



**NORWELL
PUBLIC SCHOOLS**

**DISTRICT REOPENING PLAN
2020-2021**

August 14, 2020

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Norwell Public Schools Reopening Plan 2020-2021

MESSAGE FROM THE SUPERINTENDENT

August 13, 2020

Dear Norwell School Community,

The COVID-19 pandemic has caused a great deal of disruption to public education. In March, we were asked to transition to a crisis form of remote education. Although this was a sudden and unforeseen transition, I want to thank all of our school personnel and all of our families, students and parents, for all of their efforts at the end of last year. While we learned to be flexible and understanding, we also learned how important it is to connect our teachers with our students. Learning at the K-12 level requires in-person interaction and clarification.

As we have looked forward to what school could be in the fall; we have been required to address many different forms of safety guidance; we have heard about individuals deep concerns and anxieties about returning in person; we have heard students clearly articulate that they must return to the classroom and cannot continue to learn from home; and we are still unsure of the track the virus will take over time. While there are many concerns that may not be answered quickly, we have been striving to do what is best for our students and to produce a learning environment that mitigates the spread of the virus as much as possible.

During the summer, administrators and faculty examined the Massachusetts Department of Elementary and Secondary (DESE) guidance reports for reopening school in the fall. Administratively, we performed a feasibility study to determine what we would need to open school safely for all students. We reflected upon our guiding principles as each model was examined. We sought the advice of our Town Departments and our faculty. Fortunately, our School Committee and teacher's union, the Education Association of Norwell, have been communicating on many complex and difficult topics since late May. Everyone has contributed their time, energy, and creativity to develop a path forward.

We have consistently monitored the Department of Public Health data for Massachusetts and will continue to be guided by this information. I want to thank the citizens of Norwell for helping to mitigate the spread of the virus in Norwell. This has not been easy and must be an ongoing process to ensure that we are able to bring our students back into the schools. As a school community, we will need to follow the safety measures outlined in this document to continue to mitigate the spread of COVID-19.

Our collective availability to return to school safely is of utmost importance to our students. While learning will not look the same this year, we have learned that our students need contact with their educators. Students also need contact with one another. Norwell Public Schools is a community of learners and consistent interaction is integral to the process. It is our sincere hope to bring students together safely and to provide a productive learning environment. Please remember, as we have all learned, that we will continue to make adjustments in real time. Additional guidance, protocols, and procedures will continue to be developed, shared, and implemented as we move forward.

Sincerely,



Matthew A. Keegan
Superintendent of Schools

EXECUTIVE SUMMARY

NPS Reopening Proposal

On July 31st, the administration submitted summaries of how we believed we could implement three separate models: full in-person, hybrid, and full remote. We chose the hybrid model based upon our ability to meet and or exceed safety standards, the limitation of our feasibility study, our guiding principles, and our resources. On August 3rd, the School Committee voted unanimously to support the hybrid model. This document is required to be submitted to the DESE on August 14th.

Feasibility Study

School districts were asked to meet the goal of the safe return of as many students as possible to the in-person school settings and to maximize learning and address our students holistic needs. ["Initial Fall School Reopening Guidance" by Commissioner Jeffrey C.Riley](#)

Our in-person feasibility study revealed:

- We could place 22-23 students in a standard classroom if using the 3 foot distancing. Unfortunately this would remove all teaching supplies and other furniture from the rooms.
- We determined that we would need to establish class sizes of 18 or less per room to maintain a productive learning environment.
 - To achieve this we would need to reassign 6 educators at the elementary level as classroom teachers and hire two additional elementary teachers.
 - Full-day Kindergarten would not be offered to families.
 - At the Middle School we would need to hire 2 teachers and ask four educators to teach one academic class outside of their specialty.
 - At the High School level we would limit our programming to essential subjects, allowing some students to take some courses through virtual learning and encourage dual enrollment for others.
 - This would result in the loss of some Advanced Placement classes and possible capping of electives. Some of our larger classes would be scheduled into larger performance spaces. Five additional course sections would be needed as well.
- At all levels lunch would require permanent seating set ups in the Cafeterias and Gymnasiums to allow for 6 foot distancing.
 - We would need to purchase additional seating for lunch.
 - We would be required to hire 2-4 additional custodians to manage both lunch areas in each building.
- Transportation guidelines allow for 24 students per bus. In an in-person environment we would eliminate bussing for high school students.

- This would allow us to use 15 buses at the middle school and each elementary school.
- The elementary school start times would need to be staggered.
- We would begin by bussing students K-6 outside of two miles and then have a rolling enrollment if space remained.
- We would be unable to contract and pay for the number of busses to serve the community in its current form.
- We also anticipate needing to hire an additional floating school nurse to support our building nurses and to substitute during a nurses absence.

In accordance with our feasibility study, we could provide in-person learning with these additional supports.

Guiding Principles

As we thoughtfully considered our three possible models, we consistently reflected upon our guiding principles:

To safely bring back as many students as possible to the in-person school setting as soon as possible, to maximize learning and address our students' holistic needs while following critical health guidelines to ensure the safety of all members of our educational community.

To provide as many opportunities as possible for our students to have in-person contact with our teachers. Our ability to develop and implement remote learning models can not replace the in-person learning that takes place between a student and a teacher. While remote learning may be required, it is not the preferred method.

To provide an environment of collective care for the entire school community. We must develop a sense of common purpose, build strong relationships, and reinforce social-emotional skills so that everyone can support one another and respond to challenges as a community. In order to meet all of our guidelines, we must all demonstrate proactive compassion for one another both interpersonally and on systemic levels.

To meet all state learning guidelines for learning. Attendance and grading will be required of all students. We will not be under an emergency guidance for education as we were in the spring.

To understand and communicate that there will be constant adjustments to any model or system we choose. We must continue to be flexible, react in real time, and fully realize that we are faced with real limitations in all areas.

Transitioning Between Models

School districts have been asked to develop three models for returning to school. It is important to note that these three models have also been developed so that we can move back and forth between the proposed models as outlined in this document. We may need to transition to our remote model if the virus's spread increases. The full in-person model will only be possible if all of our resource needs are met or if COVID-19 is no longer a factor in opening schools.

Communication

Since June, NPS has been communicating with the community in an effort to guide our planning for the fall. There have been surveys, letters, School Committee meetings, and Principal forums.

Panorama surveys were provided to students, parents, and faculty regarding distance learning, well-being, and community needs in June.

Parents responded to a survey requesting feedback on the need for bus service and their intention to send students to full in-person or hybrid or if they would require a fully remote model in July.

Parents are being sent a survey to declare whether their child will participate in the proposed hybrid model or require a fully remote option as well as to declare their need for bus service. [NPS Family Survey Results from July 20, 2020](#)

Letters were sent to families to keep them updated on our progress throughout the summer.

[June 15, 2020](#) re: Planning for Next School Year

[July 30, 2020](#) re: Update on Planning Process

[August 7, 2020](#) re: Announcing Building Based Family Forums

The Norwell School Committee discussed the three models on July 20th and August 3rd.

Principals held forums with families on August 12th. Their presentations are available under the hybrid model.

Building level schedules and calendars are available in the Learning Model section below. For reference, here is the approved School Calendar for the 2020-2021 School Year:

[School Calendar](#)

LEARNING MODELS

Overview

The guiding principles for the decision making regarding our learning models were to return to school as many students as possible, to maximize the learning experience and address the holistic needs of all students while following critical health guidelines to ensure the safety of all members of our educational community. We were mindful that each model could have the potential to be implemented throughout the year, thus each model was developed with those same principles in mind. Additional attention was given to insure that the three models could be easily transitioned between if needed.

All three learning modules; full in-person instruction, full remote instruction, and a hybrid of in-person and remote instruction, were created. **Norwell Public Schools determined that the hybrid model of instruction was best suited for our students to begin the school year.** All three models are described below. It is possible, depending on the trajectory of Covid-19 in our locale and state guidance, that all three models could be implemented over the course of the year.

Our learning management system (LMS), Schoology is designed to facilitate numerous facets of teaching and learning at all grade levels. All educators, students and parents will have access to Schoology and training will be provided.

The Hybrid Model

In the hybrid model, students alternate between in-person learning and remote learning.

Cole and Vinal Elementary Schools:

[*The 2020-2021 Hybrid Return to School Presentation for Cole Elementary School*](#)

[*The 2020-2021 Hybrid Return to School Presentation for Vinal Elementary School*](#)

(The links provide additional information and visuals)

The Structure: In the elementary hybrid model, all grade K-5 students will be separated into either an AM Cohort (Group A) or a PM Cohort (Group B). Each cohort in grades 1-5 will attend school in-person and will receive remote instruction daily on Monday, Tuesday, Thursday, and Friday with a special remote only schedule on Wednesday mornings. Kindergarten students will also be assigned an AM or PM Cohort and receive in-person instruction during that time. On Wednesdays, all kindergarten students will receive remote instruction in the morning. Groupings will be created alphabetically to start, followed by other considerations, e.g. IEPs/504s, specific concerns regarding placement and student groupings. Each session will have between 9-12 students.

Modes of Instruction: When students are in-person, the classroom time will be fully focused on social/emotional support (Responsive Classroom and Calm Classroom) and academics. When students are home learning remotely, they will be meeting synchronously with the specialist teachers (art, library, physical education, music). Each student in grades 1-5 will meet with two specialists a day, three days a week. In addition, they will be completing assigned classwork, engaging in independent reading, conducting research projects, practicing math facts, and utilizing learning apps/programs such as Lexia and Reflex.

Wednesdays will be an early release remote learning day for all students. On Wednesday mornings from 8:55-11:30, teachers will meet remotely with both Group A and B Cohorts to review previously taught concepts, preview upcoming lessons, provide explicit instruction, and assign students independent practice work or assignments. On Wednesday afternoons, teachers will be meeting remotely across district in grade level teams to plan for instruction.

Teachers districtwide will use Schoology, a learning management system, to provide remote instruction for all students. They will also use Schoology to provide work, grade materials, as well as provide feedback to students about their work. Norwell elementary schools will continue to grade students using our established report cards with the **B**eginning, **D**eveloping, and **S**ecure grading scale. Attendance is required and will be recorded for all in-person and remote sessions.

The Schedules:

AM Cohort

	Monday	Tuesday	Wednesday	Thursday	Friday
8:55-11:30	In-person Learning	In-person Learning	Remote Learning- Whole Class (AM & PM)	In-person Learning	In-person Learning
11:30-12:40	Travel Home/Lunch	Travel Home/Lunch	Lunch	Travel Home/Lunch	Travel Home/Lunch
12:40-3:20	Remote Learning	Remote Learning	Students will complete assigned work	Remote Learning	Remote Learning

PM Cohort

	Monday	Tuesday	Wednesday	Thursday	Friday
8:55-11:30	Remote Learning	Remote Learning	Remote Learning- Whole Class (AM & PM Sessions)	Remote Learning	Remote Learning
11:30-12:10	Lunch at Home	Lunch at Home	Lunch at Home	Lunch at Home	Lunch at Home
12:10-12:45	Travel to School	Travel to School	Lunch at Home	Travel to School	Travel to School
12:45-3:20	In-person Learning	In-person Learning	Students will complete assigned work	In-person Learning	In-person Learning

Supports: Our school psychologist and school counselor will be utilized to offer critical social emotional support for students and staff. Our school nurse will provide training and lessons for students and teachers. Identified high needs students may remain at school for the length of the school day. These students will receive a combination of academic instruction and specialist instruction, they will eat lunch, have recess, and be supervised to complete class assignments.

Lunch: Grab & go meals will be available for students as they are leaving school each day. Meals will include one lunch and one breakfast for students to have at home.

Safety: Signage will be displayed throughout the building to instruct and remind all students, staff and visitors about appropriate safety protocols.

General education classrooms will be set up with minimal furniture to ensure between three and six feet of spacing between students. Coat closets and cubbies will not be utilized for student materials. Instead, students will keep their backpacks and jackets next to their desks. To eliminate sharing of spaces and materials, tote trays will be used in each desk. Students will each get a tote bag that they will fill with their own individual sets of necessary supplies (pencils, crayons, notebooks, etc.) This bag will go back and forth from home to school so the student has everything they need for in-person and remote learning.

Students, faculty, and anybody coming into the building will wear masks when entering the building and throughout the day while in the building. Procedures for mask breaks will be established and set times will be built into the schedule for mask breaks. Mask breaks will occur outdoors either on the field or under the overhangs when the weather allows for it. During mask breaks, students will be appropriately social distanced at least 6 feet apart and supervised. The mask break will be approximately 5 minutes. The cafeteria and/or the gymnasium will be used for mask breaks when weather prohibits students from safely having mask breaks outdoors. There will be procedures established for how students will enter and exit the building, utilizing entryways that are closest to the where students' primary classrooms are located.

Norwell Middle School
[*The 2020-2021 Hybrid Return to School Presentation for Norwell Middle School*](#)
(The link provides additional information and visuals)

The Structure: The structure for the middle school hybrid model will be to have a 7 period/day schedule where the students would alternate between in-person and remote learning on an A/B day schedule (one day in-person / one day remote) with approximately half the students being in the school on the in-person day. The middle school students are in grade level cohorts with each grade level in one wing of the building. Further, each grade is divided into two teams with each team being on one end of the corridor which limits interactions between the two teams. Class sizes would range between 8-13 students.

Modes of Instruction: When students are in-person, teachers will provide instruction and check-in with students on their academic progress and social-emotional well-being. In addition, teachers will provide direction on what is expected of students to accomplish during their remote day (i.e. engage in asynchronous learning by reading resource material, watching instructional or informational videos, practicing skills taught in class the previous day, preparing for class engagement the next day, completing assigned projects). Students will be expected to complete the assigned academic work on their remote day. Attendance will be monitored through our LMS as students log-in to work on their assignments and plan for the next day's in-person lesson. If teachers determine that a student needs additional guidance or support to complete the assigned academic work on remote days, structures will be put in place to help the student (i.e. develop schedules for work, faculty member remote "checks-in" to monitor student progress). Identified high needs students will attend school on their assigned in-person day and a schedule will be made for them to attend school on their assigned remote learning day. Attendance is required and will be recorded for all in-person and remote sessions. Assessing, grading, and feedback will occur regularly. Report cards will be distributed on a quarterly basis.

The Schedules: Class periods will be approximately 45 minutes and a schedule is being established to have teams switch classes at different times as much as possible to further reduce interaction in the hallways.

MS In-Person portion of hybrid:

Time	Class	Notes
7:25 - 8:18	A (53)	Includes time for attendance, morning check-in
8:21 - 9:08	B (47)	Start and end times for Periods B, C, and D will be adjusted to allow for Mask Breaks and staggered passing time in hall
9:11 - 9:58	C (47)	
10:01 - 10:48	D (47)	
10:51 - 12:18	E (47) Lunch (24) Travel Time (6) Break (10)	10:51 - 11:15 First lunch 11:22 - 11:46 Second lunch 11:54 - 12:18 Third lunch
12:21 - 1:08	F (47)	Start and end times for Periods E, F, and G will be adjusted to allow for Mask Breaks and staggered passing time in hall
1:11 - 1:58	G (47)	

MS Remote learning portion of hybrid:

Time	Class	Notes
7:30 - 8:15	A	For each class, students will be assigned to engage in instruction (i.e. watch video, reading selections), practice of skills learned previously, projects of concept application, writing assignments,
8:20 - 9:05	B	

9:20 - 10:05	C	review or study of previously learned material, and/or response generation to questions.
10:10 - 10:55	D	
11:00 - 11:30	Lunch	Teachers will provide guidance during in school time of the At Home assignments and expectations for those assignments. Students may be expected to submit assignments prior to the next In School day.
11:35 - 12:20	E	
12:25 - 1:10	F	
1:15 - 2:00	G	
2:05 - 2:15	Check - In	Students will be assigned a teacher with whom they need to check in

MS Student Cohort Rotation

	<u>Week #1</u>					<u>Week #2</u>				
	<u>Mon</u>	<u>Tues</u>	<u>Wed</u>	<u>Thurs</u>	<u>Fri</u>	<u>Mon</u>	<u>Tues</u>	<u>Wed</u>	<u>Thurs</u>	<u>Fri</u>
In School	Blue	Gold	Blue	Gold	Blue	Gold	Blue	Gold	Blue	Gold
Remote	Gold	Blue	Gold	Blue	Gold	Blue	Gold	Blue	Gold	Blue

Supports Our school psychologist and school counselors and other identified faculty will be utilized to offer critical social emotional support for students and staff. Our school nurse will provide training and lessons for students and teachers.

Safety: Signage will be displayed throughout the building to instruct and remind all students, staff and visitors about appropriate safety protocols.

During the in-person day, classes will average 8 to 13 students, with that many desks and one teacher desk to allow for appropriate social distancing. Student desks will be facing in the same direction and appropriately spaced. Teachers will be encouraged to utilize outdoor spaces when curriculum and instruction allow for it and when weather cooperates. Procedures for limiting numbers of students who can visit the bathroom and/or nurse at the same time are being established to reduce numbers of students outside of the classroom during instructional time. Time in the hallways will be minimized by allowing for travel between classes by using internal doorways and not assigning lockers and allowing students to carry materials in backpacks from class to class. Throughout the building there will be reminder signs of proper hygiene, social distancing, and capacity of certain spaces (i.e. cafeteria, gymnasium, teacher work rooms). There will be hand sanitizers located at entrances to building and hand sanitizer and cleaning supplies (i.e. WetWipes) will be supplied to classrooms as they are available. Band, chorus, physical education, and art classes will follow guidelines set forward by the state requiring musical performing outdoors at appropriate distances, face masks during specific activities, proper cleaning of shared materials, and limiting shared materials when possible.

Students, faculty, and anybody coming into the building will wear masks when entering the building and throughout the day while in the building. Procedures for mask breaks will be established and set times will be built into the schedule for mask breaks. Mask breaks will occur outdoors either on the field or under the overhangs when the weather allows for it. During mask breaks, students will be appropriately social distanced at least 6 feet apart and supervised. The mask

break will be approximately 5 minutes. The cafeteria and/or the gymnasium will be used for mask breaks when weather prohibits students from safely having mask breaks outdoors. There will be procedures established for how students will enter and exit the building, utilizing entryways that are closest to the where students' primary classrooms are located.

Students will attend lunch by grade level with appropriate social distancing in place of at least 6 feet apart. Procedures will be established for limiting the movement of students in the cafeteria as masks will not be worn while eating (i.e. possibility of purchased lunches served at seat, lunch supervisor brings trash can to students rather than all students going to trash can). There will be assigned seating in which students will be grouped in areas by team and students will sit facing the same direction. Lunch tables will be disinfected between lunch. There will be appropriate signage reminding of hand washing before and after lunch and social distancing and there will be hand washing stations in the cafeteria. Grab & go meals will be available for students as they are leaving school each day. Meals will include one lunch and one breakfast for students to have at home on their remote learning day.

Norwell High School

[The 2020-2021 Hybrid Return to School Presentation for Norwell High School](#)

(The link provides additional information and visuals)

The Structure: The structure for the high school hybrid learning model will utilize our traditional 7-day schedule. However, the students will be split alphabetically into two cohorts, the Gold Cohort and the Blue Cohort, which will alternate between in-person and remote learning on an A/B day schedule (one day in-person/one day remote). This will result in our schedule being a 14-day schedule with approximately half the students being in the school building on the in-person day. This schedule will maintain our current start and end times to the school day and the classes will be approximately 70 minutes long. In this model all academic programs, with minor adjustments to low enrollment courses, will be offered as described in our program-of-studies including all advanced placement offerings.

Modes of Instruction: When students are in-person, teachers will provide direct instruction and check-in with students on their academic progress and social-emotional well-being. In addition, teachers will provide direction on what is expected of students to accomplish independently during their remote day (i.e. engage in asynchronous learning by reading resource material, watching instructional or informational videos, practicing skills taught in class the previous day, preparing for class engagement the next day, completing assigned projects). Students will be expected to complete the assigned academic work on their remote days. Identified high needs students will attend school on their assigned in-person day and a schedule will be made for them to attend school on their assigned remote learning day. Attendance is required and will be recorded for all in-person and remote sessions. Assessing, grading, and feedback will occur regularly. Report cards will be distributed on a quarterly basis.

The Schedule:

Period	G1	B1	G2	B2	G3	B3	G4	B4	G5	B5	G6	B6	G7	B7
1	1	1	6	6	4	4	2	2	7	7	5	5	3	3
2	2	2	7	7	5	5	3	3	1	1	6	6	4	4
3	3	3	1	1	6	6	4	4	2	2	7	7	5	5
4	4	4	2	2	7	7	5	5	3	3	1	1	6	6
5	5	5	3	3	1	1	6	6	4	4	2	2	7	7

Supports: Our school psychologist and school counselors and other identified faculty will be utilized to offer critical social emotional support for students and staff. Our school nurse will provide training and lessons for students and teachers.

Safety: The majority of classes will have between 8 and 13 students. Student desks will be facing in the same direction and appropriately spaced. Teachers will utilize outdoor spaces as appropriate when curriculum and instruction allow for it and when the weather permits. Hallways will be designed for one direction travel.

Procedures for limiting numbers of students who can visit the bathroom and/or nurse at the same time will be in place to reduce numbers of students outside of the classroom during instructional time. Hallways will be designed for one way travel and lockers will not be used. Throughout the building there will be reminder signs of proper hygiene, social distancing, and capacity of certain spaces (i.e. cafeteria, gymnasium, teacher work rooms). There will be hand sanitizers located at entrances to building and hand sanitizer and cleaning supplies (i.e. WetWipes) will be supplied to classrooms as they are available. Band, chorus, physical education, and art classes will follow guidelines set forward by the state requiring musical performing outdoors at appropriate distances, face masks during specific activities, proper cleaning of shared materials, and limiting shared materials when possible.

Everyone entering the building will wear masks throughout the day while in the building with the exception of lunch. Procedures for mask breaks will be established and set times will be built into the schedule for mask breaks. Mask breaks will occur outdoors either on the field or under the overhangs when the weather allows for it. During mask breaks, students will be appropriately socially distanced at least 6 feet apart and supervised. The mask breaks will be approximately 5 minutes. The cafeteria and/or the gymnasium will be used for mask breaks when weather prohibits students from safely having mask breaks outdoors.

There will be four lunches scheduled (one for each grade level). Lunches will occur in the cafeteria and the gym with students seated six feet apart. Students will sit facing the same direction. Procedures to streamline the movement of students during lunch as masks will not be worn while eating will be in place. Lunch tables will be disinfected between lunches. Grab & go meals will be available for students as they are leaving school each day. Meals will include one lunch and one breakfast for students to have at home.

The Fully Remote Learning Model

This model is the default mode of instruction for all students should COVID related circumstances dictate this necessity.

Cole and Vinal Elementary Schools

Teachers districtwide will use Schoology, a learning management system, to provide remote instruction for all students. They will also use Schoology for synchronous as well as asynchronous instruction, to provide work, grade materials, and provide feedback to students about their work.

Norwell elementary schools will continue to grade students using our established report cards with the **B**eginning, **D**eveloping, and **S**ecure grading scale.

To plan for remote instruction, teachers will be using their pacing guides and Year-at-a-Glance documents and will be moving forward with new instruction for all students. Each day, the teachers will be conducting a morning meeting with their entire class. They will also teach a math and ELA lesson daily. The ELA lessons will incorporate Science

and Social Studies. In addition to these whole class teaching opportunities, teachers will meet with 6 small groups of students throughout the day. They will meet with their students in groups of three to four. This small group instruction will enable them to connect with students remotely while also providing differentiated instruction. Each student will meet with one specialist a day, four days a week. In addition, they will be completing assigned classwork, engaging in independent reading, conducting research projects, practicing math facts, and utilizing learning apps/programs (Lexia, Reflex). Teachers will have at least one hour of common planning time daily to plan with their grade level colleagues to ensure consistency and collaboration. Identified high needs students may attend school in-person for the length or part of the school day. They may receive academic instruction, meals, time for social interaction and be supervised to complete class assignments. Grab & go meals will be available for students. Our school psychologist and school counselor will be utilized to offer critical social emotional support for students and staff. Teachers will identify students that are not engaging with remote learning. Instructional Support Teams will meet regularly to discuss student engagement and to identify additional supports.

Students that need an electronic device (iPad, laptop) to effectively engage with remote learning, will be provided with one. A survey will be sent to families asking who needs a device.

Norwell Middle School

The overall structure for remote learning will be a 7 period schedule of 40 minute periods. During each 40 minute period, teachers would provide synchronous instruction and assignment directions for students as well as time for students to work independently (at times offline) and ask questions or receive support. Teachers would also meet with small groups of students at various times during the day (either before 7 periods, mid-afternoon, and/or after 7 periods) and act as a primary support for that group of students, similar to an advisory group. There would also be some Flex Days (i.e. every other week) in which the team of teachers would set a schedule to check in with individual students or small groups of students based on their various needs (i.e. re-teaching concepts, support in making up missed work).

All students will be issued an iPad and faculty members will have iPads and/or laptops. Students will participate in remote learning by utilizing Schoology, a learning management system, to attend video conferences, access assignments and resources (i.e. instructional video, reading selections), submit assignments, and take online assessments. Tutorials, training, and support will be provided to students and families on use of the iPad and Schoology, particularly for sixth grade students and their families who are using Schoology in this way for possibly the first time. Teachers will use Schoology to have video conferences with students, provide assignments and resources, provide feedback on assignments, administer assessments, and post grades. While Schoology will be the primary platform for remote learning, there are other online applications that teachers will use to provide instruction, student practice, resources, and assessments (i.e. CommonLit.org, EdPuzzle, IXL, Khan Academy, BrainPop, quia).

Students will be expected to join a video conference at the beginning of the period, and teachers will maintain attendance of students in the video conference. Students will be expected to be actively engaged for the entire time of the video conference with their video and sound on as required by the teacher. The school will establish and share expectations for student conduct and participation in video conferences. If a student is not able to attend the video conference due to reasons other than technology problems, the parent or guardian should contact the school (email or phone) to report the "absence". If a student is unable to access the conference due to technology difficulties, there will be a procedure for notifying the school separate from the attendance procedure. Teachers will then provide at least 20 minutes of synchronous instruction and/or assignment directions and expectations for learning for the remainder of class. During the remainder of the class period, students will be expected to either log out of the video conference and work independently following the teacher's previously stated expectations, stay in in the conference for extended synchronous learning, or meet with the teacher in small groups as directed by the teacher to receive support and/or ask questions. Any assignments or assessments will need to be completed by the due dates provided by the teacher. Difficulty in meeting due dates as a result of technology difficulties or other reasons should be brought to the attention

of the teacher as soon as possible.

Teachers will be using the district created curriculum guides that are based on state standards to design curriculum and instruction and remote learning academic work.

The middle school will continue to use our established grading system with graded assignments and assessments being reported through Schoology. As stated in the NMS Program of Studies: “English, mathematics, science, social studies, world language, band, and chorus classes use a letter grading scale (A, B, C, D, F). In all other courses, students will be given two qualitative standards based grades. The first grade is determined by a rubric delineating a demonstration of content knowledge and skills and a second is a classroom responsibility grade based on student learning characteristics. The rubric qualifiers are Exceeds Expectations, Meets Expectations, Approaches Expectations, and Does Not Yet Meet Expectations.” Some of the courses in which students will be given the two qualitative standards based grades are Art, Foods and Nutrition, Health, and Introduction to World Language. Some of the student learning characteristics on which students will be assessed are attentiveness, participation, preparation, respect, self-motivated work habits, persistence, and openness to new concepts.

Teachers will continue to use methods available to them for communication with parents and guardians (i.e. Schoology, email, phone).

Norwell High School

The proposed schedule for remote learning will be a block schedule where each class will meet for 1 hour 15 minutes once every two days. There will be 15 minutes between classes and a half-hour lunch break. This schedule will have a later start time at 9:00am and end at 3:00pm. Please see the schedule diagram below:

	Day Y	Day Z
9:00 - 10:15 (1hr. 15min.)	1	5
10:30 - 11:45 (1hr. 15min.)	2	6
11:45 - 12:15 (Lunch)	Lunch	Break
12:15 - 1:30 (1hr. 15min.)	3	7
1:45 - 3:00 (1hr. 15min.)	4	WIN

During a 75 minute class, teachers will provide synchronous instruction and assignment directions for students as well as time for students to work independently (at times offline) and ask questions or receive support. A possible breakdown of the 75 minutes would look similar to the following:

- 30 min. - full class streaming
- 25 min. - independent learning activity
- 20 min. - full class streaming call back (summarize learning & check for understanding)

There will be an intervention block built into this schedule called “WIN” (What I Need). During this time teachers will be available for extra help. Additionally, it will be the expectation that teachers will require students who have missed their regularly scheduled class, have fallen behind, or have missed an assignment to attend a virtual intervention meeting with their teacher during this time.

All students will be issued an iPad and faculty members will have iPads and/or laptops. Students will participate in remote learning by utilizing Schoology, a learning management system, to attend video conferences, access assignments and resources (i.e. instructional video, reading selections), submit assignments, and take online

assessments. Tutorials, training, and support will be provided to students and families on use of the iPad and Schoology. Teachers will use Schoology to have video conferences with students, provide assignments and resources, provide feedback on assignments, administer assessments, and post grades.

A document of remote learning and grading expectations will be created by a working group prior to the start of school and will be shared with all students, teachers, and families.

Teachers will continue to use methods available to them for communication with parents and guardians (i.e. Schoology, email, phone).

The Full In-Person Learning Model

This model is the most desired mode of instruction for all students. When circumstances permit, NPS will work to implement this model.

Cole and Vinal Elementary Schools

All K-5 students return to school full time in-person after adding four additional sections (grades 1, 2, 3, 5 at Cole and grades 1, 3, 4, 5 at Vinal) to reduce class sizes to 18 students or lower. Kindergarten students will only be offered half day instruction. There will be six half day sessions with three full time kindergarten teachers. We would staff the additional four sections with our three coordinators and one of the kindergarten teachers. Additional classroom spaces would be created using the art room, music room, coordinators room, and a kindergarten classroom. General education classrooms will be set up with minimal furniture to ensure at least three feet of spacing between students. Each classroom will have no more than 18 student desks and one small teacher desk. All student desks are facing in one direction. Due to these constraints, as well as to prioritize safety, utilizing outdoor spaces will be encouraged. Teachers will be encouraged to take students outdoors for two mask breaks each day. All students K-5 will be expected to wear a mask. Specialists would provide instruction in the general education classroom setting which will also minimize transitions for students during the school day. There will be five lunches scheduled and five recesses scheduled (one for each grade level). Lunches will occur in the cafeteria and the gym with students seated six feet apart. Our school psychologist and school counselor will be utilized to offer critical social emotional support for students and staff. Our school nurse will provide training and lessons for students and teachers.

Norwell Middle School

All sixth, seventh, and eighth grade students return to school full time in-person. Currently, sixth grade has 167 students, seventh grade has 163 students, and eighth grade has 183 students. In order to reduce class sizes to 18 students or fewer to ensure required social distancing, additional sections need to be made or programming and classes need to be changed. To create additional sections, new teachers need to be hired or current teachers need to be teaching outside their certification areas which also results in those courses no longer being offered. More specifically, in sixth grade, additional sections would need to be created with two more teachers to have 10 teachers / homerooms rather than the current 8 to reduce class sizes from 20/21 to 16/17. In eighth grade, an additional section would need to be added to English, mathematics, science, and social studies, in order to bring average class size from 18.3 to 16.6. In addition, the teachers teaching these additional sections would be teaching a new class and in some cases outside their specialty. In seventh and eighth grade, academic paces or levels would have to be reconfigured in order to ensure average class sizes stay below 18 students per class. The World Language program would have to be adjusted so that the teachers can teach additional sections in seventh and eighth grade, therefore no longer offering introductory world language courses

in sixth grade. Lastly, the exploratory offerings will need to be reconfigured and/or removed in order to minimize transitions as well as maintain class sizes under 18.

The structure for the middle school in-person learning model will be to have a 7 period/day schedule. The middle school students are in grade level cohorts with each grade level in one wing of the building. Further, each grade is divided into two teams with each team being on one end of the corridor which limits interactions between the two teams. (In the eighth grade wing there would be approximately 183 students, approximately 92 per team; In the seventh grade wing there would be approximately 163 students, approximately 82 per team; In the sixth grade wing there would be approximately 167 students, approximately 16.7 per two teacher team).

A schedule would be established to have teams switch classes at different times as much as possible to further reduce interaction in the hallways. Procedures for limiting numbers of students who can visit the bathroom and/or nurse at the same time would be established to reduce numbers of students outside of the classroom during instructional time.

During the in-person day, classes will be limited to 18 students with 18 desks and one teacher desk which allow for social distancing of approximate 3 feet. Student desks will be facing in the same direction and appropriately spaced. Teachers will be encouraged to utilize outdoor spaces when curriculum and instruction allow for it and when weather cooperates. Plans for transitions to exploratory classes and lunch periods would be developed to limit interaction. Student locker time would need to be structured to limit times that students can access their lockers.

Students, faculty, and anybody coming into the building will wear masks when entering the building and throughout the day while in the building. Procedures for mask breaks will be established and set times will be built into the schedule for mask breaks. Mask breaks will occur outdoors either on the field or under the overhangs when the weather allows for it. During mask breaks, students will be appropriately social distanced of at least 6 feet apart and supervised. The mask break will be approximately 5 minutes. The cafeteria and/or the gymnasium will be used for mask breaks when weather prohibits students from safely having mask breaks outdoors. There will be procedures established for how students will enter and exit the building, utilizing entryways that are closest to the where students' primary classrooms are located.

There will be three lunches scheduled (one for each grade level). Lunches will occur in the cafeteria and the gym with students seated six feet apart. Procedures will be established for limiting the movement of students during lunch as masks will not be worn while eating. There will be assigned seating in which students will be grouped in areas by team and students will sit facing the same direction. Lunch tables will be disinfected between lunch.

Norwell High School

At the high school, the feasibility study determined the need to reduce class sizes to adhere to the 3ft. guidelines. For the majority of classrooms, it was decided that having 18 students or fewer would ensure the required social distancing guidelines are met. As a result, the high school will have to reduce the number of classes being offered with lower enrollment in order to increase the number of sections being offered in classes where enrollment exceeds 18 students. Additionally, we will be limiting students to 6 classes (vs. 7) which will also reduce class sizes.

Specific changes to our class offerings are as follows:

- Eliminate the following AP classes: AP Euro, AP Stats, AP Bio. If students remain interested in taking these classes they would be allowed to take classes through an outside vendor such as Virtual High School.
- Eliminate a section of French IV and Latin IV by combining and heterogeneously grouping the Honors and CP sections.
- Adjust the following courses that will continue to be offered:
 - AP Calc BC - Students will be combined into AP Calc AB

- Chorus - Remains in the schedule but we continue to examine the appropriate approach
- Art 1, Art 2, Advanced Art from full-year to semester
- Photography from semester to term
- Phys Ed/Heath I and II from semester to term
- Theater removed due to lack of enrollment (5 students)

The structure for the high school in-person learning model is designed to increase social distancing to the greatest extent possible by limiting transitions during the day while maintaining time on learning. The proposed schedule will be a block schedule where each class will meet for 1 hour 25 minutes once every two days. This schedule will maintain our current start and end times to the school day. In an effort to limit transitions we will eliminate morning homeroom. Please see the diagram below:

Block Schedule		
	Day Y	Day Z
7:55 to 9:20 (1hr. 25min.)	1	5
9:30 to 10:55 (1hr. 25min.)	2	6
11:05 to 1:00 (1hr. 25min. + 25 min. lunch)	3	7
1:10 to 2:37 (1hr. 25min.)	4	Intervention Time/ WIN

In the building, we will create one direction hallways and utilize outdoor options as much as possible. We will develop a procedure for the dismissal to and from lunches to increase social distancing in the hallways. Procedures for limiting numbers of students who can visit the bathroom and/or nurse at the same time will be established to reduce numbers of students outside of the classroom during instructional time. Students will not have access to lockers.

The majority of classes will be limited to 18 students with 18 desks and one teacher desk which allows for social distancing of approximately 3 feet. There are exceptions to the total number of students in classrooms depending on the size of the space. Student desks will be facing in the same direction and appropriately spaced. Teachers will be encouraged to utilize outdoor spaces when curriculum and instruction allow for it and when the weather cooperates.

Everyone entering the building will wear masks throughout the day while in the building with the exception of lunch. Procedures for mask breaks will be established and set times will be built into the schedule for mask breaks. Mask breaks will occur outdoors either on the field or under the overhangs when the weather allows for it. During mask breaks, students will be appropriately socially distanced at least 6 feet apart and supervised. The mask breaks will be approximately 5 minutes. The cafeteria and/or the gymnasium will be used for mask breaks when weather prohibits students from safely having mask breaks outdoors. There will be procedures established for how students will enter and exit the building, utilizing entryways that are closest to the where students' primary classrooms are located.

There will be four lunches scheduled (one for each grade level). Procedures will be established for limiting the movement of students during lunch as masks will not be worn while eating. Students will sit facing the same direction. Lunch tables will be disinfected between lunches.

Family Survey

A survey will be sent to families on Friday, August 14, 2020 to facilitate the planning of student schedules and assigning students to their cohort groups. Families should fill out a separate survey for each child. This survey will also ask about the need for bus transportation. **The deadline to complete the survey will be Tuesday, August 18, 2020.**

Opting Out of the Hybrid Model

We understand that in a hybrid model there will be some families that, for a variety of reasons, may not be able to send their students to school in-person this year. The survey distributed on Friday, August 14, 2020 will ask families to confirm if their child will or will not be attending school in the hybrid model.

If a child is unable to attend the hybrid model, a full-remote model will be provided. At the elementary school level, the full-remote model will be provided by a Norwell teacher. At the Middle School and High School levels, the full-remote option will be provided through the Commonwealth of Massachusetts Virtual Schools, Greenfield Commonwealth Virtual School (GCVS). GCVS is a full service educational provider providing the instructor for synchronous and asynchronous instruction and the curricula is aligned to the MA Curriculum Frameworks. Students enrolling in the GCVS full-remote model must commit to the program for a minimum of a full semester, but may enroll for the entire year. At the high school level students that enroll in the full remote model are also eligible to access dual enrollment programs with local colleges and universities. In specific cases unique courses such as Advanced Placement courses students may be able to enroll in the Virtual High School (VHS) courses. For more information please contact the building administrator.

STUDENT SUPPORTS

Norwell Public Schools has always been committed to supporting and educating the whole child. While there has always been a dedication to social-emotional learning and mental health, the COVID-19 school closure highlighted this as a priority. Regardless of the plan for instruction, there will be a need to increase support for students, families and faculty.

Designation of High Needs Students: The district has currently identified the High Needs students in accordance with DESE guidance below. If your student is designated as High Needs, you will be notified by building administration. Through the IEP process, students identified as High Needs have a PL-3 rating of high because they meet the following criteria:

- Students receive services that are provided outside of the general education environment.
- Service providers are special education teachers and related service providers.
- Special education services constitute 75% of the student's day.
- Students who primarily use aided and augmentative communication
- Students who cannot engage in remote learning due to their disability-related needs
- Students who are homeless
- Students in foster care or congregate care
- Students dually identified as English Learners

Educational Equity and Diversity: Anti-racism and educational bias will be a major focus for Norwell Public Schools. We strive to create an inclusive community, where individuals can be heard and supported in a safe environment. We are being challenged to listen to and reflect upon the deep divides in our country. In the wake of the recent tragedies we are taking on the responsibility of having the difficult conversations needed to make sustained change in our society.

English Language Learners: We will continue to assist our English learners in their language acquisition and support students in developing the linguistic skills to succeed in their content classrooms through the provision of language instruction via a variety of methods, whether in-person or remotely, depending on student and family needs and circumstances. New students may need to have their English skills assessed. You will be contacted by the ELL teacher to set up a time for testing if needed.

McKinney-Vento: The McKinney-Vento Homeless Assistance Act (McKinney-Vento Act) ensures homeless children and youth have equal access to the same free and appropriate public education, as provided to other children and youths. Homeless students could be identified as a student in the high needs category and would be eligible for in-person instruction, if the District is able to provide this model. Homeless students have the right to remain enrolled in their school of origin and receive transportation or immediately enroll in the school district where they are temporarily residing. Homeless students would continue to receive their education either in-person, remotely, or through the hybrid model selected by the family.

K-12 Social Emotional Health Programming : Norwell Public Schools has always offered comprehensive guidance and support programming which includes numerous social and emotional programs, curriculum and services. The implementation of these lessons, workshops, facilitated discussions and programs are collectively known as our "*Social Health Curriculum*". The curriculum is spiraling in nature - meaning each year it builds upon the skills and lessons taught in previous years. In addition to our recurring themes such as bullying, social skills, health and wellness, and internet safety, we have identified concerns and needs surrounding students' ability to attend to remote learning independently, self-regulation upon return to in-person learning, and to increase social opportunities in a safe environment overall.

Efforts for supporting students as they return to instruction (in-person and/or remote) include:

- Providing additional social/emotional support woven through the school day
- Executive functioning skill-building support
- Assistance in navigating technology needed to access instruction
- Consistent learning management system (Schoology)
- Consistent communication channels for families
- Utilization of building-based Instructional Support Teams to support student success and identify the need for additional supports.

Social-emotional learning opportunities will be built into the schedule for each day, including time for morning meeting at the elementary level and identified periods for social emotional programming at the secondary level.

Counselors and School Psychologists also oversee the Norwell Tiered Systems of Support (NTSS) Social-Emotional Student & Teacher Screenings will take place to identify students who may benefit from additional support structures and learning opportunities.

SPECIAL EDUCATION

Detailed information about Special Education services will be provided directly to families of students on IEPs by their case managers. This section is intended to provide an overview of our Special Education plans. If you have any questions about your student's IEP, please contact the Special Education Department.

Overview: Norwell Public Schools continues to be committed to an inclusive philosophy of education.

Norwell Public Schools will provide a free and appropriate public education (FAPE) consistent with the need to protect the health and safety of students with disabilities and those individuals providing education, specialized instruction, and related services to these students. It is our firm belief that students with disabilities should be educated, to the maximum extent possible, with their typically developing peers. Our district does not, independently, operate any substantially

separate programs or classrooms. All students will be assigned to a learning cohort in their school. Following the guidance offered by the Department of Elementary and Secondary Education, some students with disabilities, will be prioritized for receiving in-person instruction during the 2020-2021 school year. These students will receive as much in-person instruction as is feasible within the health and safety parameters in effect at each particular time.

Communication: Good communication is essential in cultivating and maintaining relationships. Collaboration between classroom teachers, special education teachers, or related service providers and parents will be essential to maintain student engagement. Families can expect to receive correspondence from their case manager to introduce themselves, identify the preferred method and frequency of contact, and to discuss any special considerations required for planning of students. In order to meet the students' needs when schools reopen, it is essential that families share their observations about areas of need, their child's ability to access remote learning, and information about their child's emotional and social well-being during the state of emergency. The frequency and type of communication will vary depending on the child and family's individual needs. Families can expect to receive a Distant Learning Plan which will include the student schedule, how services will be delivered, and the service delivery schedule. This plan will not amend the student's IEP, rather it is a means to communicate to parents and service providers how instruction and services will be modified given the restrictive safety requirements necessary for in-person learning and remote instruction. Ongoing engagement will also promote and sustain important connections between students and their teachers and families.

For limited English proficient parents and guardians, the district will provide necessary support. Families can request interpretation from their child's case manager or directly with the special education department.

Delivery of IEP Services: Norwell Public schools is committed to the high quality of instruction and services for students with disabilities that have always been delivered. Students must receive all services documented in their IEPs through in-person instruction, remote instruction, or a combination of both, with a strong emphasis on providing in-person instruction to the greatest extent possible while following the current health and safety requirements.

Preschool: The District recognizes that remote learning is especially difficult for our preschoolers, and in many cases, not at all appropriate for their learning. Our integrated preschool students will be invited to participate in in-person schooling commensurate with their IEPs. Additionally, related services for young children (Speech, Occupational Therapy, Physical Therapy support) are most effective when children and adults are together in the same space and receive immediate, in-person, feedback. Given the small-group nature of preschool, We will be offering consistent in-person programming, while keeping groups small enough to ensure safety protocols.

Related Services: Careful planning by the special education team will be scheduling student groups based upon skills instruction required and service delivery. Once the service schedule is determined, these service times will remain for the duration of the school year, regardless of the instructional model.

In order to minimize the amount of time the student is leaving the cohort students will participate in both in-person and remote services. The total amount of combined service time each week will add up to each student's identified service delivery. The remote model for delivery of related services would involve the use of virtual google meetings.

Safety Protocols: Prior to resuming instruction staff will be provided with appropriate protective equipment and trained on the use of it when unable to maintain a safe social distance with students due to their unique needs.

Special Education for Students in Remote Learning or Homeschool: Students with IEP's who have identified they will be participating in remote learning only or have applied for homeschooling must still receive their special education service delivery. Therefore, these students will receive their instruction and services through synchronous and asynchronous learning. The students will be provided a Distance Learning Plan to include the service time schedule similar to that of students in the hybrid model.

Specialized Transportation: Some students with disabilities are eligible for transportation-related to their disability as identified by the team. The district will work directly with families and the transportation companies to safely get students to and from school using guidance from The Department of Elementary and Secondary Education (DESE) as a guide. Families who receive special transportation will receive individual plans from the transportation company.

Evaluations: All students including students with disabilities, will be assessed to evaluate skill gaps. In addition, special education progress reports and data on levels of performance towards goals prior to closure will be reviewed for progress and regression post-closure. We will also be assessing the need for any additional services that may be recommended by the team as a result of the school closures and will address this on a case by case basis.

Special Education evaluations have been conducted throughout the summer. These evaluations have been in-person and will continue through the school year with the proper safety requirements in place.

Team Meetings: 504 and IEP meetings will be primarily held remotely to limit the number of people in a building. The district uses a combination of teleconferencing and/or virtual meetings and will seek family preference when scheduling meetings.

504 plans: Accommodations will be provided to students in all learning environments.

PROFESSIONAL LEARNING

During the ten days allocated by the Massachusetts Commissioner of Education for preparation and planning, teachers will be provided and supported with training in these areas:

- COVID-19 related safety training - protocols and procedures
- Social emotional programming
- Live and self-paced training in the Schoology Learning Management System
- Instructional technology integration
- Department and grade level curriculum and planning sessions for hybrid and remote models

HEALTH AND SAFETY REQUIREMENTS

Our goal is to promote the safe in-person return of as many students as possible in a school setting. For students and staff to return to school, we are preparing our schools and facilities to adapt operating procedures to adhere to medically-advised health and safety requirements. The district is following federal, state, and local safety requirements applicable to school buildings.

It is clear that it is not a single action, but the combination of actions that minimize risk, mitigate the virus's transmission, and help create safe environments. The Facilities and Operations Guidance provided by the state and collaboration with our local Board of Health have guided our plan. As the knowledge and research related to COVID-19 continues to

evolve, appropriate adjustments will be made.

- **Masks.** Masks will be required for students in grades Pre-K-12 and all staff while in the buildings.
 - Students will be allowed to not wear a mask while eating at a lunch table in the designated area which will be 6 feet apart.
 - Mask breaks will be scheduled by building principals with predetermined locations for the breaks. Locations will be outside whenever possible.
 - Staff located near main entrances will have access to disposable masks for visitors, staff and children who have forgotten their own.
 - Masks will be required by all riding on a bus.
- **Handwashing and hand sanitizing.** Clean hands will be encouraged throughout the school district.
 - Sanitizing stations will be located at all main entrances and exits and other high traffic areas.
 - Hand washing is available in all elementary school classrooms.
 - Two lunch room portable hand washing stations will be available at both the Middle and High School cafeterias.
 - Handwashing will be required when students use the restrooms
- **Physical distancing.** While 3 feet of distancing is required, Norwell will promote 6 feet with a mask throughout the building.
 - Limitations will be placed on how many students access a bathroom at a time.
 - Classrooms will maintain 6 feet of distancing between desks while in a hybrid model.
 - Teacher desks along with teacher spaces will be 6 feet distanced from the students.
 - Lunchrooms will maintain 6 feet of distancing while acquiring lunches. All lunch tables will maintain 6 feet of distancing.
 - Limitations will be placed on how many people access all areas in the building including staff break rooms.
 - Classrooms in a hybrid model will have forward facing student's desks.
 - All other furniture will be moved, if necessary, to allow for adequate space to maneuver without compromising the 6 feet of distance.
 - All movement within the building will require 6 feet of distancing.
 - All office staff will maintain 6 feet of distancing within the office at all times.
- **Cohorts.** Students will be grouped in small cohorts to preserve social distancing requirements.
 - Elementary students will stay with their class throughout the school day.
 - Middle School students will be limited to other students in their grade level. During lunch and crossing periods.
 - High School students will be limited by physical location as much as possible.
 - Assigned seating will be utilized as much as possible throughout the district.
- **School cleaning and Disinfecting.** All Schools will be cleaned and disinfected daily.
 - WetOnes wipes will be available to all staff. WetOnes are safe for students to use in the classroom for cleaning only. These wipes will not disinfect.
 - Teachers will have access to a disinfecting spray. The spray is citric-acid based, green, and safe for use around students. Surfaces must remain wet for 5 minutes in order to kill the virus and may be used between student activities in the rooms.
 - During the day, custodians will regularly clean and disinfect bathrooms and other high touch areas, such as door handles, using a light disinfectant that is safe for children.
 - Every evening, custodians will perform a deep clean and disinfecting throughout the building. Twice a week the building will also be disinfected using an electrostatic sprayer.
- **Ventilation.** Fresh air is recommended over any kind of filtering of recirculated air.
 - Unit Vents are used by almost all classrooms throughout the district, which allows for filtered fresh air to enter the learning space. The air is exhausted out of the room allowing more fresh air to enter via the Unit Vents.
- **Movement protocols within facilities**

- Plans for students not crowding in or out of the building while beginning and ending the day will be supplied by building principals.
- Students will learn routines for moving throughout the buildings and entering spaces such as bathrooms.
- Lockers will not be used throughout the district. Building plans will be made to address student items that need day storage.
- Signage will be provided throughout the building to reinforce social distancing and mask wearing.
- **Other Issues**
 - Water fountains will have limited access. The ‘bubbler’ feature will be taken out of service and covered while all touchless bottle fill stations will remain active.
 - All Food service employees will wear masks while preparing food. Meals will be provided at each school level in a safe distanced manner. Meals will be preordered allowing for student pick up with limited interactions with staff.
 - One student will be allowed to sit per seat on the bus unless sitting with a family member.
 - Students will be assigned to a seat.
 - Boarding and unboarding the buses will follow district protocols.
 - Buses will maintain open windows.
- **Medical Waiting Rooms**
 - A space separate from the Nurse’s office has been identified in each building.
 - This medical waiting room will be used when a student presenting COVID-19 symptoms needs to be separated.
 - The medical waiting room will always be monitored by appropriate staff.
 - Students will be expected to wear masks at all times and building staff will be equipped with appropriate PPE.

APPENDIX

Links Per Section

Doctors on the Return to School

[DESE Video: Doctors on the Return to School](#)

Fall Re Entry Plan

[Federal Family Coronavirus Response Act \(FFCRA\)](#)

Data Sources that Informed Our Planning

["Initial Fall School Reopening Guidance" by Commissioner Jeffrey C.Riley](#)

National Data from the Centers for Disease Control (CDC) <https://www.cdc.gov>

[Paper: What Settings Have Been Linked to SARS-CoV-2 Transmission Clusters?](#)

[National Centre for Immunization Research and Surveillance: COVID-19 in schools - the experience in NSW](#)

[Age-dependent effects in the transmission and control of COVID-19 epidemics](#)

[Coronavirus Disease 2019 in Children — United States, February 12 ...](#)

[COVID-19 Response Reporting](#)

[Susceptibility to and transmission of COVID-19 amongst children and adolescents compared with adults: a systematic review and meta-analysis](#)

[Characteristics of Household Transmission of COVID-19 | Clinical Infectious Diseases](#)

[Children are unlikely to have been the primary source of household SARS-CoV-2 infections](#)

[Characteristics of Hospitalized Pediatric Coronavirus Disease 2019 Cases in Chicago, Illinois, March–April 2020](#)

Health and Wellness Considerations What We Know About COVID-19:

Center for Disease Control (CDC) Fact Sheet: [What you should know about COVID-19](#)

World Health Organization (WHO): Coronavirus Disease (COVID-19) Advice to the Public: [Advice for the public](#)

Coronavirus Tool Kit for Young Adults from CDC: [CDC Coronavirus Tool Kit for Young Adults](#)

Center for Disease Control Frequently Asked Questions

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

Advice from the American Association of Pediatric Medicine on the Opening of Schools: [COVID-19 Planning Considerations: Guidance for School Re-entry](#)

[Norwell Protocol for When a Student or Staff Member Is Revealed to Have COVID-19](#)

[Protocols for responding to COVID-19 scenarios in school, on the bus, or in community settings July 17, 2020](#)

[Safety Protocols](#)

[COVI-19 FAQs from DOE.MASS.EDU](#)

[Lunch / Food Service / Recess](#)

[COVI-19 FAQs from DOE.MASS.EDU](#)

[Food Allergy Research & Education: Homepage](#)

Transportation Safety

[Transportation Guidance from DESE](#)

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