

		<ul style="list-style-type: none"> 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. 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Any use of shared classroom materials will be placed in the USED BIN for sanitation.
Air Quality	<ul style="list-style-type: none"> For details, please refer to the District Reopening Plan. 	<ul style="list-style-type: none"> For details, please refer to the District Reopening Plan. 	<ul style="list-style-type: none"> For details, please refer to the District Reopening Plan. 	<ul style="list-style-type: none"> For details, please refer to the District Reopening Plan.

				Reopening Plan.
Teaching and Learning				
Educational Technology	<ul style="list-style-type: none"> Students without devices: Pre-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. All classes will be recorded and live streamed via Google Meet and posted on Google Classroom. 	<ul style="list-style-type: none"> 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 OR Devices will travel between home and school daily and the district will purchase computer bags for school-owned computers. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Google Classroom along with associated apps will be used by all teachers. All classes will be recorded and live streamed 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 and school.
Learning Platforms	AES: <ul style="list-style-type: none"> Google Classroom with G Suite upgrade: grades 2-4. SeeSaw: Pre-k through 2 (second grade will phase into Google Classroom mid-year). CES: <ul style="list-style-type: none"> PK-4: Google Classroom with G Suite upgrade. 	<ul style="list-style-type: none"> All teachers will be required to have a Google Classroom for each of their classes. 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 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Google Classroom with G Suite upgrade and associated apps will be used school wide.

		<ul style="list-style-type: none"> • school for this, and many other topics. • 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. • We will be using schoolbrains for attendance. • Teachers will use google sites which will be connected through the Amesbury Middle School Website to communicate with parents about schedules, weekly agenda and generally what is going on with the school. Here is a model website. • 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. 		
Curriculum	<ul style="list-style-type: none"> • The existing curricula will be implemented along with ST Math and Wit and Wisdom. 	<ul style="list-style-type: none"> • K-6 will continue to use ST Math as a supplement to the Go Math curriculum, and 	<ul style="list-style-type: none"> • All existing curricula will continue to be taught and modified as necessary to meet the needs of our 	<ul style="list-style-type: none"> • All existing curricula will be implemented and modified as necessary to meet the

	<ul style="list-style-type: none"> • Weekly Learning Grids will be sent home every Friday. • Teachers will collaborate to integrate science and SS into ELA and Math: <p><u>APS Draft Elementary Learn Anywhere Plan</u></p> <p><u>To Go Bags</u></p>	<p>7th and 8th grade math will be piloting a new math program called Desmos.</p> <ul style="list-style-type: none"> • 5th Grade science for two of their units this year will be using Project Lead the Way. • ST Math, PLTW and Desmos will have professional development before the start of the school year as well as continued support through the year no matter what model of learning (remote, hybrid or full-in). • The continuity of all other curricula will ensure a smooth transition between remote, hybrid and in-person learning. <p>ENGAGEMENT:</p> <ul style="list-style-type: none"> • Rubrics will be designed that explicitly state what engagement in a remote learning environment looks like. • This rubric will be used by all teachers. <p>HOMEWORK:</p> <ul style="list-style-type: none"> • Clear and consistent homework policies are being developed for all models. <p>DIFFERENTIATION:</p>	<p>in-school and remote learners.</p> <p>ENGAGEMENT:</p> <ul style="list-style-type: none"> • Rubrics will be designed that explicitly state what engagement in a remote learning environment looks like. <ul style="list-style-type: none"> • This rubric will be used by all teachers. <p>HOMEWORK:</p> <ul style="list-style-type: none"> • Clear and consistent homework policies are being developed for all models. <p>DIFFERENTIATION:</p> <ul style="list-style-type: none"> • All schedules have time embedded to provide support and enrichment/extension for each student. <p>FEEDBACK/EXTRA HELP:</p> <ul style="list-style-type: none"> • Feedback, in ways other than a number grade, should be provided to students on a regular basis. This is vital regardless of the model in which each student is participating. <ul style="list-style-type: none"> • A feedback template and accompanying expectations are in the process of being developed. • Teachers must choose a consistent day of the 	<ul style="list-style-type: none"> • needs of in person and remote learners. • Students will be educated on how the AIHS Remote and Participation Rubric relates to their online learning. • Daily staff check-ins provide immediate feedback for differentiation and individualized instruction for students. • There will be online and offline components to student work. Students will pick up weekly packets from bins outside the school. When/if this is not possible for students, arrangements will be made. • Student work will be graded and returned promptly to keep students engaged and accountable. • Teachers will be available for one to one or small group help each day from 1:30 to 2:30, in person and remotely, as well as Wednesday mornings.
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		<ul style="list-style-type: none"> All schedules have time embedded to provide support and enrichment/extension for each student. <p>FEEDBACK/EXTRA HELP:</p> <ul style="list-style-type: none"> Feedback, in ways other than a number grade, should be provided to students on a 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. 	<ul style="list-style-type: none"> week that they will be available for extra help in all models. Students may make appointments as needed. 	<ul style="list-style-type: none"> When a student is identified as struggling, the teacher will schedule an appointment with the student, and family if necessary, to provide additional support early on.
Academic Schedule	<ul style="list-style-type: none"> At the elementary level we will follow a 5 day rotation: Monday: Science and SS Tuesday/Thursday: ELA, Wednesday Friday: Math. Weekly Learning Grids will be sent home every Friday <p><u>AES Academic Schedule by Grade Level</u></p>	<ul style="list-style-type: none"> 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 Sunday at 	<ul style="list-style-type: none"> A 6 block schedule will be implemented. The schedule will combine instructional time, sanitization time, and passing time. Teachers will use school-provided devices 	<ul style="list-style-type: none"> Teachers will be prepared to teach according to Schedule 1: In Person Learning in the district plan. Time will be allotted in the schedule for cleaning and movement between classes. Teachers will use school-provided devices to

	<p>CES Schedule by Grade Level</p> <p>APS Draft Elementary Learn Anywhere Plan</p>	<p>5pm.</p> <ul style="list-style-type: none"> Teachers will use school-provided devices to record and stream live each lesson from their classrooms. 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. Recording will not be used in the evaluation of the staff. <p>AMS In-Person Schedules</p>	<p>to record and stream live each lesson.</p> <ul style="list-style-type: none"> 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. <p>TEACHER EXPECTATIONS IN GOOGLE CLASSROOM:</p> <ul style="list-style-type: none"> 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. A standardized syllabus has been created that 	<p>record and stream live each lesson. Recorded lessons will be posted on Google Classroom.</p> <ul style="list-style-type: none"> All assignments for the week will be posted on Google Classroom in an organized, consistent manner by 5pm Sunday evening. One to One or Small Group Learning will occur each day from 1:30 to 2:30.
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			<ul style="list-style-type: none"> contains consistent and explicit expectations for remote learning. This too, will be 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. 	
Grading	<ul style="list-style-type: none"> Students will be graded on all work using the normal grading scales for their school. Students remote by choice will have the same expectations as "in-person" students. 	<ul style="list-style-type: none"> Students will be graded on all work using the normal grading scales for their school. 	<ul style="list-style-type: none"> All students will be graded traditionally using a numerical scale. Students remote by choice will have the same expectations as "in-person" students. 	<ul style="list-style-type: none"> Students will be graded on all work using the normal grading scales for their school. Students remote by choice will have the same expectations as "in-person" students.
Attendance	<ul style="list-style-type: none"> Elementary level will follow the current attendance policy. If a child is out for an extended period of time remote learning will be provided. 	<ul style="list-style-type: none"> Attendance will be taken in each class for in-person and remote students via schoolbrains. AMS will follow the current attendance 	<ul style="list-style-type: none"> Attendance will be taken in each class for in-person and remote students. The existing policy which potentially removes course credit when 	<ul style="list-style-type: none"> Students will be required to attend all classes. See Schedule 1: In Person Learning in the district plan. AIHS will adhere to the Attendance Policy

	<p>Remote:</p> <ul style="list-style-type: none"> • Attendance will be taken at all Google Meets. • Attendance per class will be put into schoolbrains . • If a student is unable to attend their class meetings on a regular basis the family should contact the principal for assistance. • A Class participation rubric created in the spring will be implemented at both elementary schools. 	<ul style="list-style-type: none"> • policy. • If a child is out for an extended period of time remote learning will be provided. • Remote students will be expected to sign-in at the start of school and participate in the school day. 	<p>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.</p>	<ul style="list-style-type: none"> • designated by the Amesbury School Committee. • Attendance will be taken at the start of each class. • The Remote Attendance and Participation Rubric will be used by teachers. • If a student has 3 absences, a remote meeting will be held with the principal and/or guidance counselor, family and student.
<p>Formative & Summative Assessments</p>	<p><u>Student Assessments</u></p> <ul style="list-style-type: none"> • Formative assessment will be used to determine readiness, evidence of student learning in order to reinforce a deeper understanding of the content. 	<ul style="list-style-type: none"> • 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. <p>Formative Assessments:</p> <ul style="list-style-type: none"> • Measures of Academic Progress (MAP Testing). • Pre-Assessment made by curriculum task force. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Within the first three 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. • Specific arrangements for secure remote testing will be developed.

		<ul style="list-style-type: none">• Specific arrangements for secure remote testing would have to be developed.		
Professional Development	<ul style="list-style-type: none">• 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; therefore all teachers districtwide will receive training prior to the start of the school year.• School-based teams will determine professional	<ul style="list-style-type: none">• The first ten(10) days of school will be used to provide specific, meaningful professional development for staff.• 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 in grades 5-6 will receive a refresher training on the ST Math Program. This will be held Friday August 28th from 8am-10am.• We will also provide training in the various Google apps. Google Sites for communication will be on one of these PD days.	<ul style="list-style-type: none">• The first ten(10) days of school will be used to provide specific, meaningful professional development for staff.• All staff will receive training on the District Reopening Plan prior to the start of the school year.• 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 relevant topical professional development.	<ul style="list-style-type: none">• The first ten(10) days of school will be used to provide specific, meaningful professional development for staff.• All staff will receive training on the District Reopening Plan prior to the start of the school year. This will include best practices for remote/hybrid learning, new systems (School Brains, Google upgrade), and time to plan for remote/hybrid learning.

	development at the school level.	<ul style="list-style-type: none"> 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. Time for teachers to go over the new curriculum for PLTW (Project Lead the Way) and Desmos. In both the remote and hybrid schedules, time is embedded for professional development, collaboration, communication, and planning. 		
Communication	<ul style="list-style-type: none"> 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 the weekly "Learn Anywhere Plan". Elementary Principals will provide a monthly report to the PTO. 	<ul style="list-style-type: none"> 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 a weekly schedule. These will be sent via email as well as on their google sites. Teachers will update 	<p>SCHOOL COMMUNITY:</p> <ul style="list-style-type: none"> A weekly PSA will go out from administration. We are considering alive stream option for this. Topics to cover: <ul style="list-style-type: none"> COVID policies Classroom expectations Informational updates <p>PARENTS:</p> <ul style="list-style-type: none"> Offer live, recorded, and written training on how to 	<p>SCHOOL COMMUNITY:</p> <ul style="list-style-type: none"> Daily check-ins with staff will continue. Topics will now include changes in COVID policy, classroom expectations, student progress. <p>FAMILIES:</p> <ul style="list-style-type: none"> Weekly communication from principal to families including updates on curriculum, procedures & protocols, student engagement, district updates, etc. Google Classroom is

	<ul style="list-style-type: none"> Periodically, survey parents and students (when appropriate) regarding key issues, concerns, and feedback. Offer live, recorded, and written training on how to use Google. 	<ul style="list-style-type: none"> their google classrooms every Friday for the next week's assignments and schedule. 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. 	<ul style="list-style-type: none"> use Google Classroom to parent. Principal's Newsletter will be published at least monthly through the month of December. Principal's Coffee will be held virtually at least twice a month until the holiday break. Periodically, survey parents and students regarding key issues, concerns, and feedback. 	<ul style="list-style-type: none"> accessible to all families. "How To" instructions will be shared with families at the start of the school year. Families will be provided guidance and instruction on how to use School Brains. Periodic surveys for students and families will provide useful feedback about progress.
New Student Orientation	NA	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> A New Student Orientation will be scheduled the day prior to the start of school. Families will have the option to attend, either virtually or in-person.
Meet & Greet/Back to School Meeting	<ul style="list-style-type: none"> Meet and Greet: September 11 and September 14. School-based teams are working to determine what the Meet and Greet will look like at each grade level. School-based teams are working to determine what Back to School Night will look like at each 	<ul style="list-style-type: none"> Meet and Greet: September 11 and September 14. School-based teams are working to determine what the Meet and Greet will look like at each grade level. School-based teams are working to determine 	<ul style="list-style-type: none"> Meet and Greet: September 11 and September 14. School-based teams are working to determine what the Meet and Greet will look like at each grade level. 	<ul style="list-style-type: none"> Meet and Greets will be scheduled for September 11 and September 14. School-based teams are planning this event.

	grade-level.	what Back to School Night will look like at each grade-level.		
Student Progress Feedback to Families/Family Support	<ul style="list-style-type: none"> Continue weekly meetings with Pettengill to support families and students in all areas. Building-based student support forms will be utilized to provide feedback to students and families. 	<ul style="list-style-type: none"> Feedback, in ways other than a number grade, should be provided to students on a regular basis. This is vital regardless of the model in which each student is participating. Extra help will be given during scheduled check-in times during the week or by appointment. Google Classroom is accessible to all families. "How To" instructions will be shared with families at the start of the school year. 	<ul style="list-style-type: none"> Continue weekly meetings with Pettengill to support families and students in all areas. Building-based student support forms will be utilized to provide feedback to students and families. 	<ul style="list-style-type: none"> Google Classroom and School Brains will be available for families. The Adjustment Counselor will make weekly calls to families and will make referrals to Pettengill when necessary. At AIHS, consistent family contact is part of the therapeutic component of the program. In person and virtual meetings will be conducted regarding behavior, attendance, academic progress as needed.
Specialized Subjects				
Fine Arts and Physical Education	<ul style="list-style-type: none"> 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: AES In-Person Specials Schedule 	<ul style="list-style-type: none"> Will follow DESE Guidelines for Courses Requiring Additional Safety Considerations (July 24, 2020). Specials classes will be held in specialists classrooms, unless it is determined that students can not be 5 feet apart and in that case specials will take place in the regular classroom. 	<ul style="list-style-type: none"> Will follow DESE Guidelines for Courses Requiring Additional Safety Considerations (July 24, 2020). 	<ul style="list-style-type: none"> Will follow DESE Guidelines for Courses Requiring Additional Safety Considerations (July 24, 2020). Activities will take place on Mondays and Fridays.

	CES Schedule by Grade Level	<ul style="list-style-type: none"> Specialist classrooms will be cleaned and sanitized between groups, specialists may alternate use of their spaces and general. 		
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Student Support Services

Mental Health/SEL	AES:			
	<ul style="list-style-type: none"> 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. Calmning 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 	<ul style="list-style-type: none"> 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. Create a flow chart for notification when students are struggling. We will identify students at risk. Adjustment counselors and Guidance Counselors will be utilized for at-Risk and RTI team referrals. <p>(Wednesdays during CE Time period)</p>	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Students can access therapeutic support from the principal and/or adjustment counselor at any time. Continue to work with Pettengill to provide additional services to students in need. When a student is identified by staff as needing emotional support, the principal or adjustment counselor will check in with the student. 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 by the adjustment counselor depending on the particular needs of the

	<p>CES:</p> <ul style="list-style-type: none"> • CES will continue to utilize PBIS, focusing on SKR: Safe, Kind, and Responsible with adaptations as needed: • <u>CES, Safe, Kind, Responsible planning document</u> • 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, Second Step Program will be 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. 	<ul style="list-style-type: none"> • Particularly at the start of the school year, teachers will embed SEL and relationship-building activities into their classes. • We will be looking into using Class Dojo. • For our Tier 1 students we will be using the CARE program for all three models of learning. The CARE program will be looked into to have more positive reinforcement opportunities and may have some competitions between grades. • We will also have a CST (Child Study Team) that has a set protocol and set time per week. 	<ul style="list-style-type: none"> • Particularly at the start of the school year, teachers will embed SEL and relationship-building activities into their classes. • Meet and Greet will kick-off the building of relationships between students and staff. 	<p>students.</p> <ul style="list-style-type: none"> • 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. • SEL class will be taught according to schedule: <ul style="list-style-type: none"> 9th - Quarter 1 10th - Quarter 2 11th - Quarter 3 12th - Quarter 4 • SEL skills are reinforced in all classrooms.
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	<ul style="list-style-type: none"> • 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. 			
Special Education	<ul style="list-style-type: none"> • Please refer to the Special Student Populations section of the District Reopening Plan. • Students on 504's will continue to receive all accommodations identified in their plans. 	<ul style="list-style-type: none"> • Please refer to the Special Student Populations section of the District Reopening Plan. • Students on 504's will continue to receive all accommodations identified in their plans. 	<ul style="list-style-type: none"> • Please refer to the Special Student Populations section of the District Reopening Plan. 	<ul style="list-style-type: none"> • Please refer to the Special Student Populations section of the District Reopening Plan. • Students on 504's will continue to receive all accommodations identified in their plans.

