



Haverhill Public Schools Opening Plan

August 11, 2020



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A Message from the Superintendent of Schools

The planning for the return to school 2020 has been like no other. Our planning process continues to be guided by a vigilant monitoring of public health data in Massachusetts, and we are carefully monitoring fluctuations in indicators regarding virus spread. The Commonwealth's careful and disciplined approach has enabled our state gradually to begin reopening, in part because of strong compliance with health and safety precautions. DESE has provided extensive expectations for schools around sanitizing protocols and responses to COVID related health concerns (<https://www.haverhill-ps.org/covid-19-parent-and-student-resources/>) The question on all of our minds is how and when we apply protocols and lessons learned to begin safely reopening our public schools.

As you may have heard, the Massachusetts Department of Education (DESE) has directed districts to submit a plan denoting 3 models of return to school to include a full return to daily, in-person attendance, a hybrid plan combining in-school learning with some remote learning, and finally, a 100% remote learning program. Regardless of the district model, families will have the opportunity to request 100% remote learning. While the School Committee will vote to approve the model in which we return to school, our model of schooling will fluctuate with health indicators. Given the significant changes these plans will require in the way schools operate, we also must negotiate our proposal with employee unions impacted including: teachers, administrators, and paraprofessionals and thus further revisions may occur. In short, this document is a working draft of our school planning and visioning, designed to provide a mental model for the future thought and planning of parents and educators alike.

Of course, we know that under normal circumstances, students would be best served in schools every day, interacting with their peers and engaged in live classroom learning. While our educators and families worked incredibly hard last spring to implement remote learning, we know that approach presented enormous challenges, did not reach all students (particularly those with the greatest needs), and is not an adequate substitute for in-person interaction with teachers. We know that a return to remote learning will require more consistent expectations of students and staff, more structure and increased intentionality in our use of on-line learning tools. We also know that when out of school, our students lack access to all of the academic, mental, and physical supports that help ensure their social-emotional well-being, particularly in navigating the effects of trauma during these tremendously challenging times.



In order to adhere to the school re-opening guidance provided by DESE, consistent with recommendations from the Centers for Disease Control (CDC) and the American Pediatric Association, we do not believe we can safely meet physical distancing requirements with all students and staff in the buildings at the same time. However, provided that the disease rate does not continue to rise we do believe we can make significant changes in our school schedules and operating procedures to make a graduated, partial return to in-person learning both safe and successful, with the goal of increasing in-person learning across the year as it is safe to do so. Any in-person instruction will require strategies to ensure physical distancing, as well as a series of other critical health and safety measures, including wearing face coverings, washing hands frequently, cleaning and sanitizing facilities, screening regularly for symptoms of illness, and staying home from school when sick, among others. If and when we are able to return to in-person learning our planning process includes a comprehensive set of strategies and investments to minimize the risk of transmitting the virus.

As a result, we will pursue negotiations with all impacted unions to open schools slowly, bringing the students back into school buildings for in-person instruction in smaller, socially distanced groups. on a rotating basis. In person learning will be combined with a robust remote learning program on the days and times students are not scheduled to be physically in school. This plan also enables us to bring a subset of students in greatest need of in-person instruction and support, particularly students with disabilities, back to school sooner – but also in smaller, distanced settings with all other precautions in place. Our goal will be to safely return all students to school as soon as health considerations allow.

We recognize that the circumstances of every family and staff member are different, and that no plan ultimately will satisfy everyone in our community. But rest assured that we are working diligently to explore every option available to us, that we remain guided by the science to keep our students and staff safe and healthy, and that we will be prepared to make adjustments along the way if the public health conditions or other variables change over time.

We will keep you informed about our progress in developing a final plan and in our negotiations with the unions. We will continue to post updates on our website and social media. I am confident that we can prioritize both safety and learning as we prepare for the start of a successful school year. Thank you for your patience and cooperation in these difficult times.



Executive Summary

With the immediate health future of our nation uncertain, our schools need to be flexible and nimble. We must educate our children while doing everything possible to reduce the virus spread in our schools and beyond. If community members, parents, staff, and students are not diligent in taking universal precautions our school-based efforts will be ineffective.

HPS reopening models include contingency plans for a number of scenarios. If we see a community spike in cases of COVID-19, we will work with our local and state health officials to consider recommending that we close schools to in-person learning for a period of time. We are working with our local medical advisors, and seeking clarified guidance from the state, to establish trigger points for moving in and out of the various learning models as a school district.

The HPS student school year will begin on September 16, 2020 with remote learning. We will begin to phase in our in-person learning beginning on September 17, 2020 and all students that wish to begin in-person learning will do so no later than October 19, 2020. This will help to assure that each student enters our buildings with clear instruction, and reinforcement regarding the safety protocols, learning expectations and supports available to them and their family. If 60% or more of our students chose a remote learning option, we will likely not require a hybrid model and those students that prefer in-person learning will be invited to attend four days per week with a remote day on Wednesday,

Reopening Plans: Parent Choice Remote or Hybrid

HPS recognizes that some families do not feel comfortable sending their children to school at this time regardless of the safety measures in place. We respect this decision and will be providing fully remote instruction to any family that opts-in. For families interested in more traditional schooling we will offer a hybrid model of in-person learning.

Our reopening models are designed with parent choice and student need in mind. All learning models will be free to families and each child will be provided a chrome-book to support their learning. All models will operate with a shared set of instructional principles. Our re-opening models include:

Hybrid Learning: students will attend in-person schooling 2 days per week either Monday/Tuesday or Thursday/Friday and receive remote instruction on the opposite days and Wednesday. We will place siblings and families into the same cohorts to make transportation and other considerations easier on our families.

High Needs Intensive Instruction: students in substantially separate special education classrooms and Level 1 and 2 English Language Learners (EL) will be invited to attend in-person four days per week with Wednesday as a remote day. We will gradually and safely expand intensive instruction to more students.



Remote Learning Academy: Students have been enrolled by their parents or guardians in 100% percent on-line instruction (remote learning). Options will be provided for parents or guardians to re-enter in person learning at certain transition dates and with space availability.

The situation is clearly in flux and changes will continue to occur, however as we edge closer to the opening of school it is important that we have accurate data about the wants and needs of our families and staff. An additional survey will be completed shortly. Our hope is to have 100% response rate from our families, we will initiate the survey via email and will be following up with those we do not reach by phone calls and other methods. Our goal will be to determine which children will attend in-person learning and which will attend remote. This data is imperative in order to properly plan for the opening of school. If 60% or more of our students chose a remote learning option, we will likely not require a hybrid model and those students that prefer in-person learning will be invited to attend four days per week with a remote day on Wednesday.



Introduction

On March 17, 2020, all elementary and secondary public and private schools in the Commonwealth were ordered to cease in-person instruction, as part of the statewide plan to combat the COVID-19 pandemic and rapidly reduce the transmission of the novel coronavirus. This closure was later extended to last through the end of the 2019-20 school year.

The virus has had different impacts on communities across the state; several cities and towns were impacted significantly, while others have had few infections and no reported fatalities. For several weeks, Massachusetts saw rates of infections, hospitalizations and fatalities fall steadily, currently they have begun to uptick slightly. As we all know, the COVID-19 context in Massachusetts is not static, and we will continue to monitor the situation closely.

As we work to reopen the Haverhill Public Schools, we are committed to having all students return to safe and joyful learning environments. We know that each and every day of a child's educational career is precious and that our students will only be young once, pandemic or not. It is our responsibility as educators to give the children of Haverhill the education they need and deserve and to do so in a responsible manner abiding by current health and safe expectations.

Planning to Reopen

As a school community Haverhill Public Schools has spent several months looking deeply into the difficult realities of back-to-school 2020. We have established three work groups: Operations, Academics and Social Emotional Supports.

- ✎ The Academic Reentry Team is designed to assist administrators, teachers, and other staff in ensuring that all possible efforts have been made to meet students' needs in educational classrooms and to support teachers in analyzing and accommodating diverse learning styles of all children that may be present in a school. Our Curriculum Guides have been revised and are now directly connected to procedures to strengthen and improve education programs and include strategies, ideas and resources meant to support all students. These guides are designed to support teachers in using their professional judgment to add or modify curriculum accommodations on an individual and/or situational basis.
- ✎ The Social Emotional Learning (SEL) Reentry Team is designed to create a framework for social emotional learning and supports during the transition and return to school for the Haverhill Public School district. This framework will integrate SEL into schools so that students will learn, practice and model essential personal life skills that will contribute to their academic and personal success. SEL will implement a model for all students and all staff because everyone has social and emotional needs, concerns, and skills. HPS will use multiple ways to develop and nurture students' social and emotional skills and competencies, ranging from general pedagogical practices, to classroom interventions, to whole school approaches and implement these strategies with fidelity and intentionality.



- ✎ The Operations Team is designed to look deeply at the operational structures in the school system that support teaching and learning. Structures such as transportation, custodial services, food services, the business office and human resources. The broad and substantial changes in the way we function as a school system has required new ways of looking at each and every thing we do as an organization.

Each of these work groups have spent many hours working together and members from each of these work groups have also come together for our multi-day Return to School 2020 Summit. At the summit teams planned and problem solved our safe return to school.

The mission of each group has been clear, our collective goal is to return as many students to full-time in-person learning as possible while maintaining strict adherence to state/local orders and the guidance provided by DESE, the Centers for Disease Control and Prevention (CDC), and other government agencies regarding eligibility to return and recommendations for doing so, as well as the level of COVID-19 in our community, the comfort of our parents and employees, and the operational ability of the school district to effectively manage the massive changes required to maintain health and safety.

In addition to collective wisdom and guidance of teachers, nurses, counselors, parents, administrators, ESPs, cafeteria workers, transportation and facilities staff included in the aforementioned teams, we are guided by our Return to School Medical Advisory Team, a panel of esteemed local health professionals. These medical professionals are assisting in the interpretation of regulatory guidance and providing advice on how to most safely implement new policies and routines. Their support has been invaluable.

We thank each and every individual that provided input to our planning process, a list of team members is included in the appendix

Listening and Learning

In preparing these model plans we have attempted to be open and transparent in our thoughts and actions, providing consistent updates to staff, families and the community and seeking routine input from those stakeholders as well. Our efforts have included monthly newsletters, weekly video updates, live-streamed all-staff meetings, routine email updates, School Committee briefings, WHAV radio appearances, our Re-open 2020 email exchange address and posting on our Haverhill Public Schools website, among others.

We have thus far conducted three large scale surveys of staff and families. The first round of surveys sent in mid-June looked back on our collective experiences in crisis learning. Separate surveys were sent to staff and families. Over 1000 families responded to this survey . A sample of responses follows:

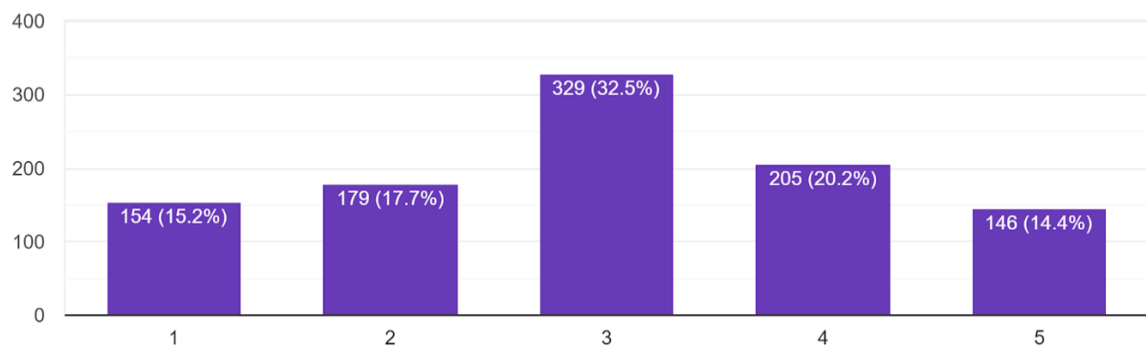


To what extent have the following lesson design elements had an impact on your child's engagement in remote learning?

	N/A or Not Sure	No Impact	Little Impact	Some Impact	A lot of Impact
Access to learning websites	5%	9%	13%	31%	40%
Reading & Working on their own	1%	11%	17%	42%	29%
Hands-on projects w/teacher direction	11%	11%	17%	34%	28%
School provided work packets	18%	16%	18%	26%	22%
Recorded lessons	14%	13%	17%	32%	24%
Live video lessons	5%	8%	15%	29%	43%

My child/children are coping well with Remote Learning and the pandemic

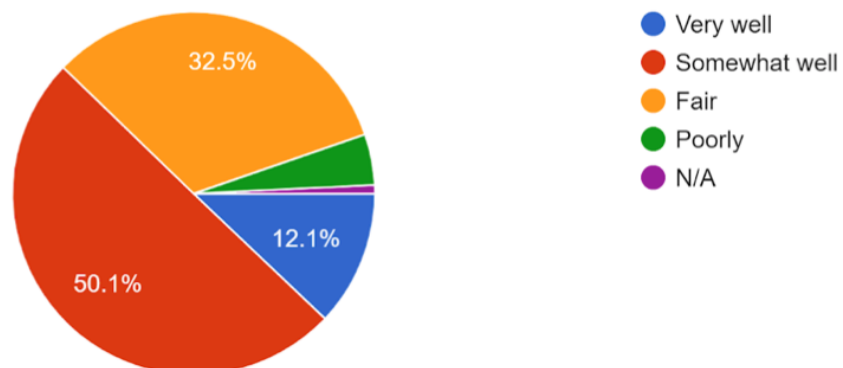
1,013 responses



In mid-June we sent a survey to staff to gather reflections on their experience with remote learning. The survey yielded close to 400 responses. A sample of responses follows:

Overall, how well did remote learning go for you?

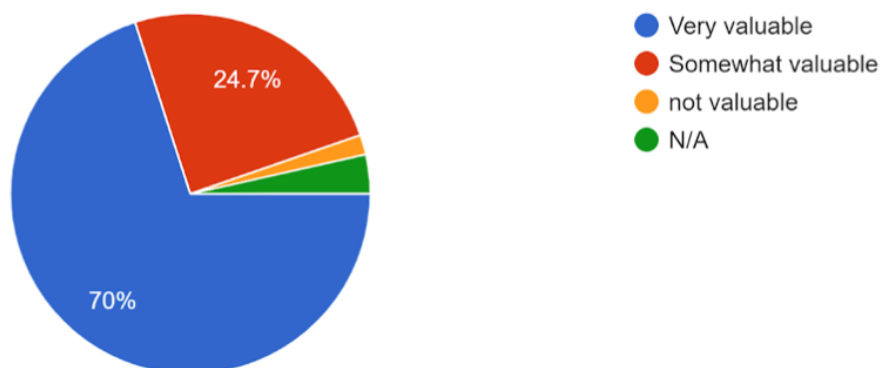
397 responses





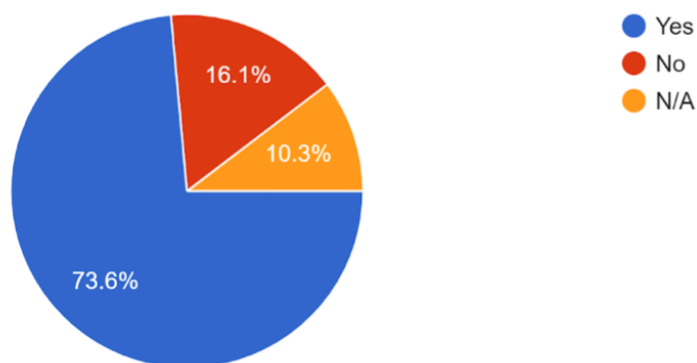
How valuable do you think it is to connect with students synchronously?

397 responses

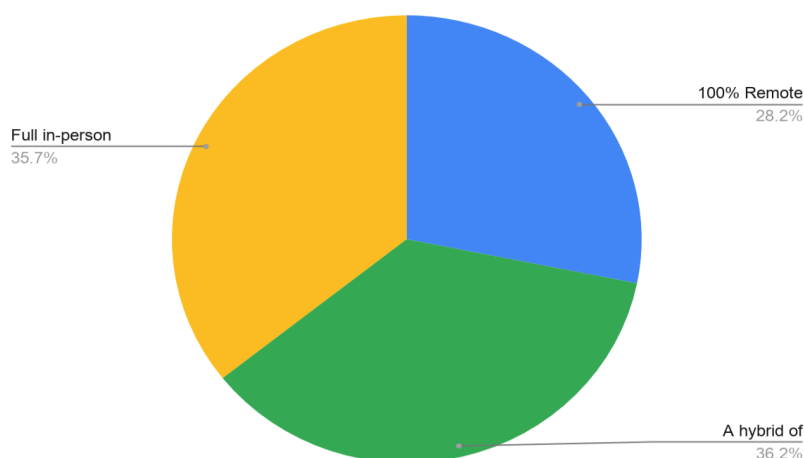


Do you have access to classroom materials you need to do remote learning?

397 responses



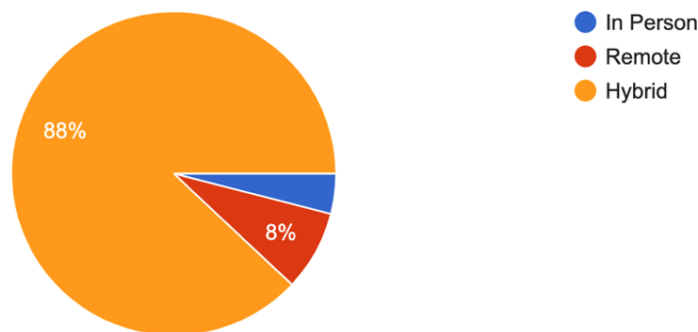
A late July survey regarding Back to School 2020 was sent to our 8200 families and yielded 3040 responses. The question “Given the present (DESE) guidelines and assuming appropriate safety measures are in place, which option would you choose for the return to school in September?” returned the following results:





Demonstrating clearly the different places our families are in regarding schooling for the upcoming year. Conversely, at the conclusion of the 2-day HPS Return-to-School 2020, the 25 staff members and families participating responded quite differently to a similar question:

After talking about the three plans for reentry, which do you think would be most feasible?
25 responses



Response at School Committee public comment and on social media since the release of the initial draft plan on July 31 has demonstrated a shift in both family and staff preferences in the return to school with more seeming to move toward a preference for remote learning. Under any educational model it is clear that vigilance surrounding health and safety protocols recommended by the CDC are of paramount concern for all staff and students at school, at home and in the community.

Alignment and Improvement

Lessons learned from the crisis schooling of the spring 2020 include the need to align and streamline our instruction to students. The Academic Reentry Team was designed to assist administrators, teachers, and other staff in ensuring that all possible efforts have been made at instructional consistency across models. The team has designed supports for teachers that will assist in analyzing and accommodating the diverse learning styles of all children regardless of the school model in which they are enrolled. The team has been busy revamping and revising our Curriculum Maps defining instructional priorities and making connections to procedures and practices that are currently in place that will strengthen and improve education programs.



Professional Development

In order to support our staff for the opening of schools we will be having 10 days of Professional Development before students arrive. This will include time for our teachers to acclimate to the new normal in our school buildings and to work together to vet and troubleshoot established protocols. This time will include planning time for teachers as well as professional development to support academic alignment between models, remote learning and SEL topics. Our first objective will be to meet the health and safety needs of our teachers, assuring that they are personally ready to meet the needs of our students' return and be comfortable in the new school protocols. The following Professional Development will be provided with ongoing support throughout the school year.

- 📎 Health and Safety Protocols
- 📎 Curriculum Maps/Pacing Guides
- 📎 SEL curriculum
- 📎 Google Meets, Google Classroom
- 📎 IREADY
- 📎 Mandated Trainings: Special Ed, Human Resources, Health Procedures
- 📎 Envisions Math Trainings
- 📎 Razz Kids
- 📎 Letterland
- 📎 Stemsopes
- 📎 Confianza Coaching

Consistency

Given the need to work a variety of models simultaneously, HPS is seeking to align our remote and in-person learning to provide a more seamless learning experience for our students as we potentially toggle between different learning models. We have created a set of guidelines for teachers to follow for consistency and accountability. Below you will find a set of guidelines that all HPS families should expect for their children regardless of the school the child attends or the mode of learning in which they are participating.

All students will:

- 📎 be instructed using the Haverhill Public Schools curriculum maps
- 📎 be provided a weekly schedule of instruction
- 📎 have attendance taken daily
- 📎 have specific opportunities to focus on their social emotional well-being.
- 📎 be provided individual, general learning materials and supplies
- 📎 be graded and receive feedback
- 📎 use Google Suite Learning Tools as the technology platform



In-Person Learning Students will:

- ✎ attend in person instruction, at least, 2 days each week
- ✎ be assigned to a cohort, every attempt will be made to keep siblings together. K - 8 students will remain in that cohort throughout each day.
- ✎ follow hallway transition plans and social distancing guidelines.
- ✎ sit with student desks in rows with 6 feet distance between seats, and facing in the same direction
- ✎ adhere to the face covering policy, mask breaks will be built into the daily schedule.
- ✎ follow safety protocols including for bathroom usage and bussing.
- ✎ attend Encore subjects: (Art, PE, Music) in their classrooms (K-8)

Remote Learning Students will:

- ✎ receive synchronous and asynchronous assignments via Google Meet, lessons will be recorded
- ✎ have access to live streamed tutorial help provided during asynchronous lessons
- ✎ be supported during remote learning via email and/or video.
- ✎ attend all lessons, live lessons may be attended via recording as needed.
- ✎ use their Google Classroom to engage in classwork
- ✎ independently complete work from in-person sessions as well as additional digital work assigned by their teacher.

Grading Policy

Grading for both remote learning and in-person learning will follow District and School policies and rely on principles of Standards-Based Grading along with requirements for homework, class participation, and class work. Report cards will be posted to the parent portal electronically. For English Learners and students with IEPs, Progress Reports will also be issued electronically at the same time report cards are made available.

Moving Forward

With the immediate health future of our nation uncertain, our schools need to be flexible and nimble. We must educate our children while doing everything possible to reduce the virus spread in our schools and beyond. If community members, parents, staff, and students are not diligent in taking universal precautions our school-based efforts will be ineffective.



HPS reopening models include contingency plans for a number of scenarios. If we see a community spike in cases of COVID-19, we will work with our local and state health officials to consider recommending that we close schools to in-person learning for a period of time. We are working with our local medical advisors, and seeking clarified guidance from the state, to establish trigger points for moving in and out of the various learning models as a school district. Should we need to close schools due to COVID for more than two days we will transition to our remote-learning platform for all students.

The HPS student school year will begin on September 16, 2020 with remote learning. We will begin to phase in our in-person learning beginning on September 17, 2020 and all students that wish to begin in-person learning will do so no later than October 19, 2020. This will help to assure that each student enters our buildings with clear instruction, and reinforcement regarding the safety protocols, learning expectations and supports available to them and their family. During the first week of school we will be conducting kindergarten screening and will be providing further details about the kindergarten back-to-school schedule shortly.

The health situation in our community is clearly in flux and may continue to change, however as we edge closer to the opening of school it is important that we have accurate data about the wants and needs of our families and staff. A brief Return-to-School Survey will be rolled-out shortly. Our hope is to have 100% response rate from our families. We will start by emailing the survey to all families in our database. School staff will be following up with those we do not reach by phone calls and other methods. Our goal will be to determine which children will attend in-person learning and which will attend remote. This data is imperative in order to properly plan for the opening of school.

If 60% or more of our students chose a remote learning option, we will likely not require a hybrid model and those students that prefer in-person learning will be invited to attend four days per week with a remote day on Wednesday.

Reopening Plans: **Parent Choice** Remote or Hybrid

HPS recognizes that some families do not feel comfortable sending their children to school at this time regardless of the safety measures in place. We respect this decision and will be providing fully remote instruction to any family that opts-in. For families interested in more traditional schooling we will offer a hybrid model of in-person learning.

Our reopening models are designed with parent choice and student need in mind. All learning models will be free to families and each child will be provided a chrome-book to support their learning. All models will operate with a shared set of instructional principles. Our re-opening models include:

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High Needs Intensive Instruction: students in substantially separate special education classrooms and Level 1 and 2 English Language Learners (EL) will be invited to attend in-person four days per week with Wednesday as a remote day. We will gradually and safely expand intensive instruction to more students.

Remote Learning Academy: Students have been enrolled by their parents or guardians in 100% percent on-line instruction (remote learning). Options will be provided for parents or guardians to re-enter in person learning at certain transition dates and with space availability.

*If 60% or more families opt for the Remote Learning Academy then students requesting Hybrid Learning will attend all four days week. In all models teachers without health restrictions will report to the buildings for in-person teaching, remote teaching, professional development, prep and common planning times.

K - 8 Hybrid Learning Model

Following the CDC guidance of 6-feet of social distancing and with significant safety precautions in place , HPS will offer in-person learning in a Hybrid Learning Model of instruction. In order to limit the number of students in the buildings and to increase social distancing students will be divided into two learning cohorts. Sample schedules are below:

Sample Weekly K - 8 Hybrid Schedule : Cohort A

Monday	Tuesday	Wednesday	Thursday	Friday
In Person	In Person	Remote	Remote	Remote
Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting
ELA	ELA	ELA	ELA	ELA
Math	Math	Math	Math	Math
Lunch/Recess	Lunch/Recess	Lunch/Recess	Lunch/Recess	Lunch/Recess
Science/SS	Science/SS	Science/SS	Science/SS	Science/SS
Intervention & Extension	Intervention & Extension	Intervention & Extension	Intervention & Extension	Intervention & Extension
Encore	Encore	Encore	Encore	Encore



Sample Weekly K - 8 Hybrid Schedule : Cohort B

Monday	Tuesday	Wednesday	Thursday	Friday
Remote	Remote	Remote	In Person	In Person
Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting
ELA	ELA	ELA	ELA	ELA
Math	Math	Math	Math	Math
Lunch/Recess	Lunch/Recess	Lunch/Recess	Lunch/Recess	Lunch/Recess
Science/SS	Science/SS	Science/SS	Science/SS	Science/SS
Intervention & Extension	Intervention & Extension	Intervention & Extension	Intervention & Extension	Intervention & Extension
Encore	Encore	Encore	Encore	Encore

The model will offer a consistent daily learning structure which can be accessed in school or at home via Google meets and our other on-line learning tools. We see the Wednesday remote learning day as pivotal during this time of flux, the day will include increased usage of our remote learning tools and on-line platforms, offer insights into the proficient of use of these platforms for teachers, students and families at a time when we are able to follow-up with in-person support and guidance.

Wednesday will be largely reserved for deep cleaning of the buildings between cohorts of students. However, this time of greatly reduced building occupancy offers an opportunity to support students engaged in the Remote Learning Academy to come to the buildings for materials, tutorials, related services and counseling/social work supports in an organized and scheduled manner that works for the school and the individual student.

We have engaged in conversations with our local not-for-profit partner agencies such as the Boys & Girls Club and the YMCA to support students during remote learning times. They are excited to support the efforts and have offered to move beyond child care into educational supports and tutoring, However, there are again a clear and pressing set of benefits and implications.



K - 8 Remote Learning Model

HPS will be offering Remote Learning Academy (RLA) to all interested families, including students who cannot return in-person due to documented medical issues (for themselves or a family-member) and students that want to opt-in and can demonstrate the commitment and ability to effectively engage in remote learning. To support consistency and quality for those attending, the academy will require committed attendance with periods during the year when students can move between in-person and remote learning. RLA students will remain assigned to their school of origin but may be assigned to a grade level remote learning classroom community that will include students from various schools across the district.

Sample Weekly K - 8 Remote Schedule

Monday	Tuesday	Wednesday	Thursday	Friday
Remote	Remote	Remote	Remote	Remote
Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting
ELA	ELA	ELA	ELA	ELA
Math	Math	Math	Math	Math
Lunch/Recess	Lunch/Recess	Lunch/Recess	Lunch/Recess	Lunch/Recess
Science/SS	Science/SS	Science/SS	Science/SS	Science/SS
Intervention & Extension	Intervention & Extension	Intervention & Extension	Intervention & Extension	Intervention & Extension
Encore	Encore	Encore	Encore	Encore

Should there be a school or district-wide shut down due to COVID -19 all involved teachers and students will flex to a RLA model . The RLA daily schedule will have limited variance from the hybrid schedule. Under this plan, faculty and staff would report to their school buildings and conduct remote teaching from their classrooms or offices as long as allowed by the state health officials. ESPs would support and SEL staff would do the same.



In Person Learning Model

The HPS leadership team feels strongly that in-person learning is the most effective method of teaching and learning available, however we are forced to balance instructional preferences with safety realities. Given space and staffing limitations if we were to have all HPS students return to school we would be forced to do so at three- to -four feet of social distance. While this is allowable under DESE guidelines, recommendations offered by CDC and others support six feet of social distancing. Results of community polling and guidance from our medical advisory team supports six feet social distancing in our school, with the wearing of masks and other safety protocols, given the current disease state.

Below is a sample full in-person schedule, HPS will be implementing full In-person instruction only for students in the High Needs Instructional cohort this fall.

Sample Weekly K - 8 In Person Schedule

In Person	In Person	Remote	In Person	In Person
Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting
ELA	ELA	ELA	ELA	ELA
Math	Math	Math	Math	Math
Lunch/Recess	Lunch/Recess	Lunch/Recess	Lunch/Recess	Lunch/Recess
Science/SS	Science/SS	Science/SS	Science/SS	Science/SS
Intervention & Extension	Intervention & Extension	Intervention & Extension	Intervention & Extension	Intervention & Extension
Encore	Encore	Encore	Encore	Encore



Haverhill High School

In order for Haverhill High School to safely and competently open for teaching and learning during the 2020 -2021 school-year, we are proposing a phased in approach. This plan is based on state guidelines, medical science, and the Reopening Team made up of faculty, students and parents.

Schedule: Haverhill High School will use a block schedule during this time that provides all students their seven courses, limits transitions, and provides a student support block. The benefits to this schedule:

- ✎ Limits transitions within the school day
- ✎ Allows students to receive 15 minute mask breaks every period and maintain 65 minutes of instructional time. These breaks will be scheduled as some classes will have a mask break at the beginning of the period and some at the end of the period in designated outdoor areas based on class location.
- ✎ Longer between class transition time (10 minutes) so that students do not rush, maintain distance and follow the one way hallway expectations.
- ✎ Allows for longer lunch period;
 - ✎ Students participating in remote learning can go to designated food sites and not miss class.
 - ✎ Students in school can maintain social distance in the cafeteria and have enough time to eat.
- ✎ All remote Wednesday;
 - ✎ Provides opportunity for small group learning and teacher check-ins in the morning remotely.
 - ✎ Faculty and staff will have the opportunity in the afternoon to meet in professional learning communities to refine and plan remote instruction.
- ✎ Deep Cleaning of the school can take place prior to Cohort B entering the school on Thursday.
- ✎ Schedule allows the more than 180 Early College Students and 50+ internships to continue without impacting the required courses needed by students. This is why period GH/HI is last on Monday/Thursday and Student Support block on Tuesday/Friday.

Sample Schedules

Cohort A would be in-person Monday and Tuesday and remote Wednesday – Friday
Cohort B would be remote Monday – Wednesday and in-person Thursday and Friday
Cohort C would be in person Monday, Tuesday Thursday and Friday
Cohort D would be remote Monday – Friday



Cohort A Schedule: Brown in-person Gold remote

Time	Monday	Tuesday	Wednesday	Thursday	Friday
7:25 - 8:45	Period A	Period D	Remote	Period A	Period D
8:55 - 10:15	Period B	Period EF/FG	Learning	Period B	Period EF/FG
10:20 - 11:40	Period C	Period J	and	Period C	Period J
11:50 - 12:35	Lunch	Lunch	Check-ins	Lunch	Lunch
12:45 - 2:05	Period GH/HI	Student Support	w teachers & support staff	Period GH/HI	Student Support

Cohort B Schedule: Brown in-person Gold remote

Time	Monday	Tuesday	Wednesday	Thursday	Friday
7:25 - 8:45	Period A	Period D	Remote	Period A	Period D
8:55 - 10:15	Period B	Period EF/FG	Learning	Period B	Period EF/FG
10:20 - 11:40	Period C	Period J	and	Period C	Period J
11:50 - 12:35	Lunch	Lunch	Check-ins	Lunch	Lunch
12:45 - 2:05	Period GH/HI	Student Support	w teachers & support staff	Period GH/HI	Student Support

Cohort C Schedule: Brown in-person Gold remote

Time	Monday	Tuesday	Wednesday	Thursday	Friday
7:25 - 8:45	Period A	Period D	Remote	Period A	Period D
8:55 - 10:15	Period B	Period EF/FG	Learning	Period B	Period EF/FG
10:20 - 11:40	Period C	Period J	and	Period C	Period J
11:50 - 12:35	Lunch	Lunch	Check-ins	Lunch	Lunch
12:45 - 2:05	Period GH/HI	Student Support	w teachers & support staff	Period GH/HI	Student Support



Cohort D Schedule: Brown in-person Gold remote

Time	Monday	Tuesday	Wednesday	Thursday	Friday
7:25 - 8:45	Period A	Period D	Remote	Period A	Period D
8:55 - 10:15	Period B	Period EF/FG	Learning	Period B	Period EF/FG
10:20 - 11:40	Period C	Period J	and	Period C	Period J
11:50 - 12:35	Lunch	Lunch	Check-ins	Lunch	Lunch
12:45 - 2:05	Period GH/HI	Student Support	with teachers & support staff	Period GH/HI	Student Support

Daily Expectations for Hybrid Learning

In-Person Learning

- ✎ Wherever possible, students in grades 9-12 will remain in cohorts. This is most possible in grades 9 and 10.
- ✎ Attendance is taken in every class.
- ✎ Learning materials and supplies will not be shared.
- ✎ Mask breaks are built into every period.
- ✎ Transition time between classes is 10 minutes to provide staggered transitions and one-way travel through hallways.
- ✎ Lunch will be served in the cafeteria and designated outdoor seating areas.
- ✎ Students will follow safety protocols for using restrooms which include one person at a time and electronic logs for staff to see how many students are currently signed out.
- ✎ All classrooms are set up in rows with 6ft. distance facing in the same direction.





Remote Learning

- ✎ Students will be expected to participate in all classes and attendance will be taken, students unable to attend a class synchronously will be expected to view the taped lesson and will be responsible for the content. .
- ✎ All students will use their Google Classroom to engage in classwork.
- ✎ While remote, students will independently complete work from in-person sessions as well as additional digital work assigned by their teacher.
- ✎ Google Meet will be used for synchronous meetings/teaching.
- ✎ Student work will be graded and feedback will be communicated as if students were in school.
- ✎ Teachers will provide support during remote learning via email and/or video.

Programs at Haverhill High School

Early College

This year there are more than 180 students participating in our Early College Program with Northern Essex Community College. Early College Program classes will take place through remote learning for Semester 1.

Students that are taking in-person classes at Haverhill High School will have the option to sign on to their Early College courses at HHS in a designated space for Early College and utilize school transportation following their classes or sign out and leave campus if they have their own transportation home prior to the start of class. If a student is going to sign out and leave the campus a permission slip must be on file. These permission slips will be sent to all Early College students and parents/guardians prior to the start of school.

Loop Program

The Loop Program allows students in the eighth grade at our middle schools to participate in high school classes during the first block each day at HHS, prior to the start of the middle school day. Traditionally the students have been transported to and from the program each day. The program would increase the mixing of cohorts and increase the chance of virus spread, as such the program as previously designed is on hold for the year. We are considering options for eighth grade extension opportunities.

Gateway

Haverhill High School's small community school program "Gateway" will be offering in-person classes 4 days a week unless parent/guardian opts for the remote learning option.



Moody Pre-School Learning Models

Moody Preschool current services 220 students per week. We have 13 teachers and 26 half day sessions; 11 substantially separate and 15 integrated classes.

In order to support the level of student need at Moody, we are recommending that all students participate in a hybrid model of instruction. Students would be assigned to one of four different Cohorts (depending on IEP & level of need) and attend 2 days per week - Monday/Tuesday or Thursday/Friday - for either an extended half day (Cohort A/B) or a full day (Cohort C/D) of instruction. Students without IEPs (community slots) will be assigned to Cohort E and offered in-person playgroup opportunities along with remote learning support throughout the week.

	Monday	Tuesday	Wednesday	Thursday	Friday
Cohort A 9am-12:30pm	<i>In-person</i>	<i>In-person</i>	Remote	Remote	Remote
Cohort B 9am-12:30pm	Remote	Remote	Remote	<i>In-person</i>	<i>In-person</i>
Cohort C 9am-3pm	<i>In-person</i>	<i>In-person</i>	Remote	Remote	Remote
Cohort D 9am-3pm	Remote	Remote	Remote	<i>In-person</i>	<i>In-person</i>
Cohort E Remote	Remote	Remote	<i>In-person play groups</i>	Remote	Remote

Cohort A & B - Students with an IEP and a current placement in an integrated classroom will be assigned to either Cohort A or Cohort B. Cohort A will run M/T 9am-12:30pm, Cohort B will run R/F 9am-12:30pm.

Cohort C & D- Our highest needs students currently placed in substantially separate classrooms will be assigned to Cohort C or Cohort D. Cohort C will run M/T 9am-3pm and Cohort D will run R/F 9am-3pm. Lunch will be included in the day.

Cohort E- Typical/peer model students will be assigned Cohort E. Students will be offered one 1 hour playgroup per month. In addition, teachers will be posting remote learning materials (i.e. read alouds, google meet opportunities, etc) for students to access on an individual or small group basis on Wednesdays. Tuition will not be charged until we are able to open Moody Preschool to our regular programming.

Integrated teachers (Cohort A/B) will teach M/T and R/F 9am-12:30pm. From 12:30-3:30pm they will have their lunch/prep, support our substantially separate teachers in having their lunch/prep, and run remote learning opportunities for students. On Wednesdays, integrated teachers will run in-person options for Cohort E students. Substantially separate teachers (Cohort C/D) will teach M/T and R/F from 9am-3pm. Lunch and prep will be covered by integrated teachers (teachers will be assigned a partner teacher/class in order to minimize adult exposure with students). Each class will have their own, individual recess session. If the gym is needed for recess, materials will be disinfected between recess sessions.



Transition from Early Intervention

As a result of the pandemic, Haverhill Public Schools was not able to conduct evaluations for children turning three. Haverhill Public Schools has worked collaboratively with families and EI to determine which students would likely be found eligible due to the nature and impact of their disability and to provide services remotely during the closures to children. Haverhill Public Schools is beginning to complete assessments and will hold remote meetings when schools reopen in the fall to determine eligibility and services required.

High Needs Students

DESE defines High Needs Students as belonging to at least one of the following individual subgroups: students with disabilities, English language learners (ELL) and former ELL students, or low-income students (eligible for free/reduced price school lunch). In SY 19-20, 62% of the HPS population was designated as High Needs, we are acutely aware that no matter what option we choose for school reopening, we know we will need to fill student learning gaps and accelerate learning for all students.

Following the DESE guidance HPS will be prioritizing in person instruction for High Needs Students “as is feasible within the health and safety parameters at each particular time.” As we reopen the schools, our goal is to make sure students with disabilities, EL students, and all of our students are learning and growing. However, we are acutely aware of our capacity for change in this difficult time and given our desire to grow from our successes, rather than to shrink from failure we will implement a phased in approach to individualized student support.

As such, from the opening days of Level One and Two EL students and students whose IEPs call for substantially separate classrooms or schools will attend in-person learning four days with remote learning on Wednesday. We hope to expand this cohort to include other high needs groups such as those falling into the lowest quartile and/or students in grade K,1,2 as we roll into the school year.

For SWD and others in our Remote Learning Academy, we intend to offer tutoring and individualized supports in our largely empty buildings on Wednesdays.

Special Education

The Haverhill Special Education Department offered services remotely during the school closures caused by the COVID- 19 pandemic. Following the guidance in the Department of Elementary and Secondary Education “Guidance on Fall 2020 Special Education” Haverhill Public Schools will be prioritizing in person instruction for students with special needs “as is feasible within the health and safety parameters at each particular time.” As we reopen the schools, our goal is to make sure students with disabilities are working with teachers to the greatest extent possible.



Parents/guardians of students with high risk conditions are encouraged to consult their child's healthcare provider to discuss the appropriateness of attending in-person instruction. School health professionals will work with primary health care providers to help parents make informed decisions on how the student can safely access in- person instruction.

We intend to implement the following as it pertains to students with disabilities:

Students who receive most of their instruction in a substantially separate classroom will attend school four days a week when schools reopen in the fall and during any hybrid learning programs. This includes our public day programs TEACH and Greenleaf Academy.

Students whose IEPs call for up to 75% of their day to be in the general education classroom will attend school as their peers do. For example, if their peers are in a "hybrid model" and attend two days a week these students will also attend two days a week. These students will continue to receive their special education instruction, modifications, accommodations and supports that are documented on their IEP.

Whenever feasible special education instruction and related services will be provided in person. Special Educators and related service providers that cannot provide service while adhering to social distancing guidelines and avoid overlap with other providers, may schedule their services remotely from other parts of the building via video conferencing.

It is important to note that:

- ✎ IEP teams will continue to meet remotely. This will minimize visitors to the buildings.
- ✎ Special Education Students will be transported according to the MA DESE guidance issued on July 22, 2020.
- ✎ Out of District Students will continue to receive their services either in-person, remotely or through a hybrid model as prescribed by the individual out of district school.
- ✎ Transition services will be offered although community based opportunities may be limited. Opportunities to work on transition skills will be offered in a way that maintains social distancing and other safety guidelines.
- ✎ Some students require teachers to be closer than minimum physical distancing requirements. Due to the need for proximity to some special needs students additional PPE will be provided to the direct service providers for these students according to CDC guidelines.
- ✎ Exceptions to mask requirements will be made for students that cannot wear a mask due to medical conditions or due to their disability.



English Learners

English learners in HPS comprise just shy of 10% of the student population, and fall into the High Needs category of students needing additional instructional and social emotional support. It is the priority of Haverhill Public Schools that English Learners at all levels will be provided access to the core curriculum, high quality language instruction and support needed regardless of the model families choose.

Haverhill will continue to follow the **DESE Guidance on Identification, Assessment, Placement and Reclassification for English Learners** guidelines and recommendations for providing high quality language instruction programs while following district plans to account for current safety protocols.

HPS has modified its procedures for identifying new Language Learners for the purpose of allowing the registration center to follow Covid-19 safety guidelines and procedures and will be assessing potential English Learners in their home schools if the hybrid model is enacted or by using the “Remote WIDA Screener” procedures recently released by DESE and WIDA for a full remote model or for families who choose the Remote Learning Academy.

20% of the EL population are classified as a Level 1 or 2 English Learners (beginner language learners,) require significant support to both accelerate English language acquisition and access content instruction. This group of English Learners is invited, under the HPS hybrid plan, to participate in four days of in-person instruction while participating in remote learning on Wednesdays. Beginning language learners will learn alongside their peers for two days of in person learning with support in the classroom, and will have two additional in-person days for stand-alone English language instruction with their EL teacher and will follow the English Learner curriculum as well as reinforce content instruction. Levels 3, 4 and 5 English Learners (intermediate language learners) will fall into the Cohort A or B plan with their peers and be provided with the two days of in-person instruction and three days of remote learning. These students will participate in both classroom instruction and be provided an additional session of English Language Development with instruction delivered by their EL teacher.

For both the hybrid and full remote plans, the English Learner department staff is following the DESE guidelines and recommendations for Remote Learning: **Coronavirus/COVID-19: Guidance on Remote Learning for English Learners**. The guidelines provide the following six strategies which HPS will promote and implement for teachers and students:



- ✎ Strategy #1: Collaboration between core content and ESL teachers.
- ✎ Strategy #2: ESL instruction is still a required component of all ELE programs.
- ✎ Strategy #3: Amplify English Learners' voices.
- ✎ Strategy #4: Chunk content instruction into smaller pieces for English Learners.
- ✎ Strategy #5: Remain flexible with pacing.
- ✎ Strategy #6: 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.

In addition to working closely with core-content teachers, English Learner teachers will meet within the department to share best practices, lesson ideas/resources, and assessments to ensure that all students requiring additional language instruction will receive it appropriately for their grade level and language proficiency level.

Bilingual Parent Liaisons have been added to all buildings to facilitate communication with families and will be prepared to support students to access resources and provide on-line support necessary for all students to engage actively in both in-person and online instruction. The English Learner department will also continue to engage the parents and provide in person and remote training on supporting families in using on-line resources and are building community partnerships to provide in-person parent training and language classes to our families.

Staying Safe: Health and Safety Requirements

Pre-opening Recommendations for Students and Staff

We suggest that families practice mask wearing masks prior to the start of school to assure students are comfortable wearing a mask for extended periods of time. Mask breaks will be scheduled several times each day when children are in school. The district will:

- ✎ Encourage all families and staff to receive the flu vaccine, as early as possible. The School Department will provide further information on flu vaccine opportunities as information becomes available.
- ✎ Collaborate with newly enrolled families, as well as active students, to assure all children are fully vaccinated to meet the Massachusetts state mandated immunization requirements.
- ✎ Provide online and in person training for staff prior to students returning to school campus, on COVID related protocols.



Practicing Good Health Habits

- ✎ Hand hygiene: Hand-washing and hand sanitizing: Hand-washing removes pathogens from the surface of the hands. While hand-washing with soap and water is the best option, alcohol-based hand sanitizer (at least 60 percent ethanol or at least 70 percent isopropanol) may be utilized when hand washing is not available. As has always been the case, hand-washing should be used whenever hands are visibly soiled and after using the bathroom. Our initial requirements and related guidance are as follows:
 - ✎ Students and staff are required to exercise hand hygiene (hand washing or sanitizing) upon arrival to school, before eating, before putting on and taking off masks, and before dismissal.
 - ✎ Hand-washing: When hand-washing, individuals should use soap and water to wash all surfaces of their hands for at least 20 seconds, wait for visible lather, rinse thoroughly, and dry with an individual disposable towel.
 - ✎ Hand sanitizing: If hand-washing is not feasible, hand sanitizer with at least 60 percent ethanol or at least 70 percent isopropyl content can be used. 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.

Daily Health Assessment

- ✎ Parents/guardians will be provided a wellness screening, and asked to perform a wellness check on each child, at home prior to sending the child to school. This tool will help parents determine the appropriateness of sending their child based on health symptoms, potential exposures to COVID 19, recent travel, etc.
- ✎ Staff will complete daily wellness self attestation, and sign in at each school building for contact tracing purposes.
- ✎ Student attendance will be recorded on school transportation, for in-person learning, and for remote learning. This accurate attendance will allow for easier identification of close contacts in the event of a COVID 19 exposure.
- ✎ Students who seem unwell will be assessed by the school nurse on arrival to school, or when identified.
- ✎ PER DESE **Temperature checks are not recommended** as screening for all students due to the high likelihood of potential false positive and false negative results.

Nursing Services Plan

- ✎ District will follow MDPH/DESE guidelines for assessing symptoms and determining needs for exclusion and testing.



- ✎ District will maintain a close relationship with the Board of Health, following the direction of the Board of Health when school is notified of a positive student or staff member.
- ✎ Each school will have at least one school nurse onsite to provide health assessment and provide supportive care to all students.
- ✎ Nursing services will maintain a well visit area for medication administration, first aid, and non-COVID related care.
- ✎ Each school will have a medical waiting area specifically for those students exhibiting symptoms of COVID 19 per CDC/MDPH guidelines. This space will be utilized for students waiting to be picked up by parents or guardians based on nursing assessment.
- ✎ Communication plans will be provided to teachers/staff who have concerns about a student's health.

Behavioral Health & Social Emotional Learning

The Social Emotional Re-Entry team is composed of thirty Haverhill Public Schools staff members. The group is divided into four subgroups: Pre-School, Elementary, Middle School and High School to best identify the needs and strategies developmentally appropriate for each age group. Each group met weekly to create strategies for students, staff and families to understand SEL and therefore better support the emotional well being of themselves in order to better serve those they work with.

The goal of this committee is two-fold: 1) to support the social and emotional needs of students and staff 2) to increase family and community engagement and outreach. Together the teams have created a Tiered System of Social and Emotional Support to identify and address the unique needs of every student. At the first tier, or universal level we will be working to create school environments that promote a positive sense of well-being and healthy connections between peers and adults. Given the possibility of a second school shut-down we will be front loading community building exercises in our first 6 weeks of school, as we know relationships are key learning levers for many students. We will focus on secure relationships and emotional safety and prioritize social emotional competence alongside academics as fundamental to quality education. As a community we will define, frame and reinforce in a positive manner expectations such as mask wearing, social distancing, hand washing and other safety measures. Tier-one supports also emphasize strong two-way communication between families and schools.

Common sense and our parents surveys tell us that many students will need more intensive support than they did before the pandemic for a wide variety of reasons. Many of our students will require more frequent adult check-ins with a specific adult that they know and trust. Such check ins may be formal or informal, small group or individual, depending on the child and the individual need. Our teachers are being trained in signs and symptoms of trauma, so that when they arise in our classrooms, and we know they will, we are prepared to talk with the parent and to refer the student for more support.



Our counselors have been trained in formal screening tools for trauma and depression, they are certified clinicians that will both support students in school and support families in gaining an array of supports outside of school as appropriate.

Operations

Facilities

Cleaning & Sanitizing Protocols

On August 20th, custodial and maintenance staff will be attending the MFAA (Massachusetts Facilities Administrators Association) Custodial Training/Certification virtual seminar. The Seminar will cover OSHA, Cleaning, Disinfecting and Sanitizing best practices during Covid Pandemic. The OSHA portion will be presented by The Department of Labor Standards. The Cleaning and Disinfecting portion will be presented by Lynn Rose, Environmental Health & Safety Consultant/Certified Trainer.

HPS will provide the following PPE, consistent with DESE recommendations. Building based administrators in conjunction with the educators shall identify a day and time during the week to distribute and or resupply PPE materials. The following materials will be provided:

- 🗑 Disposable masks for staff;
- 🗑 Disposable gloves, gowns and shields for staff working with high need students;
- 🗑 Disposable masks for students to supplement their family provided mask;
- 🗑 A waste receptacle for the disposal of PPE for each classroom and office; and

Additionally, each building will have:

- 🗑 Gallon sized hand sanitizer refill stations so staff and students can refill their individual bottle;
- 🗑 A bucket of disinfectant wipes and/or disinfectant sprays with paper towels; and
- 🗑 A Sufficient supply of tissues

Haverhill Public School staff will install plexiglass in each school's nurse, guidance and main offices. In addition, HPS will supply multiple sneeze guards for each school to be used for meetings and with service providers. Each school has at least one water bottle refilling station

Building Sanitation

Our building custodians will clean our schools on a daily basis using industry-standard COVID-19 cleaning procedures. In addition to this, each school will receive a deep sanitization process every Wednesday (or other day TBD) during the school year when in-person learning is occurring (i.e. 100% in person or hybrid model).



Specialized Cleaning Routines: Each school and district facility will have all touch points (*listed below) disinfected at least once each day in addition to daily cleaning of door handles, push bars, railings, etc. The special weekly disinfecting process will continue throughout the school year. All custodial staff have been trained on the use of the “electro-static sprayers” which will have been deployed at each school building to provide supplemental support for schools.

Daily Cleaning Routines: In addition to the special work outlined above, custodians will still be performing their regular daily cleaning, including wiping down tables, chairs and other surfaces, emptying trash, cleaning restrooms (using the cleaning caddies), vacuuming, and cleaning floors. Bathrooms will be checked every hour to confirm toilet paper, paper towels and soap dispensers are full. Bathrooms will be disinfected each hour with a pre-mixed disinfectant spray. There will be a bathroom maintenance log on the entrance of each bathroom where custodians will log their hourly bathroom checks.

Approved School Cleaning Products: A pre-mixed; disinfectant solution will be used by custodians and other staff as necessary to clean up common school issues. All principals and head custodians have a binder with safety data sheets for all cleaning products used.

*** Touchpoints:**

- 🔑 Door Handles & Push Bars/Plates
- 🔑 Light Switches
- 🔑 Classroom Door Windows
- 🔑 Classroom Sinks and Faucet Handles, Counters
- 🔑 Classroom Tables/Chairs
- 🔑 Elevator Push Buttons
- 🔑 Water Fountains/Bottle Filling Stations
- 🔑 Restroom Doors and Handles
- 🔑 Sanitary Napkin Dispensers
- 🔑 Toilet and Urinal Handles
- 🔑 Sink and Faucet Handles
- 🔑 Toilet Paper, Soap, and Paper Towel Dispensers and Handles
- 🔑 Handrails

Windows

During the month of June, all school building windows were assessed by our custodial and maintenance staff. During the evaluation, it was determined that 100+ windows district wide were deemed inoperable, difficult to operate or lacking screens. The district has placed orders for replacement parts for these windows. While many of these repairs have been completed, we await some parts. Once the parts are on site, there will be a combined effort from our maintenance staff, custodial staff and outside contractors to make repairs of all windows. HPS anticipates all repairs will be completed prior to September 5th.



Air Quality

It is critical to understand that Ventilation is the most critical aspect of the HVAC system in relationship to the safest possible COVID-19 environment. As such, HPS has contracted with Leftfield to assist the school department in ensuring that all schools follow the new COVID-19 ASHRAE Building Readiness/Re-Opening Guidance for mitigating health risks and providing safe HVAC operations. Leftfield will assist in developing a plan for each school based on the building type and existing HVAC equipment. Scope of services to include:

- ✎ Within each school, Leftfield's MEP specialist will review all equipment, controls and operations pertaining to fresh air, including economizers for fresh air; supply fans; return air fans; air circulation; exchanges; filter changes and cleaning of equipment.
- ✎ Once deficiencies are identified, the MEP will meet with the City's HVAC Preventative Maintenance Contractor to ensure that they understand the proposed scope of work to be accomplished prior to re-opening the schools. The MEP will also work with the Controls Contractor to make sure that the required operational changes to the system are made. Once all work is complete, the MEP will return to confirm that the schools are operating appropriately. He will ensure that the equipment is operating in accordance with guidelines.
- ✎ LEFTFIELD will issue a certification letter for each school that indicates it complies with the new COVID-19 ASHRAE Guidelines.

The evaluation is scheduled to begin on August 10 and take approximately 8 days to complete the initial evaluation. The re-inspection is expected to take 2 days and will be conducted once any necessary work has been completed. The district provided Leftfield with a list of all buildings and the priority assigned to each building. Based on size as well as whether they have control systems in place which would need a contractor to make adjustments/repairs.

Technology

Haverhill Public Schools has determined that the best option for our students to learn efficiently and equally, each HPS student K-12 will receive an Internet enabled device to assist with classroom and at home learning. We have been working on Grant submissions and other platforms to ready the District for a 1:1 initiative.

Each Student Grade 1-12 will receive a Chromebook for usage during the year.

Each Student in Kindergarten will receive an iPad for usage during the school year.

We have updated, rewritten and received approval of the [HPS Technology Acceptable Use Policy](#) and the [HPS Student Technology Device Policy](#)



We have and are still in the process of updating our filtering and monitoring systems to better support these devices. With the new 1:1 initiative that HPS is providing we are updating our inventory system to track and support student and staff devices going forward.

We are working on updating the [Resources at Home](#) website to better support our Parents and Students while using the HPS devices at home.

We have started training this summer with staff and have set up training videos that help staff learn to use the LMS system Google Classroom more efficiently. We will also be providing Live Streams for staff to ask questions and get answers to specific issues they have with Google Classroom and Meets during the first 2 weeks of staff training.

Technology will be providing each school with proper guidelines and procedures to make sure that any technology devices are properly cleaned and maintained. Each school based on the classroom and course requirements will be able to maintain proper CDC and State guidelines on cleaning when shared usage of specialized equipment is needed.

HPS Technology Device Guidelines

HHS Specialized Labs

HPS Touch Screen Devices

Transportation

Haverhill Public Schools in conjunction with North Reading Transportation provides transportation for approximately 6,000 students per year in the City of Haverhill. Transportation is provided for Pre-K -12 students to both district school buildings and out of district school placements by 34 full size buses, 14 special education mini buses and 25 HPS special education vehicles as well as a variety of independent contractors that support out-of-district runs. District policy states:

Students will be entitled to transportation to and from school at the expense of the public schools when such transportation conforms to applicable provisions of the Massachusetts General Laws. Reimbursement to the school system for transportation costs is given by the Commonwealth only for (a) students living at least one- and one-half miles from school, (b) students who live more than one mile from the nearest bus stop, and (c) students with special needs for whom transportation must be provided.

Additionally, the Committee will provide transportation for students as follows:

Kindergarten: All students, except those living in immediate proximity to the school, as determined by the Superintendent.



Grades 1 - 3: Students living more than one mile from school.

Grades 4 - 6: Students living more than one and one-half miles from school.

Grades 7 -12: Students living more than two miles from school.

Exceptions to these guidelines may be made at the discretion of the Superintendent. This will apply particularly to any student who must travel in a hazardous area to and from school. These students will be transported regardless of the mileage limits listed.

District and NRT policy require the return of students to their respective school for pre-K – elementary students who are not met by a family member at the end of the school day and for middle school students who do not have entry into their home.

The goal of our district is to provide transportation opportunities for all students of need. All state and federal laws are followed in determining student transportation needs

The following distancing standards must be implemented in conjunction with strict adherence to health and safety requirements:

- ✎ HPS students will be issued bus passes with designated bus and seat assignments. Students must have a bus pass in order to ride the bus.
- ✎ NRT and HPS staff are currently reviewing bus routes to ensure we will be able to provide appropriate service in a hybrid model.
- ✎ Students and staff will follow HPS mask policy both while waiting at bus stops and while in transit.
- ✎ Children from the same household should be seated together and may be seated two or more students per bench (closer than 3 feet).
- ✎ Students should face forward at all times and refrain from eating, shouting, singing, or sharing items while in transit.
- ✎ Transportation staff will be provided with PPE, cleaning supplies and sanitizing stations for the vehicles.
- ✎ A bus and van sanitizing process that will be implemented between AM and PM tiers. District route times may need to be adjusted to build in time for this sanitizing process to be completed.
- ✎ Through our research, many parents have indicated their children will either walk, bike or be driven to and from school - this will assist HPS in maintaining acceptable levels of student ridership based on DESE's guidelines.
- ✎ HPS is in discussions with MVRTA to explore options to utilize public transportation for students who may reside in areas not provided with bus service (walk zones) but may desire to have transportation to/from school.
- ✎ HPS is working to install bicycle racks at each school location for students who have the desire to bike to school.



Food Service Operations

Introduction: On March 16th, the Whitsons management team began providing direction and structure to begin serving meals to all children under 18 in the Haverhill.

Our first priority was social distancing and safety efforts for the team. We met with our food service department members to reinforce our safety procedures and protocols. This included personal hygiene, personal protective equipment, CDC approved cleaning agents, illness reporting, temperatures and identifying symptoms.

We secured prepackaged emergency meals from the Whitsons Culinary facility, these are meals produced in an approved USDA site and sealed, with no potential of cross contamination. So if there was an illness in the kitchen, these meals would not be affected.

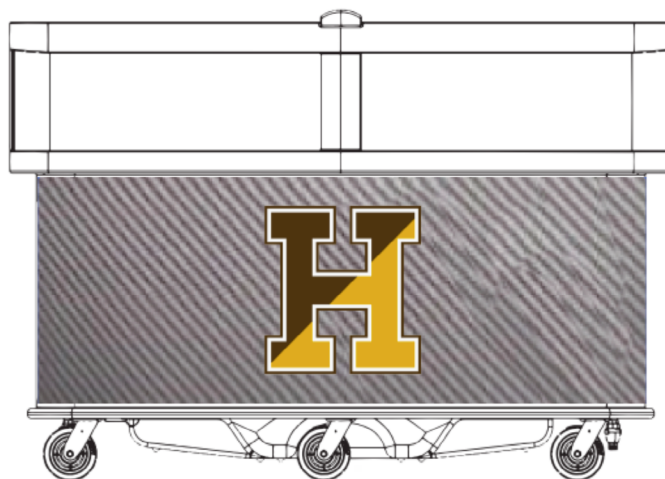
We launched multiple open meal sites at 5 different locations including Hunking School, Nettle School, YMCA, Boys and Girls Club, and Consentino. We trained our dedicated staff to distribute contactless Grab-n-Go meals to the students of Haverhill all in a matter of three days while adhering to all state, federal and local regulations.

At the start we retained a core group of about 25 devoted team members (heroes) that distributed an average of over 1000 students per day.

We also worked with our vendors and the USDA to receive at no cost donated produce boxes. These boxes contained 22 pounds of fresh fruits and vegetables which we also provided to our families and organizations, including food pantries, in the Haverhill community.

We have continued to serve on average 700 nutritious breakfast and lunches, including meals for the weekend. This ensures that our students have consistent access to wholesome food throughout the summer! For those students that elect remote learning we will continue to provide food sites, and we will be rethinking ways to assure all students have access to our meals for both breakfast and lunch daily regardless of where they are learning.

As we return to school we know there will be a variety of food service hurdles to address. Students will need to remove masks to eat and this will require a minimum of 6 feet social distance, this will increase the number of waves of lunches needed in many buildings and will require additional spaces to be used for lunches in some. We have purchased Kiosk carts for Grab-n-Go meals to place in different wings of the school. We are considering outdoor meals under tents, during the nice weather. We are working closely with the nursing department around allergies and general safety precautions. We are looking at new ways of staffing, serving and monitoring meals to assure that students are safe, healthy and well-fed.



Purchased CamGo boxes that are lightweight that will hold milk, cold items and hot items to safely deliver meals to the classrooms.



Calendar

JULY '20						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

4	Independence Day Observed on Saturday HHS Credit Recovery Program Begins Summer Academy Begins
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JANUARY '21 = 19						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

1	Winter Recess -New Year's
5	K-8 Parent/Teacher Conferences 1 st Trimester
18	No School - MLK Day HHS Progress Reports issued - Term 2 (Parent Portal)

AUGUST '20 = 0						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

FEBRUARY '21 = 15						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

2	HHS Marks Close Term 2
2-5	HHS Semester I Finals
4	K-8 Progress Reports issued 2 nd Trimester
8	HHS Semester I Finals
11	HHS Term 2 Parent Conferences
15	No School - Washington's Birthday
16-19	Winter Recess

SEPTEMBER '20 = 11						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

1	State Elections Staff PD Annual Training
2-3	Staff PD
4	Staff PD - Half Day
7	Labor Day
8-11	Staff PD
14-15	Staff PD
16	First Day of School Grades PreK-12

MARCH '21 = 23						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

11	HHS Term 3 Progress Reports issued (Parent Portal)
25	K-8 Marks Close 2 nd Trimester

OCTOBER '20 = 21						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

12	No School - Holiday
16	HHS Term 1 Progress Reports issued (Parent Portal)
27	K-8 Progress Reports Issued 1 st Trimester

APRIL '21 = 16						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

1	K-8 Report Cards issued 2 nd Trimester
2	No School
6	K-8 Parent/Teacher Conferences 2 nd Trimester
12	HHS Term 3 Marks Close
19	No School - Patriots' Day
20-23	Spring Recess
29	HHS Term 3 Report Cards issued (Parent Portal) & Parent Teachers Conference

NOVEMBER '20 = 16						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

2-3	Staff PD
11	No School - Veterans' Day
19	HHS Term 1 Marks Close
25	Early Release - Staff & Students Thanksgiving Recess
26	Thanksgiving Day
27	Thanksgiving Recess

MAY '21 = 20						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

13	K-8 Progress Reports Issued 3 rd Trimester
	HHS Last Day for Seniors
	HHS Senior Chapel 11:00 am
	HHS Early Release Day Grades 9-11 10:30 am
31	No School - Memorial Day

DECEMBER '20 = 17						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

3	HHS Term 1 Report Cards Issued (Parent Portal)
10	HHS Term 1 Parent Conferences
15	K-8 Marks Close 1 st Trimester
23	HHS Term 2 Progress Reports issued (Parent Portal)
23	K-8 Report Cards issued - 1 st Trimester Early Release Winter Recess
24-31	Winter Recess

JUNE '21 = 12						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

	HHS Report Cards issued Grade 12
	HHS Graduation
	HHS Semester II Finals last four (4) days of school
16	Last Day of School
19	Juneteenth Holiday



Return to School Medical Advisory Team Members

Name	Position
Dr. John Maddox	School Physician Haverhill Public Schools
Dr. Romie Mundy	Chairman, Haverhill Board of Health
Dr. Alexander Matolcsy	Haverhill Board of Health
Dr. Garrett Bomba	Chief Physician Pentucket Medical
Katie Vozeolas, RN	Director of Health & Nursing HPS
Mary Connolly, RN	Haverhill Community Health Coordinator

Return to School Summit Members

Name	Position
Mayor James Fiorentini	Mayor of Haverhill
Dr. Margaret Marotta	Superintendent of Schools
Michael Pfifferling	Assistant Superintendent of Finance & Operations
Bonnie Antkowiak	Chief of Teaching, Learning, and Leading
Dianne Connolly	Director of Multi-Tiered System of Supports
Heidi Perez	Supervisor of English Language Learners
Katie Vozeolas	Director of Health and Nursing Services
Sandra McArthur	Human Resource Coordinator
Pamela MacDonald	Director of Special Education
Deborah Ibanez	Assistant Director of Special Education
Glenn Burns	Principal, Haverhill High School
Erin Mackay	Interim Principal, Tilton Upper and Lower
John DePolo	Principal, Greenleaf Academy
Richard Poor	Interim Principal, Consentino School
Scott Gray	Interim Principal, Silver Hill School
Diane Seibold	Principal, Bradford Elementary School
Timothy Betty	Principal, J.G. Whittier Middle School
Sheeren Escovitz	Principal, Dr. Paul Nettle Middle School
Kristi Lynn Craig	Director Moody Pre-School
Anthony Curet	Assistant Principal, Haverhill High School
Irene Collins	Assessment and Data Coach
Eileen Doherty	Assistant Principal, Dr. Paul Nettle Middle School
TBD	Principal, T.E.A.C.H. at Bartlett
Shannon Gilligan	Principal, C. D. Hunking School
Jami Dion	Supervisor of Guidance and Student Supports
Joseph Armenti	District Manager, Whitsons School Nutrition
Anna Perrachio	General Manager, Whitsons School Nutrition
Brian Nagel	Assistant Director of Technology
Lorraine Turrell	Transportation Dispatcher
Kathleen Smith	Assistant Business Manager
Anthony Parolisi	Teacher, Consentino School and HEA President
Elizabeth Kilday	Art Teacher, Tilton Elementary School
Deborah Russell	Teacher, Golden Hill Elementary School
Lisa Begley	Health Teacher, Haverhill High School
Alison Dorr	Principal Clerk, Transportation Department
Cheryl Queenan	Administrative Assistant
Kim Costanzo	Parent, Tilton Elementary School
Helen Zbitnoff	Parent, Haverhill High School
Sue Downer	Principal, Sacred Hearts School



Academic Reentry Team

Name	Position
Bonnie Antkowiak	Chief of Teaching, Learning and Leading
Pamela MacDonald	Director of Special Education
Deborah Ibanez	Assistant Director of Special Education
Timothy Betty	Principal of J.G. Whittier Middle School
Glenn Burns	Principal of Haverhill High School
Allison Augustus	Teacher
Lee Ann Canzano	Math Coach
Tiffany Bonanao	Reading Coach
Meg Fitzgerald	Assistant Principal of Tilton Upper
Jessica Todd	Reading Coach
Kelley Shea	Writing Coach
Jennifer Rubera	Teacher
Helene Levine	Supervisor of ELA K-12
Heather Latch	Reading Interventionist
Jennifer Peterson	Reading Coach
Kevin Higginbottom	Supervisor of Science K-12
Cate Lally	Assistant Principal of Haverhill High
Anne Kalashian	Teacher
Jami Dion	Supervisor Guidance & Student Supports

Social Emotional Reentry Team

Name	Position
Dianne Connolly	Director of Multi-Tiered Systems of Support
Irene Collins	Assessment and Data Coordinator
Kristi-Lyn Craig	Director of Early Childhood Education
Kristen Seferlis	Preschool teacher
Michele Jondel	Preschool teacher
Breanna Ferguson	Preschool teacher
Kim Gilmore	Preschool teacher
Diane Seibold	Principal of Bradford Elementary
Katie Vozeolas	Director of Health and Nursing Services
Lindsay Burdin	PAL Teacher Tilton Lower
Alison Donnelly	School Adjustment Counselor Silver Hill
Colleen Staples	Student Support Teacher Silver Hill
Suzanne Hughes	Gr. 1 Teacher Walnut Square
Jennifer Santiago	Adjustment Counselor at Silver Hill
Alison George	Adjustment Counselor Bradford Elementary
Lorna Marchant	Supervisor of Attendance
Scott Gray	Interim Principal Silver Hill
Katie Sarfde	Student Support Coordinator Tilton
Megan Arviella	SAC Tilton Upper
Beth Sosa	Not able to participate
Teri Pouliot	SAC Hunking
Heather Sweeney	SAC Consentino



Jamie Dion
Deb Ibenez
Patrick Quigley
Karen Szarek
Erin Doherty

Director of Guidance
Assistant Special Education Director
School Adjustment Counselor - Haverhill High
Special Education Administration
Geometry High School teacher

Physical Reentry Team

Name

Michael Pfifferling
Katherine Vozeolas
Sandra McArthur
Heather Forgione
Lorraine Turell
Douglas Russell
Anna Perracchio
Kathleen Smith
Sharon Rodgers
Sylvia Pastrana
Tracy Parker
Corrine Santarlaschi
Alison Dorr

Position

Assistant Superintendent for Finance and Operations
Director of Health and Nursing Services
Human Resource Coordinator
Supervisor of Facilities
Transportation Dispatcher
Director of Technology
General Manager, Whitsons School Nutrition
Assistant Business Manager
Principal Clerk, Transportation
Head of Security, HHS
Administrative Assistant
Principal Bookkeeper, Facilities
Principal Clerk, Transportation



Meeting Notes

HAVERHILL PUBLIC SCHOOLS

2020 Return to School with HPS School Community

Date: July 16 & 17, 2020 ~ Time: 9:00am to 12:00pm

Location: Tilton Upper School, 410 Primrose Road, Haverhill, MA

HYBRID

Solutions/Next Steps

- 📎 Plan as if remote
- 📎 Remote portion – keep kids in with assigned adult for connections/check in
- 📎 Tie academics/SEL
- 📎 Delayed opening for students for teacher training/PD, etc.
- 📎 Corps of remote teachers to handle the remote learning days
- 📎 Device for ALL students
 - ✍ Access to Google classrooms/email for pre-k students
- 📎 Tech support for students, families & teachers
- 📎 Real time language support for variety of language needs
- 📎 Flexibility for asynchronous model (no set schedule)
- 📎 Can ‘remote day’ students access live lessons being done in person?
- 📎 Allows “remote” teachers ability to use their classroom when possible
- 📎 Safe routes to school – walking sites
- 📎 All staff need tech resources
- 📎 Coordinate with surrounding towns

Concerns

- 📎 Teaching both in person & remote (work load)
- 📎 Scheduling – across grades/schools
- 📎 Food services/distribution – A/B model vs week on/week off, lunch in classroom & coverage
- 📎 Create learning environment that also fosters/encourages socialization (social distancing guidelines)
- 📎 Is there a real, easier solution for internet connection for families?
- 📎 How do we support families – if we push back start of school
- 📎 Child care for working/single parent households if we are in hybrid mode – limited daycare, are students safe when home alone?
- 📎 Does specific hybrid model better support this



- ✎ Mask refusal
- ✎ Cleaning protocols/expectations
- ✎ What to do when students arrive at school and are obviously ill
- ✎ Monitoring bathroom usage
- ✎ Currently have 1 day for teachers before school starts
- ✎ URGENCY

Positives

- ✎ Can get all students back, easier to social distance, slows easier use of cafeterias to serve students
 - ✎ Address parent/teacher concerns to have students in person for connections
 - ✎ Bilingual tech support
 - ✎ Ability to know families better
 - ✎ Redesigning “cookie cutter” building for improved traffic flow
 - ✎ District teams with various stakeholders to plan
- 1 Consistent protocols and themes/procedures
 - 2 Feeding students
 - 3 Transportation (In-person hybrid)
 - 4 Professional Development
- Academics (ELL SPED SEL Encore, etc.)



HAVERHILL PUBLIC SCHOOLS

2020 Return to School with HPS School Community

Date: July 16 & 17, 2020 ~ Time: 9:00am to 12:00pm

Location: Tilton Upper School, 410 Primrose Road, Haverhill, MA

IN PERSON

Concerns

- 📎 Food service
 - ✍ Uniformed across District
 - ✍ Brought from home
- 📎 Cafeteria Capacity – Using other spaces; gym, stage
- 📎 Spaces – How are we using?
- 📎 Staff coverage, daycare, substitutes
- 📎 Substantially separate classrooms, subs, training
- 📎 Custodians – additional
- 📎 Hand sanitizing – alcohol based must be in control with staff
- 📎 Maximizing hand-washing – better option
- 📎 Bathroom use & hallways
- 📎 Flow or allowance of parents/visitors
 - ✍ Vestibule area for parents
- 📎 SEL, anxiety
- 📎 Mask wearing – guidelines-staff & students

Communication Protocols within Building

Health & Safety

- 📎 How to evaluate
- 📎 Isolation room
- 📎 Logistics if someone is sick
- 📎 When able to come back

Academics

- 📎 Meeting needs of Special Ed & Pops 1:1
- 📎 Push-in/Pull-out
- 📎 Rooms with no windows
- 📎 Art/Music/PE



- ✎ How to keep curriculum going
- ✎ Balancing Sept = SEL

Academics

Before & After School Activities

Sports
Mix of people

Behavioral Issues

Breakfast in class masks off – the 6 ft apart

Time – 6 weeks

- ✎ Controlling the narrative
- ✎ Administrators – staff burnout
- ✎ Transportation, training staff/drivers/monitors
- ✎ Clusters of students – flow people & cars

Positives

- ✎ Personal face to face connection
- ✎ Connection to families – support
- ✎ Academics
- ✎ Teaching new content
- ✎ Equitable access to curriculum
- ✎ Provides Structure
- ✎ Daily routines
- ✎ Access to 2 meals a day
- ✎ Safety, supervision
- ✎ SE growth
- ✎ Support provided every day and consistently
- ✎ Trusted adults in buildings
- ✎ Need ID – Special Ed, other services, counseling
- ✎ Access to school activities



Solutions/Next Steps

- ✎ Consistent theme/policy/protocols across the District
- ✎ Policies in students handbook before school starts
- ✎ Training all staff (de-escalation, conflict res. Health & safety procedures) more than 1 day
- ✎ Phased approach – when coming back to school
- ✎ Food services – simple, safe consistent
- ✎ Portable hand washing stations
- ✎ Transportation – District created, fun walk to school plan
- ✎ Space – More outdoor space available; tents, picnic tables, chairs, etc.
- ✎ Staggered arrivals; bus, parents, walkers
- ✎ Academics – remote – specialists, art, music/PE
- ✎ Increased custodial service during the day
- ✎ Creating isolation spaces; sick, de-escalation SEL support
- ✎ Wellness focused initiatives for staff; yoga, meditation, etc
- ✎ 311 hotline; staff, families



HAVERHILL PUBLIC SCHOOLS

2020 Return to School with HPS School Community

Date: July 16 & 17, 2020 ~ Time: 9:00am to 12:00pm

Location: Tilton Upper School, 410 Primrose Road, Haverhill, MA

REMOTE

Positives

- ✎ Learning continues
- ✎ Impressed by tech, transportation, food services
- ✎ Flexible, quick to respond, adapted
- ✎ We have more experience with it now
- ✎ Heading toward 1 to 1 computers
- ✎ Have learned so quickly how to make it work
- ✎ Data supports that remote learning worked for many
- ✎ Sharing among staff, collaboration, teachers pushed themselves to learn and adapt
- ✎ We did great and stayed engaged even without strict expectations for attendance and participation
- ✎ Lots of curriculum is already online
- ✎ As a District, we are following guidelines
- ✎ Cognitively engaging (if done well)
- ✎ EL students felt more free to participate
- ✎ Can do one on one instructions
- ✎ Self-motivated students excelled – fewer distractions
- ✎ Flexible opportunities to differentiate
- ✎ Learning 21st century skills
- ✎ Safe from COVID
- ✎ Remote learning to working has been around and will likely be where many things are going
- ✎ Likely little loss on learning time (content only-not SEL)
- ✎ Increased (translators!) communication with families (always knew where kids were)
- ✎ Spotlight shown on inequities & needs to be addressed



Challenges

- ✎ Inconsistent delivery of instruction
- ✎ Training for admins, teachers, students & parents
- ✎ How do we know students are growing & succeeding?
- ✎ Engaging younger students
- ✎ Home learning environment

Solutions

- ✎ Training, outline the expectations for instruction (Google classroom use, video lessons, etc)
 - ✎ How do expectations apply to all classes?
 - ✎ Evaluation concerns (who is monitoring?)
 - ✎ Establish routines/roles for distributing supplies (equity, feasibility)
 - ✎ Impact on curriculum/activities that are expected
 - ✎ Make sure expectations are flexible & reflect both data and best practices
 - ✎ Can teachers work remotely from the school if they do not have a good set up at home?
- ✎ Tech training
 - ✎ Best practices for online/remote teaching
 - ✎ Motivation & engagement
 - ✎ Take existing materials and change for remote teaching
 - ✎ How to be an effective remote student
- ✎ Set expectations for students & best practices for being effective student
 - ✎ Establish grading expectations, results? Outcomes? For no work & incentives for completing work
 - ✎ Protocol/process for providing supports & troubleshooting (escalate for more support)
 - ✎ Ensure they are trained on how to use remote tools (Google, Stemscopes, etc)
- ✎ Training Resources
 - ✎ Set up learning environment
 - ✎ Awareness of expectations and best practices
 - ✎ Could small in person groups be offered? (connects to consequences for not being able to do work)
 - ✎ Mobile teaching units?
 - ✎ Use of other spaces? Outdoor? Indoor?
- ✎ Young students need explicit training on using tech tools for academics and not just fun



- ✎ Parents need guidance for how to schedule their student's time, set up effective environment, know their role in supporting during activities
- ✎ Make sure everyone has a specific assignment/role
 - ✎ Clarify expectations
 - ✎ Support Collaboration
 - ✎ Follow up support, small group support
- ✎ Need clear guidelines & explanation of role of district and flexibilities
- ✎ Curriculum
- ✎ Training
- ✎ Guidance

Parent Challenges

- ✎ Work like supporting students balance
- ✎ Being free during school hours ----- everyone
- ✎ How to support learning
- ✎ Cannot stay home (parents)
- ✎ Static hours may not work for students-parents, & teacher-parents
- ✎ Union protocols & agreements
- ✎ Utilizing ESPs, coaches, interventionists, SPED teachers
- ✎ Faculty expectations
- ✎ SEL

Notes: Consistent Protocols & Procedures - Policies in Place

- ✎ Cleaning/disinfection
 - ✎ Who, when, products, where?
- ✎ Bathroom guidelines
- ✎ Building access
 - ✎ Parents, use of facilities, playground use, other visitors
- ✎ Recess/outdoor time
 - ✎ Use of playgrounds
 - ✎ Masks on/off
 - ✎ Supervision
- ✎ Transportation
- ✎ Food Service



- ✎ Mask protocols; who provides?
 - ✎ Exclusions if not in protected group
 - ✎ Mask breaks
 - ✎ Exceptions
- ✎ Staff – policy children attending public schools
- ✎ Equitable re-deployment if staff opt out/medical
- ✎ Health exclusions (State guided)
- ✎ Attendance flu, policies/remote participation
- ✎ Social distancing – 3ft/6ft
 - ✎ Classroom, meals, hallways, bathrooms
 - Barriers/shields
- ✎ Safety/ALICE
- ✎ Learner Options
 - ✎ Fully remote – medical, etc., school in & off itself, remote academy
 - ✎ Remote boost – short term remote, stay in step with class
 - ISO/quarantine
- ✎ Movement through buildings keeping track of kids
- ✎ Arrival/dismissal
 - ✎ Very specific times
 - ✎ When to go – classroom? Breakfast?
- ✎ Library use
- ✎ Water for kids
- ✎ Restraint/Discipline
- ✎ Small group, resource rooms, guidelines – ventilation
- ✎ Rooms w/o windows that open or good ventilation