

Newburyport Public Schools

Transition to School Plan



August 2020

Contents

Introduction from Superintendent Sean Gallagher	6
Reflecting on the Spring Closure	6
Process for Fall 2020 Planning	7
Building a Culture of Health and Kindness: Health and Safety Requirements and Related Guidance for In-person Learning	9
Masks and Personal Protective Equipment (PPE)	9
Physical Distancing	10
Student Cohorts and Grouping	10
Daily Home COVID-19 Symptom Screening	10
Hand Hygiene	11
Hallways and Stairways	11
Bathrooms	12
Lockers/Cubbies	12
Shared Items	12
COVID-19 Positive or Suspected Exposure	12
Accessing the School Nurse	13
Isolation space	13
Vaccines	14
Indoor Air Quality and HVAC Systems	14
Cleaning Protocols	14
Water Fountains	15
Visitors and Volunteers	15

Signage	15
Learning Models	17
OVERVIEW	17
CHANGE OF ENROLLMENT	18
REMOTE LEARNING ACADEMY	18
PRIORITIZED POPULATIONS	19
SPECIAL EDUCATION	20
In-person Learning Model	20
Hybrid Learning Model	20
Health and Safety Protocols	20
Equity	21
Social Emotional	21
Academic Engagement	21
Learning Plan	22
Special Education Remote Learning Model	22
Equity	23
Social Emotional	23
Academic Engagement	23
ENGLISH LANGUAGE LEARNERS	24
In-person	24
Hybrid/Remote Learning and English Learners	24
FRANCIS T. BRESNAHAN ELEMENTARY SCHOOL: PK-grade 3	26

Bresnahan School Hybrid Model: Preschool and Kindergarten Programs	26
Bresnahan School Hybrid Model: Grades 1-3	27
Bresnahan School Remote Models	30
Preschool Remote Learning Plan	30
Kindergarten Remote Learning	30
Grades 1-3 Remote Learning Plan	31
Bresnahan School Student Supports and Professional Learning	32
EDWARD G. MOLIN UPPER ELEMENTARY SCHOOL	32
Molin School Hybrid Model	32
Molin School Full Remote Model	34
Molin School Student Supports and Professional Learning	34
RUPERT A. NOCK MIDDLE SCHOOL	35
Nock Hybrid Model	36
Nock Remote Model	38
Nock Student Supports and Professional Learning	39
NEWBURYPORT HIGH SCHOOL (NHS)	40
Remote Instruction with In-person Advisory	40
NHS School Opening Process	42
A Hybrid Model In Development	42
NHS Student Supports and Professional Learning	43
Creating Positive Learning Environments: safety, wellness, and social emotional supports	45
Newburyport Public Schools Food Service	45

Bresnahan Elementary & Edward G. Molin Upper Elementary	46
Rupert A. Nock Middle School	46
Newburyport High School	46
Transportation	47
Appendix	48
INDIVIDUALIZED REMOTE LEARNING PLAN SAMPLE	49
Sample Preschool Remote Learning Weekly Activities	52

Introduction from Superintendent Sean Gallagher

Dear Newburyport School Community,

Throughout the summer, educators, parents/guardians, students and members of the Newburyport community have come together to support our students' transition back to school. As always, we are guided by a mission of creating engaging educational opportunities for all. We pride ourselves in being “the port where tradition and innovation converge.” Thus we have approached the daunting task of educating in the COVID-19 environment with a common purpose.

The pandemic has forced us to look differently at education. We must reimagine schedules, redesign operations, and rethink how we build relationships. Our teaching staff has spent the summer in classes and planning groups, advancing the craft of their teaching and rewriting standards-based curricula to be viable in a remote environment. Our administrative team has walked buildings with medical and public health professionals, facilitated meetings with students, staff and parents, and tirelessly created scheduling scenarios. And our support staff have set up model classrooms, measured air quality, problem-solved operations, and collaborated with people across the district.

Although the plan that follows reflects hours of work by our whole district, it is really just the place where we start. The COVID-19 environment is fluid and will require our planning to be agile. Our decisions throughout the year will be:

- Tied to local, state and national health data
- Dynamic
- Focused on prioritizing in-person learning (when safe to do so)
- Communicated with clear and consistent messaging

Reflecting on the Spring Closure

Like other districts across the State, NPS went through three phases of closure in the Spring of 2020. As DESE guidance emerged, our plans were adapted. As we heard from students and staff in our July 2020 survey, some of our students and families thrived while others struggled. One parent shared, “I have no issues with continued remote learning if it is determined that it is the best, safest option. My child was able to access the curriculum. And we as parents have learned how to incorporate and better foster the social-emotional components.” But others explained that “remote learning did not work at all for our family,” and “both parents and kids became disengaged and frustrated with the constant changes and shifts with schedule, frequency of Zoom calls, multiple emails.”

Through three surveys sent in June and July, parents and students identified some areas that will support success of any future remote learning:

Family Friendly Schedules. “If days are split, I’m hoping all my children are on the same schedule so I can return to work.”

Instruction that moves students forward. “Focus on grade level standards through online instruction” / “specific curricular plans and assignments not just online programs” / “live, direct instruction.”

Clear structure with live teacher interaction. “More direct teacher to child learning opportunities. More check-ins from teachers to child and parent versus having them watch generic online videos/teaching.”

Simple communication of student expectations. “Centralized email communication” / “Detailed syllabus from each teacher with due dates” / “A daily schedule that is consistent, higher expectations for student participation and achievement”

In order to inform us as we move forward, we also surveyed PreK-8 families on how the closure experience influenced their child’s social-emotional presentation. Although many parents reported that their children had shown increased struggles, many (42%) reported being able to access support. Some parents (9%), however, reported that they were unable to access supports. The survey also highlighted the following areas of concern parents have for students upon return in the fall:

- Health and safety (53.1%)
- Academics (51%)
- Social-emotional health (46.1%)
- Adjusting to school routines and schedules (41.1%)
- Re-establishing social connections (39.3%)

Process for Fall 2020 Planning

As DESE guidance emerged over the summer, the District established a Reopening Task Force. The Task Force, a group of 70 educators, parents, public health experts, medical personnel and community representatives, met weekly through July. Because the work is complex and spans areas from operations to curriculum, we divided the task force into six sub-committees: District Planning, Curriculum and Technology, Buildings and Operations, Health and Safety, Special Education, and Social-Emotional Health.

We discussed district preliminary plans and examined DESE requirements. Conversations within the sub-committees and amongst the larger group provided us with a deeper understanding of the needs of our students, parents, and staff and allowed us to explore local options. Recommendations and feedback from the Task Force, staff and parents/guardians are included in these reopening plans.

In addition to the Task Force, building-based teams of administrators and teacher leaders have met to review plans, develop new schedules and problem-solve around operations.

Although the start of school will be different than other years, our commitment to providing students with a comprehensive and thoughtful education (no matter the model) remains steadfast.

Respectfully,

Sean Gallagher

Sean Gallagher
Superintendent of Schools

Building a Culture of Health and Kindness: Health and Safety Requirements and Related Guidance for In-person Learning

The NPS Leadership team, in collaboration with public health and medical professionals and the District Task Force and in response to DESE and federal guidance, have developed extensive operational protocols for when staff and students are in our school buildings. Newburyport Public Schools is working with a team of consultants consisting of medical professionals and public health experts to consult with us as we navigate through the Coronavirus pandemic.

The health and safety of everyone in our buildings is our first concern while providing education and related services to our community members and students. Public health protocols rely on the implementation of a number of mitigation protocols and practices, not just one single strategy to reduce risk during a pandemic. To ensure all protocols are well understood and executed, we will use school culture-building strategies to establish a community that values health and safety and one that works together to keep each other safe. Our Health and Safety Protocols include several practices that, when used together, will support us in mitigating community spread:

- All staff and students will use appropriate personal protective equipment (PPE).
- School spaces will be set up to support six-foot social (physical) distancing.
- Students will be grouped in cohorts to reduce transmission and to allow for contact tracing.
- All staff and students will complete daily home COVID-19 Symptom Screenings before entering the building.
- Clear cleaning protocols will be implemented in all buildings.

Masks and Personal Protective Equipment (PPE)

Masks are required for all staff and for students in grades 1-12 while they are in the building. For students in prekindergarten and kindergarten masks are strongly recommended. State guidance requires students of all ages utilizing bus transportation to wear a mask or face covering. Mask breaks will be built into the school schedule at every grade level.

- **Students:** Parents are asked to provide a clean mask daily. Parents who need support in purchasing masks should contact the school nurse. Disposable masks will be provided by the District on an as-needed basis.
 - For students who are unable to wear a mask due to a disability, individual protocols will be developed by the School Nurse team.
 - The school physician (a pediatrician) will connect with local PCP's regarding strict guidelines for mask protocols.
- **Staff:** All staff will be provided with two cloth masks and a face shield. Staff who are in close proximity with students are encouraged to wear the PPE provided.

- **Protective clothing.** PPE for staff working with students with potential exposure to bodily fluids during care procedures:
 - Staff working with certain high contact students will be provided with scrub jackets.
 - Disposable gowns and gloves as needed.

Physical Distancing

Newburyport Public Schools will be following the public health guidance of six-foot spacing as our guide for physical distancing. Classrooms will be set up to provide six feet of physical distancing.

Unnecessary furniture has been removed from classrooms to maximize available space and facilitate cleaning and disinfecting the classrooms. In areas where face-to-face contact is likely to occur, sneeze guards will be installed. This includes reception desks, serving lines in the cafeteria, and other spaces. Where appropriate, “Stand Here” decals will be installed on the floor, and physical barriers will be used to direct people to the proper place to interact with staff on the other side of the sneeze guards.

Signs and posters will be used to provide visual reminders and cues to maintain proper physical distancing.

Student Cohorts and Grouping

Age appropriate, building-based student cohorts will be created to support contact tracing in the event of a positive COVID-19 case.

At the elementary level, students will be in small groups in their classrooms. At the middle level, cohorts will stay together in a group and teachers will change classrooms. At the high school, there will be an alternative hybrid program. NHS academics will be remote and students will attend in-person grade advisory programming (to address the unique social emotional needs of adolescents). This model will allow for complex high school student scheduling and support our ability to effectively cohort and contact trace.

Daily Home COVID-19 Symptom Screening

Checking for symptoms each morning by families and caregivers is critical and will serve as one of the primary screening tools to prevent COVID-19 symptoms from entering the school building. The screening will include two questions, and the digital link will be sent daily to caregivers and high school students (on the days they are scheduled to enter the school building). The High School will have a screening that includes a green checkmark that will be displayed at school. If a person answers “yes” to any of the questions, they will be instructed to stay home and contact their primary care physician and/or school nurse for guidance. Decisions about when a person can return to school should be made in collaboration with students’ personal physicians. The school nursing team can provide support and answer questions as needed.

- **Grades PK-8:** Parents/guardians of students in grades PK-8 (and prioritized populations in grades 9-12) will complete a daily home screening for their children.

- **Grades 9-12:** Students in grades 9-12 will complete their own screening and display the green checkmark at school.
- **Staff:** All staff are required to complete the screening before entering the building. All results will be confidential and will remain on record with the school nurse.

Hand Hygiene

Handwashing removes pathogens from the surface of the hands, and all students and staff will be provided time throughout the day for proper hand washing. Education on proper handwashing techniques will be provided.

While handwashing with soap and water is the best option, alcohol-based **hand sanitizer** may be used when hand washing is not an option. 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 will be available in all classrooms and throughout the buildings.
- Description of the hand sanitizer with the appropriate percentage of ethanol alcohol will be detailed in the medication protocols sent to all parents/guardians at the start of each school.
- Students will be directed to utilize the hand sanitizer upon entering the classroom, as well as during program changes, and when they leave.
- Touch-free hand sanitizer dispensers will be installed at key locations throughout the buildings.

Hallways and Stairways

Hallway and stairway layouts vary across buildings. Each building has detailed protocols including traffic patterns and expectations to maintain physical distancing.

At the high school, the main academic areas (2nd and 3rd floors) will be designated as counter-clockwise travel only. The main level and the basement level will allow 2-way traffic with visuals/signage to keep staff and students on the right side of the hallways. In addition, there are four stairwells that go from the basement to the 3rd floor. Two will be used for traffic going up, and two for going down. Elevator usage will be strictly monitored and only used by staff and students requiring mobility assistance.

At the Nock and Molin Schools, students will be accompanied in the hallways by staff. Visual signs and/or floor decals will support students in staying well spaced out and staying to the right.

Bresnahan Grades 1, 2, and 3 will be assigned specific entry/exit doors and stairways to use when moving in and out of the building. Only grade specific staff and students will use those doors and stairways throughout the day. PK and K will enter and exit the building directly into their classrooms.

Bathrooms

- Maximum occupancy levels of bathrooms will be posted outside each bathroom door. Decals will be installed on hallway floors outside bathrooms showing students where to line up in order to maintain proper physical distancing.
- Soap dispensers will be checked throughout the day and only paper towels will be provided for drying hands.
- Posters illustrating proper handwashing procedures will be installed in the bathrooms to remind staff and students to wash their hands.
- It is expected that face coverings will be worn in the bathrooms.

Bathroom exhaust fans will be operated to ensure that a negative air pressure situation exists between the bathroom and the surrounding areas (air flow from outside to inside the bathroom).

Each bathroom in the buildings will be scheduled to be closed in order to be fully cleaned and disinfected during the day when the building is occupied, and again in the evening once the building is unoccupied. In addition, each bathroom will be checked at least two additional times throughout the day, and serviced as needed.

Lockers/Cubbies

Students in grades 4-12 will not receive lockers with the exception of prioritized populations that may be attending more regularly.

Students in grades 1-3 will be assigned individual lockers that will only be accessed twice per day, once in the morning and once at the end of the day just prior to departure. Students will be sent to lockers individually at both times.

Students in preschool and kindergarten will be assigned individual cubbies that will be accessed twice per day, once in the morning and once at the end of the day just prior to departure. Students will be sent to their cubbies individually at both times.

Shared Items

Students in grades 1-3 will be provided individually packaged sets of supplies that will not be used by other students. Preschool and kindergarten students will be provided their own individual materials for independent activities. Students will be assigned to weekly cohorts (no larger than 4 students) for small group activities who may share materials in a play-based environment. These materials will not be shared with other cohorts until they are disinfected and the cohort groups change the next week.

COVID-19 Positive or Suspected Exposure

Extensive protocols with specific operational details are available through the School Nurse leader. Below is a short summary of the process to be used in the event of exposure either outside or within the school building.

- **COVID-19 Positive Case: Community Acquired**

- Remain home and notify PCP and School Nurse for isolation guidance.
- Remain home in isolation for at least 10 days and until at least 3 days have passed with no fever/other symptoms.
- If a close contact and/or a family member tests positive and quarantine is required, remain home for 14 days.
- Notify Board of Health (BOH) and answer calls from Contact Tracers or BOH trained contact tracers (close contacts analyzed).
- Secure release from contact tracers for return to school.
- **Positive COVID-19 Case on School Premises**
 - Students or staff with concerning symptoms (upon entrance to school or during the school day) will be immediately sent to the school nurse for evaluation.
 - Students or staff members must remain home, monitor symptoms, notify school, notify personal close contacts, and assist with contact tracing efforts.
 - In conjunction with consulting medical advisors, school staff who are close contacts will be offered PCR Coronavirus testing.
 - Determine time frame of student or staff member's locations two days prior to symptom onset (or testing positive if not symptomatic) until time of isolation.
 - Determine close contacts and advise.
 - Close and identify affected areas for deep cleaning as needed.
 - Consult with medical personnel, BOH, epidemiology as needed.

Accessing the School Nurse

- Each building/school has protocols for all staff to access the nurse; the protocols are established to facilitate triage of patients.
 - In all school buildings, the health suite will have a designated space for well visits and one space for sick visits.
 - There is a separate space designated as an isolation room.
- Two nurses in each building allows for differentiation of treatment of illnesses/symptoms as needed to reduce cross contamination.

Isolation space

Each school has designated a COVID-19 related isolation space that is separate from the nurse's office or other space where routine medical care is provided. Persons with suspected COVID-19 symptoms will be safely isolated, and families will be notified for immediate dismissal from the school building.

- **Dismissal:** The school nurse will accompany the student or staff member to the awaiting car via an immediate exit door. Family members will be asked to wait outside. Disinfection protocols for all surfaces and areas will be initiated.
- Specific protocols regarding illness management, confidentiality, and clear concise

communication messages will commence.

Vaccines

As is our normal practice, the NPS nursing team will work with parents to ensure that students are current on all standard vaccinations before they return to in-person school. We will encourage students and staff to get their regular flu vaccine. Flu clinics for staff are scheduled for the fall.

Indoor Air Quality and HVAC Systems

The HVAC systems at the Bresnahan and the Nock-Molin building were installed during the construction projects in 2013-14. The Newburyport High School equipment was installed in 2000. All have modern, sophisticated control systems that allow manipulation of the HVAC equipment to provide increased levels of outside air. All are in good operating condition. Operation and maintenance of the systems will be based on guidance issued by the DESE and ASHRAE.

Prior to the return of staff and students, all equipment will be cleaned and serviced to assure that it is in top operating condition. Some equipment already uses higher efficiency filters (MERV-13), while the filters in other equipment will be upgraded when it will not negatively affect the operation of the equipment.

All equipment will be run with outside air dampers fully open for one week prior to the opening of school to flush the systems. Once school is in operation, systems will be started a minimum of 2 hours prior to the arrival of the first staff, and continue to run a minimum of 2 hours after the building is unoccupied. Recirculated air will be eliminated when conditions allow, and minimized to the greatest extent possible at all other times. The goal will be to provide the maximum amount of outside air possible, while maintaining temperature and humidity levels within a comfortable range.

Staff will be allowed to open windows when outside air conditions permit. Generally this means that the outside air temperature is between 50 and 75 degrees, and the dew point is below 55 degrees. When windows are open while conditions are outside of that range, excessively cold, warm or humid air can be introduced into the building. This can negatively affect the comfort of the classrooms and have a detrimental effect on the ability of the HVAC systems to operate properly. Outside air is supplied to interior rooms mechanically through the HVAC system. Certain internal spaces will be provided with air purifiers equipped with HEPA filters.

Cleaning Protocols

Cleaning and disinfecting plans are being developed using guidance from the CDC, EPA and DESE, as well as the Toxic Use Reduction Institute at UMass Lowell. The plan for each school will be tailored to the final plan approved by the School Committee and be flexible in order to adapt to any and all changes that are likely to occur as the school year progresses.

The Newburyport Public Schools has been using green cleaning products for a number of years and will continue to do so for all cleaning tasks. Products used for disinfecting are listed by the EPA as being effective against the coronavirus.

Teachers and other staff will all be provided with Force of Nature (hypochlorous acid), an all natural cleaner and disinfectant (listed by the EPA) to clean in classrooms and office spaces. Teachers will be encouraged to utilize the product to disinfect high touch areas as frequently as possible.

Cleaning and disinfecting of all spaces by the custodial staff will occur daily, and high touch surfaces will be cleaned and disinfected a minimum of 3 to 4 times a day. This includes things like door handles, railings, bottle fill stations, etc. Wipeable keyboard covers have been purchased for all school owned keyboards so that students and staff can have the opportunity to wipe them down in between uses. Playgrounds will be disinfected in between uses by different cohorts of students.

Each bathroom in the buildings will be scheduled to be closed and fully cleaned and disinfected during the day when the building is occupied, and again in the evening once the building is unoccupied so that it is ready for the next morning. Each bathroom will also be checked at least two additional times throughout the day, and serviced as needed.

Schools will each have a minimum of three electrostatic sprayers which allow effective and efficient application of disinfectants. These units provide an electric charge to the disinfectant causing it to seek out and cling to surfaces. These units will primarily be used during times when the buildings are unoccupied or when an area is going to be unoccupied for a period of time sufficient for the disinfectant to dry on the surface, effectively killing any virus on that surface. Disinfectant will also be applied using spray bottles and rags, making sure that surfaces remain wet for the amount of time specified on the product label to allow the product to effectively eliminate the virus.

Water Fountains

Water fountains will be disabled. Bottle fill stations have been, or will be installed in key locations throughout the buildings. Staff and students will be encouraged to bring refillable water bottles with them everyday. Bottle fill stations will be disinfected several times a day.

Visitors and Volunteers

There will be no visitors or volunteers in the schools at this time unless they are pre-approved contractors working for the school district.

Signage

Signage is being installed in appropriate locations throughout the facilities to:

- Remind individuals to wear masks
- Illustrate the proper way to put on and remove a mask
- Practice physical distancing
- Wash hands and proper procedures to do so

- Use hand sanitizer when hand washing is not readily available
- Show proper traffic flow
- Indicate maximum capacity of restrooms

Learning Models

OVERVIEW

Newburyport Public Schools has four schools: Frances T. Bresnahan Elementary School (PK-3), Edward G. Molin Upper Elementary School (4-5), Rupert A. Nock Middle School (6-8), and Newburyport High School (9-12). The Edward G. Molin School and Rupert A. Nock Middle School share one school building.

Our planning has included evaluating the feasibility of three learning models: Full In-Person, Hybrid, and Remote. In addition, the District is developing an optional Remote Academy for parents who choose not to send their children back to school.

In assessing the feasibility of a full in-person model, each school building presented hurdles and assets. Across the District, the only way all students could attend in-person learning would be to use the minimum guidance of three-feet for social distancing. The NPS Leadership Team, School Committee and District Task Force, taking guidance from public health experts, do not believe that this distance will support a safe return to school for our students and staff. For that reason, we will not be recommending a full in-person return to school for our District.

Using current public health data from the city and state, the District will determine what model of learning we will implement. The COVID-19 situation is fluid, so our learning models may change throughout the year. Our plans have been developed to allow for agility and responsiveness to the health climate in Newburyport.

PK-12 Enrollment Options			
Grades PK-K Francis T. Bresnahan	Hybrid Prioritizing in-person and minimizing remote learning (District decision)	Remote Full remote learning experience for whole school (District decision)	Remote Academy No PK Remote Academy; Full remote learning experience for kindergarten (Parent choice)
Grades 1-3 Francis T. Bresnahan	Hybrid in-person and remote learning (District decision)	Remote Full remote learning experience for whole school (District decision)	Remote Academy Full remote learning experience (Parent choice)

Grades 4-5 Molin Upper Elementary	Hybrid in-person and remote learning (District decision)	Remote Full remote learning experience for whole school (District decision)	Remote Academy Full remote learning experience (Parent choice)
Grades 6-8 Rupert A. Nock	Hybrid in-person and remote learning (District decision)	Remote Full remote learning experience for whole school (District decision)	Remote Academy Full remote learning experience (Parent choice)
Grades 9-12 Newburyport High School	Hybrid remote instruction with in-person advisory (District decision)	Remote Full remote learning experience for whole school (District decision)	Remote Academy Remote Learning Academy experience not available at this time.

CHANGE OF ENROLLMENT

We recognize that a long-term commitment is challenging for students and families. We also recognize that having students change programs mid-year can impact adherence to the health and safety standards in our In-Person Learning Program by increasing class size. Conversely, program changes can also negatively impact the quality of educational programming. Therefore, changes of enrollment will be considered at the end of marking periods.

In the event a family requests a change to their child’s learning program after their initial enrollment, we will attempt to work with families to make this change as soon as is practical. In making this decision with a family, we will need to consider a variety of factors prioritizing, but limited to reasons including underlying medical conditions placing students and families at higher risk. In addition, the district will consider students who will benefit academically or emotionally from a change in programming. In-classroom placements can only be made when done with safety and health guidelines outlined by the state and school district.

REMOTE LEARNING ACADEMY

The Remote Learning Academy will function as a separate school in the district. Students in the Remote Academy will be engaged in all content areas, appropriate to their grade level. Students will receive asynchronous and synchronous instruction daily with lessons taught by an assigned teacher. The Remote Academy will meet the required hours stated by MA DESE. Students can expect to have a specific schedule, determined by their teacher, falling between the hours of 8:00AM-3:00PM. The Remote Learning Academy will be led by a Curriculum Coordinator and Newburyport teachers. Teachers will be teaching multiple subject areas. We will use universal supports to meet the needs of diverse learners. Students on IEPs will have an individualized remote learning plan developed with

their IEP team in conjunction with parents. High Needs Special Education Students will receive services outside of the academy. Students in the Remote Learning Academy will follow the School Handbook guidelines and policies for the respective school they would be attending.

Curriculum will be aligned with the MA State Frameworks and the Newburyport Public Schools. The curriculum will not be identical to the hybrid learning model being used in Newburyport. Formative and summative assessments will be used for each content area.

- *English Language Arts*: K-5 research-based lessons will be in phonemic awareness, phonics, fluency, vocabulary, comprehension, and writing. Grades 6-8 will have lessons specific to reading comprehension, writing, and literature.
- *Math*: Each grade-level will have five to eight modules that comprise the instruction of that grade. Critical instructional areas for the grade, as described in the Common Core State Standards for Mathematics (CCSS-M), concentrate on key areas of learning, as well as required fluencies for the grade. All standards for each grade have been carefully included in the module sequence. Some standards are deliberately included in more than one module so that a strong foundation can be built over time.
- *Social Studies*: K-8 Social Studies curriculum will focus on world and American history, geography and civics. The curriculum will be designed to help students build knowledge of diverse civilizations, cultures and concepts. Units include a variety of resources, including virtual field trips, literary selections, maps, and nonfiction text to clarify historical context.
- *Science*: Within the Next Generation Science Standards (NGSS), students explore connections across the four domains of science, including Physical Science, Life Science, Earth and Space Science, and Engineering Design. Science and Engineering Practices describe what scientists do to investigate the natural world and what engineers do to design and build systems.
- *Special Subjects*: All students will have access to asynchronous learning opportunities in art, music, and physical education.

The High School will be reopening with a remote learning schedule for academics. If at any time, the high school moves to a hybrid model, students who choose to remain fully remote will join the Academy which may include online learning platforms (e.g. *Edgenuity* or *Virtual High School*) and will be supervised by a teacher.

PRIORITIZED POPULATIONS

High needs students will be given special consideration for in-person learning when possible. The Department of Elementary and Secondary Education (DESE) defines high needs as students with disabilities and/or English learners who are most in need of in-person services.

Students already identified as “high needs” through the IEP process on the IEP form entitled “[Primary Disability/Level of Need-PL3](#)”, must meet at least two of these criteria:

- Services provided outside of the general education classroom;
 - Service providers are special education teachers and related service providers;

- Special education services constitute more than 75% of the student’s school day;
- Students who cannot engage in remote learning due to their disability-related needs;
- Students who primarily use aided and augmentative communication;
- Students who are homeless
- Students in foster care or congregate care; and/or
- Students who are dually identified as English Learners.

SPECIAL EDUCATION

In-person Learning Model

The schools will develop classroom assignments and service delivery schedules for students with disabilities so that they receive services consistent with their IEPs in the least restrictive environment, as defined in 603 CMR 28.02(12), while also maintaining the current health and safety protocols. Special education teachers and related service providers (speech language pathologists, occupational therapists, etc.), could provide special education services in the general education setting (“B Grid”) remotely from within the school building via video conference, instead of coming into the classroom to provide services. This practice will help to minimize foot traffic in and out of classrooms while also providing access to services that support the inclusion of students with disabilities. Specialized instructional assistants (IA) will also serve as facilitators for push-in services. Break out sessions and small group tutorials may be provided simultaneously as appropriate, and individual office hours will be scheduled to address any areas of concern weekly. If the district determines that remote learning will be implemented, students identified as “high needs” will continue to come to school four days a week to continue with face-to-face learning so long as it is deemed safe.

Hybrid Learning Model

The schools will develop classroom assignments and service delivery schedules for students with disabilities so that they receive services consistent with their IEPs in the least restrictive environment, as defined in 603 CMR 28.02(12), while also maintaining the current health and safety protocols. The consistent schedule of classes, interventions, services and therapies must include time spent interacting directly with teachers and related service providers on a regular basis, as well as some independent work time, as appropriate, and opportunities for interacting with classmates. Synchronous remote lessons or tele-therapy sessions may be provided via telephone or video conferencing. Students might also benefit from asynchronous pre-recorded videos of lessons to follow at home. For students receiving the majority of their daily instruction through special education, teachers and therapists should assign supplemental work (beyond lessons taught synchronously or asynchronously) during the school day that can be accomplished independently with guidance from and accountability to the teacher or therapist.

Health and Safety Protocols

- Special Education teachers will be assigned to only one grade level when possible. Teacher and Specialized Instructional Assistants (IAs) will consistently support the same classes. Staff needs to remain in the “same bubble” to limit contact. (Face to Face only)

- Small group specialized instruction will follow the safety protocols that are implemented district wide. (Face to Face only)
- Each student will have materials specially assigned to them. Younger student's toys and equipment will be assigned for at least a week and kept in an assigned space. Toys and materials will be sanitized daily.
- Sneeze guards will be provided for discrete trial instruction and assessments.
- Individualized toileting protocols to be developed and implemented to meet students' individual needs.
- Visual protocols for handwashing for students who require reinforcement will be posted.
- Teachers of students who cannot tolerate masks will have specialized coats, gloves and masks which will be supplied by the District.
- Due to health concerns, students in substantially separate classrooms will participate in inclusion activities, i.e. morning circle, remotely in their classroom.

Equity

- Students who receive 75% or more of their instruction in the general education setting will follow the schools' protocols established for the general education population.
- Students identified as "high needs" will attend school four days a week when possible. Asynchronous activities will be individually developed and provided through Google Classroom for the fifth day. (Hybrid Only)
- Parent training topics will include the use of devices and electronic learning and communication platforms, troubleshooting technology issues, expectations for structured learning time, supporting students' social/emotional needs, academic resources, etc.
- Safety protocols for students with significant needs will be shared with parents.
- IEP/Team meetings will remain remote to limit traffic in the schools.

Social Emotional

- Mindfulness may be used to prevent re-traumatization of students.
- Adjustment counselors, school social workers, and BCBAs will have designated office hours to support students, families and staff. Administrators and school nursing staff will be available on an as needed basis.
- Horizontal and vertical meetings will take place on a consistent basis to support staff.
- Staff will maintain close relationships with community agencies and district counselors.
- Ongoing emotional check-ins with identified students will be provided.
- Provide consistent daily routines to foster a sense of safety and predictability.
- PBIS and BRYT strategies/resources will be embedded in all classroom instruction.

Academic Engagement

- All special education teachers, related service providers, and special education students will have masks with clear panels that will address the needs of nonverbal communication.

- During face-to-face instruction, a main focus will be providing direct instruction on “how to access” remote learning for at least the first month of school.
- Co-teaching will continue to be implemented as appropriate.
- Grid B services will be delivered through a consultation model and supervision of the specialized IA assigned to the general education classroom.
- Grid C services may be provided remotely and supported by the specialized IA to limit contact with multiple cohorts of students.
- Students who require additional reinforcement will receive booklets and/or videos to reinforce safety protocols.
- Individual learning plans will be developed in collaboration with families to address any services/accommodations/modifications that will be provided differently.
- Students identified with high needs will have a planned transition back to school with a goal of acclimating the students to the new routines and safety protocols.

Learning Plan

Hybrid learning plans will include a proposed schedule that will be individually developed in conjunction with the special education teacher and parents/guardians based on the student’s active IEPs. The Learning Plans will also address the following:

- What **strategies, assignments, and methodology** will be provided to the student and how delivery may look different?
- What changes in **accommodations** and **modifications** will be provided to support and provide additional PLEP A services?
- **Services and Instruction:** What specialized instruction and related therapies will be utilized to provide IEP grid C services?
- **Progress monitoring:** How will progress/data be kept and what will look different?
- **Consult.** How will consults to the Team be provided?
- **Family Communication:** What will ongoing communication between the family and special education team members be?

Special Education Remote Learning Model

The schools will develop classroom assignments and service delivery schedules for students with disabilities so that they receive services consistent with their IEPs. The consistent schedule of classes, interventions, services and therapies will include time spent interacting directly with teachers and related service providers on a regular basis, as well as some independent work time, as appropriate, and opportunities for interacting with classmates.

Synchronous remote lessons or tele-therapy sessions may be provided via telephone or video conferencing. Students might also benefit from asynchronous pre-recorded videos of lessons to follow at home. For students receiving the majority of their daily instruction through special education, teachers and therapists may assign supplemental work (beyond lessons taught synchronously or

asynchronously) during the school day that can be accomplished independently with guidance from and accountability to the teacher or therapist.

Equity

- Parent training topics will include the use of devices and electronic learning and communication platforms, troubleshooting technology issues, expectations for structured learning time, supporting students' social/emotional needs, academic resources, etc.
- IEP/Team meetings will remain remote.
- Asynchronous activities and project based learning will be individually developed and provided through Google Classroom to address the differences in pedagogy, modifications, accommodations, and instructional materials.
- General and Special Education teachers will collaborate when planning and scheduling lessons.
- Students in substantially separate programs will receive a weekly template listing daily lessons, synchronized lessons and asynchronous activities. Related service providers will also consult with special education teachers and provide lessons/activities in the same document.
- Staff will have office hours to support parents on a scheduled basis.

Social Emotional

- Mindfulness may be used to support students.
- Adjustment counselors, school social workers, and BCBA's will have designated office hours to support students, families, and staff. Administrators and school nursing staff will be available on an as needed basis.
- Remote horizontal and vertical meetings will take place on a consistent basis to support staff.
- Staff will maintain close relationships with community agencies and district counselors.
- Ongoing emotional check-ins with identified students will be scheduled.
- Daily routines will be provided consistently to foster a sense of safety and predictability embedded in all remote instruction.
- Families will have access to strategies/resources, appropriate contacts in case of an emergency in a special education Google folder.

Academic Engagement

- Individual Remote Learning Plans (RLIPs) will be developed in conjunction with family input to address any services/accommodations/modifications that will be provided differently. The model will include a proposed schedule that includes synchronous and asynchronous lessons, and related services.
- Grid B services will be delivered in conjunction with general and special education staff with specialized instruction delivered via breakout sessions remotely.
- Grid C services will be provided by the special education staff as delineated in their learning plan.

- Progress monitoring/data collection in regards to a student's IEP goals and objectives will be used to inform instruction.
- Consultations between staff will be regularly scheduled and recorded on a template.

ENGLISH LANGUAGE LEARNERS

The Newburyport Public Schools recognizes the unique needs of our English Learners. Understanding the importance of in-person instruction and immersing our ELs in a variety of learning situations where English is being spoken and practiced, we are making every effort to provide in-person instruction as often as possible. Within the first week of school we will be assessing our EL students using the WIDA model to determine the entry point for each individual.

In-person

English Learners grades K-8 who have scored below a 3.5 on the ACCESS will attend school in-person 4 days a week when possible. Students will be integrated for the majority of the day and will receive pull out ESL instruction aligned to their individual English Learning level.

- Kindergarten students will be attending school half days, 4 days a week and will be scheduled for ESL services during the time they are in school.
- Grade 1-8 will be using a hybrid model where students attend school 2 days in-person and receive instruction remotely the other 3 days. Our qualifying English Learners will attend school all 4 days that in-person instruction is available, allowing for more classroom time with content teachers, as well as, additional in-person ESL instructional time.
- Newburyport High School will provide academic instruction remotely and students will be coming to the school for in-person advisory sessions. This model allows us to continue to cohort students in an effort to have successful contact tracing in the event of COVID-19 exposure. Qualifying English Learners at the high school will come to school in-person 4 days a week. They will be with the ESL teacher and will participate in their remote learning schedule, but with support. They will also receive ESL instruction as indicated in their individual schedules. This model allows the ESL teacher to oversee the students progress within the remote model while receiving in-person ESL instruction.

Hybrid/Remote Learning and English Learners

The Newburyport Public Schools recognizes the wide variety of specific and unique language acquisition needs of all ELs based on their English language proficiency levels. Therefore, during remote learning, the district has implemented the 6 instructional strategies recommended by DESE as cited in the EL Remote Learning Guidance document. These strategies will be used if any portion of an EL student's hybrid plan includes remote learning.

- ***Collaboration between core content teachers and ESL teachers***
 - Consistent co-planning between core academic teachers and ESL teachers will occur with regular frequency (e.g., at least once a week) to plan their lessons and provide modifications to their lessons to best support ELs.
- ***Continued ESL instruction in the domains of listening, reading, speaking and writing***
 - **Examples may include for younger students:**

- **Listening:** Students can listen to e-books or videos suggested by their teachers and complete the related work provided.
 - **Reading:** Students can read books suggested by their teachers and complete the related work provided by their teachers.
 - **Speaking:** Students can record their ideas using appropriate technology and talk with the ESL teacher on the phone, etc.
 - **Writing:** Students can type in a virtually shared document, such as a Google doc, write and read it aloud to the ESL teacher or a family member, etc.
 - **Examples may include for older students:**
 - **Listening:** Students can listen to e-books, videos or podcasts suggested by their teachers and complete the related work provided.
 - **Reading:** Students can read books and articles suggested by their teachers and complete the related work provided.
 - **Speaking:** Students can record their speaking using appropriate technology, talk with the ESL teacher on the phone or online, etc.
 - **Writing:** Students can type in a virtually shared document or virtual classroom.
- ***Provide additional opportunities for students to practice English***
 - Using multimedia-rich digital tools that help students create their own content as a way to communicate and think beyond translations
 - Using technology as a scaffold toward more person-to-person communication by giving ELs space to record themselves, listen back, and re-record before sharing with others then provide them opportunities to work with partners or in small groups
 - Providing authentic audiences for their work such as classmates, peers, friends or family to provide ELs experience with authentic, meaningful communication
 - Setting up breakout groups and group folders shared virtually for student collaboration within your classes for peer feedback, calls, or written support
 - Providing a platform for ELs to record themselves and ask questions
- ***Chunk content into smaller pieces***
 - Breaking content into smaller pieces makes remote learning more manageable for the English learner. It is especially important to add visuals to represent ideas and provide online interactions by allowing ELs to discuss ideas to process the information learned.
- ***Flexible pacing***
 - Consistency in the schedule, expectations and communication with ELs to support them and their families; Posing assignments due at start of the week and due at the end of the week (or even over the weekend)
 - Working with “windows of time” instead of specific due dates for some assignments
 - Differentiate due dates for students who struggle with the rigor or style of remote learning or just need more time due to their English language needs

- **Use online tools and applications to link to the main lessons of the content classroom teachers.** ESL teachers will focus on linking vocabulary support and comprehension skills necessary for content classes.

The district has had success in holding EL family digital meetings with students, their parents, the ESL teachers, the English Learner Coordinator and Director, and the English Learner Home School Liaison. This allows time for families and students to ask questions about expectations, technology, and assignments. This practice will continue moving forward this school year.

FRANCIS T. BRESNAHAN ELEMENTARY SCHOOL: PK-grade 3

Bresnahan School Hybrid Model: Preschool and Kindergarten Programs

The hybrid model maximizes in-person instruction for early childhood students, and minimizes remote instruction. There will be in-person instruction for all preschool and kindergarten students 4 days per week, using a half day model. Remote learning will not be a component of the hybrid plan for kindergarten students with the exception of specialist activities.

Preschool students will attend either an AM (8:30-11:15) or PM (12:15-3:00) session on Monday, Tuesday, Wednesday and Thursday. No classes will be held on Fridays. No remote learning will be required. The preschool tuition rate for all programs will be \$3,200/year. Tuition is collected for typical students. Students with special needs receive a free or reduced rate based on their IEPs. There will be no extended learning or full day hours.

Sample Preschool Hybrid Schedule

	Monday/Tuesday/Wednesday/Thursday	Monday/Tuesday/Wednesday/Thursday	Friday
	Cohort A	Cohort B	
Time	Students who were registered for the following programs will be assigned to Cohort A 4 Day AM 4 Day Extended 5 Day Extended 5 Day Full (½ of the registered students)	Students who were registered for the following programs will be assigned to Cohort B 4 Day PM 5 Day Full (½ of the registered students)	★ No In-Person Instruction ★ Classroom Teacher Planning and Meeting Time ★ Early Intervention Appointments ★ IEP Meetings ★ Student evaluations ★ Parent Consultation
8:30-9:15	Arrival & Recess	Arrival & Recess	
9:15-9:50	Cubbies, Wash, Table Activity	Cubbies, Wash, Table Activity	
9:50-10:10	Circle time/whole group lesson	Circle time/whole group lesson	
10:10-10:25	Hand Washing/bathrooms/story time	Hand Washing/bathrooms/story time	
10:25-11:00	“Choice”/ small group centers	“Choice” /small group centers	
11:00-11:10	Circle time/whole group lesson	Circle time/whole group lessons	
11:15	Dismissal	Dismissal	

- **Preschool Special Education Plan.** Since the plan for preschool and kindergarten students is to prioritize in-person instruction four days a week for 2 hours, 45 minutes daily, special education students will follow the same model. For students who meet the high-need criteria and whose IEPs are not able to be met in the 2 hours, 45 minutes of in-person instruction four days per week, individualized plans will be developed to either offer extended in-person instruction or a clearly articulated remote learning plan beyond their in-person time.

Kindergarten students will attend either an AM (8:20-11:05) or PM (12:05-2:50) session on Monday, Tuesday, Thursday and Friday. On Wednesdays there will be no in-person instruction. Classroom teachers will have planning and meeting time on Wednesdays and remote extra-curricular activities will be offered for Art, Library, Music, Physical Education and STEM. Kindergarten tuition will not be collected during the hybrid plan.

Sample Kindergarten Hybrid Schedule

	Monday/Tuesday/Thursday/Friday	Monday/Tuesday/Thursday/Friday		Wednesday
	Cohort A- AM	Cohort B- PM		
8:05-8:20	Arrival/Independent Work	11:50-12:05	Arrival/ Independent Work	★ No In-Person Instruction ★ Remote extra-curricular activities provided for Art, Library, Music, Physical Education and STEM for students to access at home ★ Classroom Teacher Planning and Meeting Time ★ IEP and 504 Meetings ★ Parent Consultation
8:20-8:40	Daily Class Meeting	12:05-12:25	Daily Class Meeting	
8:40-9:40	Literacy	12:25-1:25	Literacy	
9:40-10:00	Movement Break/Recess	1:25-1:45	Movement Break/Recess	
10:00-10:30	Math	1:45-2:15	Math	
10:30-11:00	History Social Science/STEM	2:15-2:45	History Social Science/STEM	
11:00-11:05	Dismissal	2:45-2:50	Dismissal	

- **Kindergarten Special Education Plan.** Since the plan for preschool and kindergarten students is to prioritize in-person instruction four days a week for 2 hours, 45 minutes daily, special education students will follow the same model. For students who meet the high need criteria and whose IEPs are not able to be met in the 2 hours, 45 minutes of in-person instruction four days per week, individualized plans will be developed to either offer extended in-person instruction or a clearly articulated remote learning plan beyond their in-person time.

Bresnahan School Hybrid Model: Grades 1-3

Each cohort (approximately 50%) of students (grades 1-3) will attend school for in-person learning two days per week and participate in remote learning three days (both cohorts will participate in the

remote learning model on Wednesday). Students will be divided into two groups with special consideration for families with siblings in other schools and student needs.

The hybrid model allows us to have small cohorts in classes for in school purposes. The cohort model ensures that students interact with the smallest possible cohort of children. In the event of a positive COVID-19 case, contact tracing and isolation of spread will be easier. The schedule will attempt to isolate cohorts to the extent possible.

The hybrid program:

- Provides academic connections five days a week
- Has students on site a minimum of two days a week
- Divides the student population into two cohorts:
 - a. Cohort A - Monday/Tuesday
 - b. Cohort B - Thursday/Friday
 - c. All Students will be remote on Wednesday.
- Teachers will engage students remotely in 1 of 3 ways:
 - a. Have students log into class remotely to participate in lessons
 - b. Work on specific assigned tasks organized by the teacher
 - c. View a teacher made a video and/or model in preparation for on-site class

On Wednesdays, teachers will prepare students for the coming week by sharing and previewing assignments and activities in Google Classroom. With school currently scheduled to begin on Wednesday, September 16 this will allow teachers to set both Cohorts up for the coming week's lessons, both in person and remote. Teachers will engage with students through Google Meet for a minimum of half of the day on Wednesdays. This will be through whole class, small group or individual instruction.

In addition, teachers will focus on the social-emotional well being of their students with a focused SEL lesson delivered at least once per day.

Special Education Plan--High needs students as defined in the Special Education and English Learner sections of this document and will attend school for in person learning four days per week. Required services will be delivered during those four days and additional remedial and/or enrichment activities will take place on remote Wednesdays. Students who are identified as special needs but do not meet the high need criteria will follow the hybrid model of learning and receive their required services both in school and remotely.

Sample Bresnahan 1-3 Daily Hybrid Plan

Times for In-Person Model Days Only	In-Person Cohort A Mon-Tue Cohort B Thur-Fri	Remote Cohort A Thur-Fri Cohort B Mon-Tue	Wednesday All Students Remote 8:30-12:00
8:30-8:45	Morning Meeting Review plan for day Social Emotional Learning lesson (<i>Responsive Classroom or Second Step</i>)	Morning Meeting <i>Synchronous</i>	8:30-8:45 Morning Meeting Review plan for day Social Emotional Learning lesson (<i>Responsive Classroom or Second Step</i>) Teacher live with whole group
8:45-10:00	English/Language Arts Phonics Reading/Writing Lesson Skills Practice	English/Language Arts Will include synchronous and asynchronous learning models with independent activities available through Google Classroom	English/Language Arts Google classroom
10:00-10:45	Specials (Quarterly rotation through Art, Music, Phys Ed, STEM)	Movement Break	Math Google Classroom
10:45-12:00	Math Eureka fluency exercise Whole group lesson Practice problems	Math Will include synchronous and asynchronous learning models with independent activities available through Google Classroom	Science/SS project based lessons Teacher reviews progress of student progress
12:00-12:45	Lunch / Recess	Lunch / Movement Break	11:30-11:45 Closing Meeting Teacher live with wole group 11:45-12:00 Parent Meeting Teacher meets with parents to preview the coming week. No individual student discussions
12:45-1:45	Writing	Writing Asynchronous learning model with independent activities available through Google Classroom	12:00-3:00 <ul style="list-style-type: none"> ● Teacher Planning/Lunch ● Indiv parent contact ● School Deep Cleaning
1:45-2:30	Science / SS Project based lesson	Science/SS Asynchronous learning model with independent activities available through Google Classroom	
2:30-2:45	Closing Meeting	Closing Meeting <i>Synchronous</i>	

Bresnahan School Remote Models

Preschool Remote Learning Plan

- Preschool and Pre-Kindergarten teachers will provide activities and learning opportunities Monday - Thursday in ELA and Math. In addition, movement and hands-on activities, and conversation starters will also be provided.
- Learning opportunities are thematic to mirror the curriculum the students would have been exposed to if school were in session. Yearlong thematic themes include: All About Me, Fall and the Farm, Friendship/Family/Thanksgiving, Winter Holidays, Winter, Authors, Fairy Tales, Spring, Transportation/Community, Helpers, and Summer/Summer Safety.
- Weekly parent consultations will be scheduled on Fridays.
- Class morning Zoom or Meets meetings (either live or recorded depending on age of students) will be provided Monday-Thursday.
- Individualized remote learning plans will be developed for students with IEPs.

Kindergarten Remote Learning

The Kindergarten remote learning plan will follow a half-day schedule for all students from 8:20 a.m. - 11:05 a.m. daily. The student day may be extended (optional) throughout the afternoon by participating in independent learning; such as, specialist activities (Art, Library, Music, Physical Education, STEM); reading; sight word practice; and individual student journals.

- Student attendance and participation will be tracked.
- All student work will be assessed for progress monitoring.
- Instruction will include synchronous and asynchronous instruction, as well as independent learning activities.
- There will be a daily morning meeting and closing meeting.

Sample Kindergarten Remote Learning Schedule

	Monday- Friday	Key Components
8:20-8:40	Morning Meeting <i>Synchronous</i>	<ul style="list-style-type: none"> ★ No In-Person Instruction ★ Weekly Parent Consultation Provided ★ Combination of Synchronous, Asynchronous, and Independent Lessons and Activities ★ Weekly lessons/activities for Art, Library, Music, Physical Education and STEM for students to access at home ★ Optional afternoon extension opportunities provided ★ Individualized Remote Learning Plans developed for students with IEPs
8:40-9:40	Literacy Will include synchronous and asynchronous learning with independent activities available on remote learning platform	
9:40-10:00	Movement Break	
10:00-10:30	Math Synchronous and asynchronous learning model with independent activities available through a remote learning platform	
10:30-11:00	Science/SS Asynchronous learning model with independent activities available through a remote learning platform	

11:00-11:05	Closing Meeting <i>Synchronous</i>	
Extensions 11:05-2:50 (Optional)	Art, Library, Music, Physical Education and STEM activities Reading, Sight Word Practice, Student Journals, Independent	

Grades 1-3 Remote Learning Plan

- Teachers will connect with students and families live through Google Meet 5 days per week.
- This would include daily morning meeting and end of day closing meeting.
- The morning meeting time would include specifically focused time on social/emotional learning and well being.
- Teachers will meet with whole groups, small groups and individuals using Google Meet with breakout group capabilities.
- Daily attendance will be recorded.
- All work will be graded.

	Full Remote Learning Model	Description
8:30-8:45	Morning Meeting Review plan for day Social Emotional Learning lesson (<i>Responsive Classroom or Second Step</i>)	Teacher live with whole group
8:45-10:00	English/Language Arts Phonics Reading/Writing Lesson Skills Practice	Teacher live with whole group for Introduction of new materials Teacher works with breakout groups and individuals while students complete Google classroom assignments independently Teacher live with whole group for Wrap up and review of practice work
10:00-10:45	Specials	Teacher live with whole group
10:45-12:00	Math Eureka fluency exercise Whole group lesson Practice problems	Teacher live with whole group for Introduction of new materials Teacher works with breakout groups and individuals while students complete Google classroom assignments independently Teacher live with whole group for Wrap up and review of practice work
12:00-12:45	Lunch / Recess	
12:45-1:30	Daily Writing Prompt	Teacher live with whole group

1:30-2:30	Science / SS project based lesson	Teacher live with whole group
2:30-2:45	Closing Meeting	Teacher live with whole group

Bresnahan School Student Supports and Professional Learning

- 1) **Safety, wellness, and social emotional support.** Teachers will spend time each day for the first month of school reviewing the new health and safety protocols including proper hand washing and use of hand sanitizer, proper social distancing both in the classroom and when moving throughout the building, new bathroom protocols, new recess protocols, arrival and dismissal changes, etc. Using our positive behavior and intervention system (PBIS) and lessons from the Second Step curriculum, each classroom teacher will spend time each day on formal social-emotional learning. Teachers will closely monitor students throughout the day for social/emotional indicators and request assistance from guidance and/or administration when necessary
- 2) **Planning and instruction.**
 - a) All units will need to be posted for parents/guardians to see.
 - b) Weekly assignments will be posted on Google Classroom.
 - c) Student work is required and graded for both in person and remote learning.
 - d) Teachers are planning their instruction for both fully remote and hybrid models, they will use a variety of instructional strategies to engage students.
 - e) Teachers will provide their schedules to families for remote learning so that students and parents will know the teacher's availability online.
 - f) Regular Education and Special Education teachers will work collaboratively to develop and implement appropriate intervention and enrichment plans as required by IEP's and 504's.
- 3) **Assessment.** Teachers will assess all students within the first two weeks of return using the Dibels (measurement of reading progress), district math benchmark assessments and other teacher-created, subject-specific assessments. This data will allow teachers to provide focused enrichment and remediation as necessary. Teachers will determine specific standards that will require additional focus and support after the long absence from the classroom.
- 4) **Intervention:** The Bresnahan Response to Intervention (RTI) team will meet weekly to determine student specific tiered interventions as necessary. As needed, students will be referred to the BRYT program for wrap around and community services.

EDWARD G. MOLIN UPPER ELEMENTARY SCHOOL

Molin School Hybrid Model

The hybrid model reduces the number of students in the building by approximately half. This approach supports implementation of physical distancing practices as well as supports relationship-building among teachers and students and includes:

- Academic Connections 5-days a week

- Students on-site at least twice a week
- Students in two cohorts: Cohort “A” students attend on Monday and Tuesday. Cohort “B” students attend on Thursday and Friday. Wednesday is full remote for all students to allow for deep cleaning between cohorts.
- Students follow a regular school schedule at home when scheduled to work remotely. Teachers will engage students 1 of 3 ways:
 - a. Students log into class remotely to participate in lessons with students on-site.
 - b. Work on a collaborative task virtually in groups organized by the teacher.
 - c. View a lesson and models in preparation for on-site class.

The Molin hybrid model allows students to participate in developmentally appropriate activities (ex. movement breaks), and eat snacks and lunch in their classrooms safely without a mask. This model allows for increased learning due to a smaller number of students and therefore a lower student to teacher ratio allowing for more individualized instruction which will be highly needed after months of not being in school.

This model allows for faster transitions between spaces in the building due to smaller overall numbers of students moving through the building (remember we have two schools in one building). Smaller numbers allow students to build class community relationships, student-teacher relationships faster and also allows access to counselors and school supports in a meaningful way.

All staff and students are now familiar with Google Classroom, and we will repurpose staff for remote learning when students are not in the building. Students will be in the building 2 days a week. Students will be scheduled to allow siblings to attend school physically on the same day.

Special Education. Some high-risk or special education students may be assigned to full in-school 4 days a week. Classrooms are balanced to allow for students to receive the services consistently. Special educators, counselors, and OT/PT/speech providers will develop schedules that include both in-person and remote service delivery models. Molin will continue with the co-taught model allowing students to work with the same special educator for the school year. Students in substantially separate programs will have individualized schedules.

Remote Days (Asynchronous Learning)

On the remote days, students will engage in what is typically called ***asynchronous learning***. Asynchronous learning is posted for students on a learning management system, like Google Classroom, to access within the time constraints provided by the teacher, however, students can access the learning at different times, and work through it at their own pace. Asynchronous days are used to continue engagement with the curriculum and to maximize the in-person class meetings with the teacher.

Molin School Grades 4-5 Sample Hybrid Schedule*

In-Person		Remote	
7:45-8:15	Morning Meeting with the teacher	7:45-8:15	Morning Meeting with staff
8:15-9:15	Math	8:15-9:15	Math -teacher assigned work
9:15-9:30	Scheduled movement/mask break/snack	9:15-9:30	Go Noodle movement break/snack
9:30-10:30	Writing	9:30-10:30	Writing
10:30-10:50	Bathroom/break/mask break	10:30-10:50	Yoga or Social-Emotional activity
10:50-11:35	Explore	10:50-11:35	Explore on Google Classroom
11:35-12:10	Lunch/Recess/Mask Break	11:35-12:10	Lunch/Recess/Mask Break
12:10 -1:10	Reading	12:10 -1:10	Reading - teacher assigned work
1:10-1:50	Science/Social Studies	1:10-1:50	Science/Social Studies (StemScopes, Mystery Science)
1:50-2:15	Close Out Mtg./Pack up/Dismissal	1:50-2:15	Close Out Mtg. with staff

*schedule subject to change

Molin School Full Remote Model

When students are fully remote, all students in a class will receive instruction from their classroom teachers via Google Classroom, direct instruction, recorded video lessons, and online learning programs that support the curriculum. Staff will take attendance, review daily schedules, check-in on social-emotional concerns, and provide reinforcement of learning and wellness expectations. Teachers will conduct small group breakout sessions based on the needs in their classroom. The full remote schedule will look similar to the hybrid remote days with math, reading, writing, and science/social studies blocks, as well as morning meetings, explore classes, and student breaks.

Special Education. Some high-risk or special education students may be assigned to full in-school 4 days a week. Classrooms are balanced to allow for students to receive the services consistently. Special educators, counselors, and OT/PT/speech providers will develop schedules to service students remotely. Molin will continue with the co-taught model allowing students to work with the same special educator for the school year. Educators will use a variety of strategies that may include paper-based materials, synchronous services, and if deemed safe by the District, in-person programming. Staff will work closely with parents to monitor progress and adapt plans.

Molin School Student Supports and Professional Learning

- 1) **Safety, wellness, and social emotional support.** The first month of school will be heavily focused on social emotional learning, community building and safety protocols. Our PBIS

model allows us to naturally embed this in our school schedule. Students will be taught how to move about the building with our new safety protocols. They will be shown examples and will also have opportunities to practice. The additional professional development days at the beginning of the school year will allow staff to focus on putting community building lessons in place. The district-wide trauma sensitive task force has recommendations and resources for teachers and families as well.

- 2) **Planning and instruction.** Teachers are currently working on updating curriculum to ensure curriculum used in remote learning aligns with state standards. Samples of curriculum that may be used are Engage NY Math and Zearn (the online component), Stemscores and Mystery Science, literacy blocks that include small group book discussions using research-based comprehension strategies, as well as Keys to Literacy strategies on vocabulary and comprehension. Students on IEPs for reading and math will still receive their direct and small group instruction using the Wilson reading program, Read Naturally, LIPS, Language!, V Math, and other research based programs.
- 3) **Assessment.** Teachers will provide an explanation of grading at the beginning of the year specific to remote learning for students and families. This will be consistent amongst grade levels. Teachers will communicate with their classrooms daily, providing direct instruction, online work, and office hours for questions. Administration will email all families via blackboard and appropriate translation will be provided. Administrators will reach out regularly to families and specifically to families that may be struggling to offer individualized supports.
- 4) **Intervention.** At the beginning of the school year we will collect data from STAR 360 and teacher assessments (reading, writing and math) to get a sense of where the students are. Our interventionist, teachers and RTI team will progress monitor students and provide the necessary support.

Nock-Molin Virtual Student Commons

For both the Hybrid and Remote models, our goal is to have a Virtual Student Commons. It is our hope that a web-based Commons will be staffed throughout the day and will offer:

- Live support for academic questions
- Live support for technical questions
- A process for students to request nurse or counseling support

RUPERT A. NOCK MIDDLE SCHOOL

For both our Hybrid and Remote learning models, our students will use their Chromebooks, attend daily required classes, and engage in standards-based lessons.

Technology. Each student will have a Chromebook that they will use at home and in school. At the end of the summer we will send information on the District insurance plan and Technology Use Agreement. We will continue to use Google Classroom as our course management system. Live

meetings will be held using Google Meets. We will work directly with families to problem solve connectivity or technology problems.

Instruction. Nock teachers have been working since early spring to address instructional gaps from the remote program and build capacity for remote and in-person learning in the fall:

- **Back-to-School Intensive Unit.** The whole school, grades 6-8, will begin with a unit that has been specifically designed to support the transition back to school, to teach lessons on technology (e.g. how to manage your Gmail, expectations for a Google Meet class, how to turn in a Google Classroom assignment, etc.), to launch the Advisory program, and to assess students' skills.
- **Professional Development.** Almost every Nock educator is taking classes to deepen their instructional bag-of-tricks. This includes coursework in applying technology, facilitating dialogue, addressing issues of bias and race in the classroom, and differentiating instruction in a remote setting.
- **Curricula Design.** Finally, all our educators are designing their units and lessons to be flexible for remote or in-person learning. Teachers will continue to use standards-based units designed at the District Level. Technology resources include Google Executive Suite (Google Meets for remote meetings, Google Classroom for course management), Edulastic and Renaissance Star 360 (for assessment and progress tracking), course specific resources (Desmos Math, Pearson My Perspectives ELA, Pearson Interactive Science), and a wide variety of teacher-identified resources (e.g. CommonLit, Rocket Lit, Pear Deck, Flip Grid).

Nock Hybrid Model

The Hybrid Model brings 50% of the students into the building each day using a 3-2 split (3 days remote, 2 days in-person for each group). Students will be assigned to one of two groups. The decision about how to group students will be made by the District so that families with children in more than one school have the same schedules.

All students will be assigned to a Pod (about 11-13 students). Each Pod will have an advisor. Every day (for both remote and in-person students) will begin at 7:45 AM with an Advisory period. Advisory will be used to take attendance, review daily schedules, check-in on social- emotional concerns, and provide reinforcement of learning and wellness expectations.

- **In-School Days**
 - When students are in the school building, they will have a typical schedule, including core and Explore courses.
 - Students, parents, and staff should expect significant modifications in the school routines based on implementing all DESE health/safety guidelines.
- **Remote Learning Days**
 - When students are at home, they will have a full-day schedule beginning at 7:45 AM with Advisory and attendance and ending at 2:15 PM.
 - During the day they will have all core classes (40-minute period), one Explore class, and a work block (for homework, academic support, and/or special education services).

- Remote classes will include a synchronous session with a teacher or instructional assistant where attendance is taken and expectations for the period are set. Work could include: collaborating with peers over Google Meets, watching an instructional video, or completing an assignment.
- **Special Education:** Some high-risk or special education students may be assigned to fully in-school Pods. A flex block has been built into the daily schedule to allow for the continuation of service delivery. Special educators, counselors, and OT/PT/speech providers will develop schedules that include both in-person and remote service delivery models. To support our inclusion model, special education teachers or instructional assistants will work collaboratively with general education teachers to support and co-teach core classes. Students in substantially separate programs will have individualized schedules.
- Each interdisciplinary middle school team (e.g. 7 Crimson, 7 Gold) will meet weekly to assess student progress and determine if extra supports for some students are needed.
- Like every school year, progress is measured using a variety of assessment tools (tests, projects, quizzes, written assignments, etc.). All work is required and graded.

Sample Rupert A. Nock Middle School Hybrid Schedule*

Grade 6			
IN SCHOOL		REMOTE	
7:45-8:10	Advisory	7:45-8:10	Advisory
8:10-8:50	Class 1	8:10-8:50	Class 1
8:50-9:30	Class 2	8:50-9:30	Class 2
9:30-10:10	Class 3	9:30-10:10	Class 3
10:10-11:10	Flex	10:10-11:10	Flex
11:10-11:40	Lunch	11:10-11:40	Lunch
11:40-12:20	Class 4	11:40-12:20	Class 4
12:20-1:15	Class 5	12:20-1:15	Class 5
1:15-2:15	Explore	1:15-2:15	Explore
2:00-2:15	Dismissal		

*All schedule times subject to change

Nock Virtual Student Commons

For both the Hybrid and Remote models, our goal is to have a Virtual Student Commons. It is our hope that a web-based Commons will be staffed throughout the day and will offer:

- Live support for academic questions

- Live support for technical questions
- A process for students to request nurse or counseling support

Nock Remote Model

Similar to our Hybrid Model, students on each of our two grade-level middle school teams will be placed in Pods. Each Pod will have 11-13 students. Each Pod will have an Advisor who will be responsible for starting each day with the small group to take attendance, review daily schedules, check-in on social-emotional concerns, and provide reinforcement of learning and wellness expectations.

- Classes will have 21-26 students. Co-taught classes will have an instructional assistant or special educator.
- Students will have an A-day/B-day schedule. Each day students will have three live classes, as well as an Advisory period and a common work period.
- Each class will have a synchronous segment where the teacher takes attendance and sets expectations for the session. Students will be engaged in standards-based work using a variety of instructional strategies, including: lecture, large group discussion, small group work, video instruction, app-based activities, and project-based learning.
- Progress will be measured using a variety of assessments (tests, projects, quizzes, written assignments, etc.). All work is required and graded.
- Each interdisciplinary middle school teaching team (e.g. 7 Crimson, 7 Gold) will meet weekly to assess student progress and determine if extra supports for some students are needed.
- **Special Education:** Some high-risk or special education students may be assigned to fully in-school Pods. A flex block has been built into the daily schedule to allow for the continuation of service delivery. Special educators, counselors and OT/PT/speech providers will develop schedules that include both in-person and remote service delivery models when possible. To support our inclusion model, special education teachers or instructional assistants will work collaboratively with general education teachers to support and co-teach core classes. Educators will use a variety of strategies that may include paper-based materials, synchronous services, and if deemed safe by the District, in-person programming. Staff will work closely with parents to monitor progress and adapt plans.

Nock-Molin Virtual Student Commons

For both the Hybrid and Remote models, our goal is to have a Virtual Student Commons. It is our hope that a web-based Commons will be staffed throughout the day and will offer:

- Live support for academic questions
- Live support for technical questions
- A process for students to request nurse or counseling support

Rupert A. Nock Middle School Fully Remote Sample Schedule*

	Monday	Tuesday	Wednesday	Thursday	Friday
8:20-8:55	Advisory	Advisory	Advisory	Advisory	Advisory
8:55-9:00	transition	transition	transition	transition	transition
9:00-9:45	Class 1	Class 1	Class 4	Class 3	Class 2
9:45-10:00	Break	Break	Break	Break	Break
10:00-10:45	Class 2	Explore	Explore	Explore	Explore
10:45-11:45	Flex	Flex	Flex	Flex	Flex
11:45-12:15	Lunch	Lunch	Lunch	Lunch	Lunch
12:15-1:00	Class 3	Class 2	Class 1	Class 4	Class 3
1:00-1:45	Class 4	Class 3	Class 2	Class 1	Class 4
1:45-2:15	Extra Help	Extra Help	Extra Help	Extra Help	Extra Help

*all schedules subject to change

Nock Student Supports and Professional Learning

1) Safety, wellness, and social-emotional support.

- a) Back to School Intensive Unit: As a part of our back to school unit, all students will participate in lessons geared to strengthen their remote learning habits and skills and support the transition back to school. Lessons will include “netiquette” (e.g. how to participate in a remote meeting or class), effective use of technology (e.g. how to manage those emails and multiple Google Classrooms), and connecting with peers in a remote setting.
- b) Advisory: In both our Hybrid and Remote models, students begin their day in an Advisory group. These Advisory blocks will allow students to have a strong connection with an adult in the building and will provide time to support student mental health.
- c) Counselors and support staff will be available for students who may need some additional care and support throughout the first few weeks of school.
- d) Summer work and utilization of the first 10 days of the school year allow us to do community outreach to our most at risk families and students from a health, wellness, and social emotional standpoint.

- e) **Bridge for Resilient Youth (BRYT) Program:** This program will provide Tier 2 and 3 support to students returning from hospitalizations, experiencing school refusal or anxiety, or needing an intensive level of support.
- 2) **Planning and instruction.** Curricula units will be posted so parents/guardians will be able to see the “big picture.” Weekly assignments will be posted on Google Classroom. All student work is required and graded. Teachers are planning their instruction for both fully remote and hybrid models and will use a variety of instructional strategies to engage students with their teachers and allow students to interact with their peers (remote small group work, synchronous lessons, flipped classroom, integrated use of apps, etc). All special education and general education teachers will co-plan for inclusion and co-taught programs. We will set up a virtual Student Commons where students can get live support for academics and request social-emotional, nursing and technical help
- 3) **Assessment.** Our Back to School Intensive unit will incorporate baseline data from Star 360, as well as teacher-created standards based reading, writing and math assessments to gauge where students are entering our respective classrooms. Our staff will also use Edulastic as a tool for creating online, standards-based assessments. Our data team will work with core teaching staff to facilitate data chats with each of our students. In addition, each student will begin to build a data portfolio to reflect on and share their data with parents/guardians, teachers and peers.
- 4) **Intervention.** Our team-based model, advisory and child-study (RtI) consultation will allow our team to make informed decisions based on academic, behavioral and social emotional concerns. We have a tiered approach through our Consult facilitation that allows for intervention to increase and target on a focus area or group with clear and guided interventions.

NEWBURYPORT HIGH SCHOOL (NHS)

Remote Instruction with In-person Advisory

The High School’s remote plan will have teachers and students follow a bell schedule for classes they have been assigned. Teachers will provide live instruction from their classrooms. Class periods will be 80 minutes long with 10 minute breaks in between. Lessons will provide direct instruction and opportunities for students to work collaboratively in small breakout groups virtually. Additionally, teachers are planning to blend in social/emotional components that establish and build student connections.

The bell schedule will also include an Advisory Period called the Clipper Block. Each Clipper Block will have a teacher advisor and a range of 12-15 students. The goal of the Clipper Block is to make our learning community smaller. Advisors will use this time to check in on student progress and well-being, and students will also have the opportunity to schedule time with a teacher for extra-help.

SCHEDULE

Monday		Tuesday		Wednesday		Thursday		Friday	
8:15 - 9:35	A	8:15 - 9:35	E	8:15 - 9:35	A	8:15 - 9:35	E	8:15 - 8:25	Student News
9:45 - 10:55	B	9:45 - 10:55	F	9:45 - 10:55	B	9:45 - 10:55	F	8:25 - 8:55	A
11:05 - 12:25	C	11:05 - 12:25	G	11:05 - 12:25	C	11:05 - 12:25	G	9:05 - 9:35	B
12:25 - 12:55	Lunch	12:25 - 12:55	Lunch	12:25 - 12:55	Lunch	12:25 - 12:55	Lunch	9:45 - 10:15	C
12:55 - 2:15	D	1:00 - 2:40	CLIPPER (advisory) 1 grade in person	12:55 - 2:15	D	1:00 - 2:40	CLIPPER (advisory) 1 grade in person	10:25 - 10:55	D
2:15 - 2:40	x-tra help		2:15 - 2:40	x-tra help	11:05 - 11:35		E		
		2:40 - 3:10	Teacher Available for in-person help			2:40 - 3:10	Teacher Available for in-person help	11:35 - 12:05	Lunch
								12:05 - 12:35	F
								12:45 - 1:15	G

Remote Instruction Structure

- Students and teachers will follow a bell schedule.
- Teachers will provide live instruction from their classrooms.
- Student attendance will be taken.
- Lessons will provide direct instruction and opportunities for students to work collaboratively in small breakout groups virtually.
- Lessons will blend in social/emotional components that establish and build student connections.
- Teachers will be able to organize small groups of students for feedback during the class time.
- Teachers will post academic updates to Aspen minimally every two weeks.
- A traditional grading system will be used.
- Assignments will have deadlines.
- NHS Staff will use one consistent on-line tool (such as Zoom or Google Meet) to deliver instruction.
- Students will be expected to follow the Code of Conduct and comply with all components of the Acceptable Use Policy, as well as all policies related to on-line behaviors as outlined in our Student Handbook and NPS District Policies.

In Person Advisory Structure

- To support student connections to school and classmates, once every-other week a grade level will come to the high school for their advisory period (Clipper Block).
- The High School is able to cohort students in the large common spaces with 6 ft distance between desks. These spaces include the cafeteria, 118 conference room, gym, auditorium, and library.
- Each Advisory has at most a 15:1 student to teacher ratio. Faculty advisors will deliver a curriculum that consists of social/emotional and college and career readiness components.
- Having high school students on campus with their grade level peers will help build a sense of belonging and community.
- This structure will allow for in-person advising. Examples of on-site/in-person Clipper Block Activities: grade level meetings or assemblies (outside), class governance, guidance curriculum such as MASS CIS, Interest Inventory, college and career planning, transitions to NHS, team and community building activities.
- In-person grade-level advisory will start at 1:30 to accommodate for student travel to the school.
- Finally, teachers will remain on-site until 3:10 on days in which an in-person Clipper Block takes place so that students can make appointments for in-person extra help.

NHS School Opening Process

In a full remote instructional model, meeting a teacher in person at the start of the school year will be important. The high school will create a schedule that will allow students and teachers to meet and make a connection. The teacher will also use this time to talk about class expectations, provide materials, and make a personal connection with each student. This will be structured with 1/3 of a grade-level coming to the building to cycle through their schedule. The proposed calendar for this is below:

TENTATIVE SCHEDULE: STUDENTS MEETING TEACHERS (dates subject to change)

	Sept 15	Sept 16	Sept 17
Time TBD	Gr 9	Gr 10 - 11	Gr 12

Students who will not attend in-person sessions

Students who opt out of attending in-person advisories will be assigned to a teacher who will work with them remotely when their grade-level is designated to be in person. Additionally, for the opening of school, in-person meet and greet with teachers, accommodations will be made to make sure at home students receive materials and have an opportunity to connect with their teacher remotely.

A Hybrid Model In Development

An essential component for keeping schools open, will be our ability to complete contact tracing should a student or staff member test positive for COVID-19. NHS initially explored cohorting students in classrooms and having teachers cycle through, but after receiving feedback from students and parents, the impact to a student's high school schedule was too great for the school to consider

this option.

We will continue to work with district administrators and local health authorities to assess our ability to phase in more in-person instruction. We will continue to collaborate with staff and other high schools in the region to explore innovative approaches. Throughout the process, the health and safety of our students and staff, and the integrity of high quality curriculum and instruction remain our priority. During the week of October 12th, we will re-evaluate the current model and communicate progress towards increasing in-person instruction for students.

High Needs Students. Accommodations will be made to offer in-person instruction for students identified as high needs (see below). We are preparing the following programs to run at the high school. Our response to intervention will function weekly to identify students in need of support and intervention. Space and staff will be allotted based on the number of students attending.

Because the high school academics are being delivered fully remote, the identification of high needs students has been expanded to include programs that will run on-site for students:

- Post Grad and IDC - A sub-separate life skills program
- Therapeutic Learning Center - A sub-separate program for students with High Needs Disabilities
- English Language Learning Program
- Language-Based Program - Written Expression, Language Lab, Foundations of Math, Principles of Algebra and Geometry
- Special Education and 504 based on Team Decision
- Students in need of intervention as determined by a Student Support Team
- Our co-teaching model will continue to function for the remote academics to support IEP plans. Academic support will also continue to run for students based on the needs of their IEP.

NHS Student Supports and Professional Learning

- 1) **Safety, wellness, and social emotional support.** The social-emotional well-being of students at NHS is a priority of all staff within the building.
 - a) **Student Support Team:** This team, which includes a Director of Guidance, nurses, adjustment counselors, guidance counselors, the learning lab teacher, and the school psychologist, will work collaboratively to help support all students at NHS.
 - b) NHS has a substantially separate therapeutic learning center (TLC) and a BRYT program for students in need of more structured and focused therapeutic supports. Those students, some of our special education students, and other students as identified by the Team process, will be invited to learn from within the school setting when possible.
 - c) **Advisory:** The Student Support Team will work with all faculty in designing and delivering curriculum at each grade level, through our Clipper Block Advisory program.

The focus of the curriculum is on students' sense of safety and belonging within their class and community, and overall social emotional well-being.

- d) **Universal screening:** Adjustment counselors will implement universal screening tools to collect SEL data focused on building supports to improve the student's experience. In addition, Signs of Suicide (SOS) and SBIRT brief interventions programs will be facilitated.
- 2) **Planning and instruction:** Teachers at NHS will work in common planning teams (like content areas) to focus their planning and instruction on essential standards, with a particular focus on the first 30 days of school. NHS teachers will focus on students' developing skills while also being able to demonstrate content knowledge. NPS has a focus on social and emotional support for all students (see section A above), and the curriculum planning templates developed for our content teams not only ask teachers to plan instruction with standards in mind, but to build in connections with students for increasing a student's sense of safety, wellness, and overall social emotional well-being.
- 3) **Assessment:** NHS faculty will focus on two areas: Pre-assessment in the early parts of their curriculum to determine students' skills or deficiencies that may be due to the spring 2020 closure. Data from class level assessments will help drive the instruction and areas of focus. In addition, faculty will work to administer ongoing assessments of student work throughout the semesters. Faculty will be working with the Instructional Leaders of each department to work on strategies for designing and implementing formative and summative assessments while delivering instruction remotely. Please note that we will utilize a traditional grading system, which is inherently connected to assessment.
- 4) **Intervention:** Our multi-tiered support system offers a number of options for support and intervention when students are struggling.
 - a) Classroom level supports will be offered in all remote classes.
 - b) **Co-teaching** model is available in some college prep (CP) and college prep 2 (CP2) level core courses.
 - c) **Response to Intervention Team** is a multi-disciplinary team that meets regularly to consider specific cases, support teachers in creative teaching strategies and provide recommendations for enhancing student success.
 - d) The **Student Support Team** meets regularly with the administrative team to review and brainstorm supports for students showing signs of struggling.
 - e) The **Learning Lab** support class provides executive functioning support for non-special education students and meets every block out of a 7 block schedule.
 - f) The **Clipper Block** is a personalized block and can focus on academic needs.
 - i) **In-person Clipper Block:** On days when a student is in the building for the Clipper Block, the focus will be on team building, creating grade level peer connections, providing academic check-ins with teachers and creating a sense of community.

- ii) **Remote Clipper Block:** During the remote Clipper Block, students may access focused extra help, but within the normal school hours.
- g) **Guidance** counselors will have scheduled weekly progress checks with all students on a 504 Accommodation Plans and EL students. Additionally, guidance staff will meet regularly with the special education liaisons and the learning lab teacher. Guidance counselors will contact parents of struggling students to help design a personalized plan to support student success.

Creating Positive Learning Environments: safety, wellness, and social emotional supports

As a district community, we are invested in the health and happiness of our students and recognize the unique impact that the COVID-19 health crisis has had on each family. In order to inform us as we move forward, we surveyed PreK-12 families on how this experience influenced their child's learning and social emotional presentation over the past few months. This information informed our social emotional planning for the developmental levels of our students.

Two task forces worked over the summer designing supports for students, staff, and families. The members of these task forces included trauma and learning certified staff, school counselors and psychologists, and community specialists including parents that are in the mental health and medical field. The task forces used trauma sensitive school approaches, as well as social emotional recommendations from CASEL. The goals are:

- Design opportunities for adults to connect, heal, and cultivate their own SEL competencies and capacities.
- Create emotionally and physically safe, supportive, and engaging learning environments that promote all students' social and emotional development.
- Use data as an opportunity to deepen relationships and continuously improve support for students, families, and staff.

Across the district all staff agree that the social-emotional component is crucial for our students well being. Each school is creating a plan to address the specific needs of their students, families, and staff based on the above guiding principles. Under each school listed in this document, a piece of those plans are shared addressing the initial return to school.

Newburyport Public Schools Food Service

The Newburyport Public Schools will follow all COVID-19 Serv-Safe food preparation protocols when preparing and distributing food. Included in our Food Service, we will establish a meal service ordering, schedule, and distribution process for students who require breakfast/lunch while learning

remote either on non-attending hybrid days or on a full remote plan. This will allow for any student learning remotely for any reason to have access to breakfast and lunch.

Bresnahan Elementary & Edward G. Molin Upper Elementary

Students will eat in their classroom. In each classroom, students will eat at their assigned seats to maintain six feet of distance when not wearing a mask. After lunch, all tables, seats, and desks will be sanitized using approved EPA products and methods.

Food Services will offer individually packaged, to-go style lunches (no buffet style service). Families will sign up using our MYSchoolBucks pre-payment system to support a no-contact monetary exchange. We will establish a meal service ordering, schedule, and distribution process to limit interactions between classrooms and contamination of food items or meal distribution areas. For students with special dietary needs, families are encouraged to provide bagged lunch when feasible. If that isn't possible, meals for students with documented special dietary needs will be clearly marked and distributed so there is no risk for cross-contamination to ensure student safety and privacy.

Rupert A. Nock Middle School

Students will eat in the cafeteria in cohort groups of 45 or less. The auditorium has been repurposed to serve as a second cafeteria with cafeteria tables and chairs. Weather permitting, students will also have access to outdoor spaces including but not limited to the courtyard, fields and possibly tents. In each space, students will eat at their assigned seats to maintain six feet of distance when not wearing a mask. After lunch, all tables, seats, and desks will be sanitized using approved EPA products and methods.

Food Services will offer individually packaged, to-go style lunches (no buffet style service). Families will sign up using our MYSchoolBucks pre-payment system to support a no-contact monetary exchange. We will establish a meal service ordering, schedule, and distribution process to limit interactions between classrooms and contamination of food items or meal distribution areas. For students with special dietary needs, families are encouraged to provide bagged lunch when feasible. If that isn't possible, meals for students with documented special dietary needs will be clearly marked and distributed so there is no risk for cross-contamination to ensure student safety and privacy.

Newburyport High School

Students will eat in the cafeteria. Weather permitting, students will also have access to outdoor spaces including but not limited to the courtyard and fields. Students will eat at their assigned seats to maintain six feet of distance when not wearing a mask. In the event that we are able to bring all students back into the buildings for in-person instruction, Room 118 and the Auditorium will also be used for serving lunch in order to maintain the required number of students in one location. After lunch, all tables, seats, and desks will be sanitized using approved EPA products and methods.

Food Services will offer individually packaged, to-go style lunches (no buffet style service). Families will sign up using our MYSchoolBucks pre-payment system to support a no-contact monetary exchange. We will establish a meal service ordering, schedule, and distribution process to limit interactions between students and contamination of food items or meal distribution areas. For students with special dietary needs, families are encouraged to provide bagged lunch when feasible. If

that isn't possible, meals for students with documented special dietary needs will be clearly marked and distributed so there is no risk for cross-contamination to ensure student safety and privacy.

Transportation

Several core practices will support safe school bus operations this fall:

- **Masks.** All staff and students on the bus, regardless of age, are required to wear masks at all times. Exemptions for students due to medical and/or behavioral reasons – and associated protocols – are further described later in this guidance.
- **Distance.** Students will be seated no more than one student per bench, alternating sides for each row, which allows students to maintain approximately 3 feet of physical distance. Children from the same household may sit together and in closer proximity (e.g., two students per bench).
- **Ventilation.** Keep windows open at all times during operation, unless not possible due to extreme weather conditions.
- **Seat assignments.** Students will be assigned to a single bus and a particular seat. As students board the bus, they will occupy seats starting from the rear of the bus and fill sequentially to the front. Upon arrival at school, the bus will be unloaded in a controlled manner, starting from the front of the bus and emptying sequentially to the back.
- Schedules and protocols for routine cleaning/disinfecting of vehicles have been created in collaboration with Salter Transportation.
- Specific training and protocols for the transportation of students with disabilities, including those who require close contact with adults, is available through the Director of Pupil Personnel in conjunction with the transportation company.
- Families with students riding the bus will receive more specific information before the start of school.

Appendix

INDIVIDUALIZED REMOTE LEARNING PLAN SAMPLE

Proposed schedule: Students' schedules will be individually developed in conjunction with their parents/guardians based on their active IEPs. Below is a **sample**.

Student Information	
Student's Primary Contact:	Ms. Miller, Classroom Teacher
Student's Remote Learning Platform:	Google Classroom link, large-group video or audio conference calls, 1:1 phone or video calls, email, work packets, projects, reading lists, online learning platforms, online community resources.

Student IEP Goals

Goal #	Goal Focus	Annual Goal	Personnel	Frequency & Duration
Goal # 1	Communication/ Social Skills	During this IEP period, Suzie will improve his pragmatic language skills by demonstrating comprehension and use of appropriate conversational behaviors and by demonstrating interest in his conversation partners given minimal to moderate prompting in at least 80% of measured opportunities.	SLP	60 min./wk
Goal # 2	Activities of Daily Living	In order to increase independence in functional activities of daily living (ADLs) and instrumental activities of daily living (IADLs), Suzie will increase his performance with the components of executive functioning when given no more than two verbal cues in 4 out of 5 measured opportunities.	OT	60 min/wk.
Goal # 3	Functional Academics	Suzie will increase his overall functional academic skills as evidenced by achieving the following objectives with minimal levels of prompting (2 or fewer) in 4 out of 5 opportunities.	Teacher, Literacy Lead, Stem Lead, Paraprofessionals	180 min/day
Goal # 4	Vocational	Suzie will increase his overall vocational skills as evidenced by achieving the following objectives with minimal levels of prompting (2 or fewer) in 4 out of 5 opportunities.	Teacher/Vocational Staff, Paraprofessionals	120 min/day
Goal # 5	Social/Emotional	Suzie will improve his ability to express his needs and feelings appropriately in order to participate in all areas of learning as evidenced by the achievement of the following objectives in 3 out of 5 opportunities.	Social Worker	30 min/wk.
Weekly Totals				1650 min.

Remote Learning Confidentiality & Privacy Disclaimer:

While Newburyport remains obligated to protect students' confidentiality and privacy, remote learning does not allow Newburyport to control who is viewing a lesson, and therefore parents and students should be aware that there is no expectation of privacy. Teachers and service providers will make a verbal disclaimer at the start of the lesson/service that there is no expectation of privacy.

Suggested Student Daily Schedule:

The student daily schedule was developed based upon the **IEP Service Delivery C grid**, the **IEP goals**, and remote learning recommendations provided to Massachusetts school districts and educational collaboratives during the COVID-19 school closures.

Time	Personnel	Instruction Type	IEP Goal	Mon.	Tues.	Wed.	Thur.	Fri.
9:00 -10:00 a.m.	SLP:	Educator/Therapist Directed	Goal # 1	X				
10:00 – 10:30 a.m.	OT:	Educator/Therapist Directed	Goal # 2		X		X	
10:30 – 11:15 a.m.	Teacher: Job Coach:	Educator Directed	Goal # 3	X	X	X	X	X
11:15 -12:00 p.m.	Teacher: Job Coach:	Student Self Directed	Goal # 4	X	X	X	X	X
LUNCH BREAK								
1:00 -1:30 p.m.	SW:	Educator/Therapist Directed	Goal # 5	X				
1:30 – 2:30 p.m.	Google Classroom Teacher Office Hours		N/A	X	X	X	X	X
2:00 – 3:00 p.m.	Physical Education, Fine Arts, Vocational Electives, & Academic Electives	Student Self Directed	N/A	X	X	X	X	X

Program Contacts:		
Title	Name	Email
Team Coordinator		
Liaison		
Social Worker:		
SLP:		
OT:		
PT:		
BCBA:		
Nurse:		
Paraprofessionals		
Vocational Staff		

Individualized Remote Learning Plans will also address:

- What ***strategies, assignments, and methodology*** will be provided to the student and how delivery may look different?
- What changes in ***accommodations*** and ***modifications*** will be provided to support and provide additional PLEP A services.
- **Services and Instruction:** What specialized instruction and related therapies will be utilized to provide IEP grid C services?
- **Progress monitoring:** How will progress/data be kept and what will look different?
- **Consult.** How will consults to the Team be provided?
- **Family Communication** What will ongoing communication between the family and special education team members be?

Sample Preschool Remote Learning Weekly Activities

Literacy
Can you guess the community helper using the clothesline clues?



Email your teacher photos from today's STEAM activities. We love seeing your creations.



Math
Create your own license plates on index cards or white paper. Have a family member say 6 numbers and practice writing your numbers to create your license plate.

Science
Children take turns rolling the die, and counting out that amount of blocks from the pile. As they take the blocks from the pile, they construct a tower. After all the blocks are gone, we compare the towers to see whose is the tallest.

Fine Motor
Be a Construction Worker with Play Dough. Use wooden craft sticks, straws, toothpicks, legos and other household items with your play dough and construct houses and other buildings.

Gross Motor



Social and Communication
With your family talk about your dream restaurant. Who would be the chef? What uniforms will the wait staff wear? Where would it be located? What is on the menu?

Join the PS Google Classrooms Enrichment Activities ♦ ahkb6vd
Art ♦ STEM ♦ PE ♦ Music s57klqe

**Bresnahan Early Childhood
Preschool Enrichment Activities
Community Helpers**