

Northbridge Public Schools

District Reopening Plan
SY 2020-2021



NPS District Reopening Plan

Dear Members of the Northbridge Community,

After extensive research, data analysis and discussion, as well as consideration of the most current available health metrics and standards for school openings, the Northbridge Public Schools has made the decision to begin the school year in a fully remote learning model. This means that we will be providing online virtual instruction to our students in grades K-12 from the first day of school (September 14th) until at least the end of the first quarter in November, 2020.

Within our initial remote model, we will also host in-person learning for a small population of high-needs students, as well as in-person pre-school for students whose parents do not choose remote learning.

We know that under normal circumstances, our students would be best served in our schools every day, interacting with their peers and engaged in live classroom learning. As such, this decision was not made lightly or without concern for the challenges it may present for our staff and families.

The district is currently working on various strategies and supports to mitigate these challenges, and we appreciate the volunteerism and partnership opportunities that many members of the Northbridge community have already extended to help us help our students and their families.

As a district, we have reflected extensively on the successes and failures of our remote learning experience from March to June of this year, and we used that data and feedback to make our current remote learning plan substantially more robust and supportive academically, socially and emotionally. But our planning is far from over.

I am confident that we will be able to get back to in-person schooling in a timely manner, without sacrificing a high quality Northbridge education for our students, if we continue to plan our transitions thoughtfully and make the health and safety of our students and staff a priority.

As we navigate this ongoing process to effectively educate our students in a potentially shifting learning environment, we will continue to look hopefully and gratefully to the entire community for needed support and collaboration.

Thank you for your patience and cooperation in these difficult times.

Yours in education,

Amy McKinstry, Superintendent

**"The greatness of a community is most accurately measured
by the compassionate actions of its members."**

– Coretta Scott King

Executive Summary

The following document lays out the Northbridge Public Schools comprehensive plan for reopening our district in a remote learning model, with in-person instruction for pre-school and special populations. It includes details about our technology platforms, staffing models, instructional resources, and additional supports that we will provide to our students and families.

In addition, the plan includes details of how we will meet the health and safety requirements issued by DESE in all of our buildings for the selected populations that will be attending in-person, as well as for the staff that work in the buildings on a daily basis.

This plan also includes projected benchmarks and conditions for the phasing in of groups of students to hybrid and in-person learning as health and safety conditions, as well as other significant data points, permit.

Prior to developing this plan, the district conducted multiple parent, staff and student surveys and also conducted a feasibility study (*Appendix A*) at each building to determine in-person student capacity given three feet and six feet of social distancing.

The final contents of this plan were developed as a result of several weeks of planning and collaboration meetings with five different task forces comprised of students, staff, parents, administration, community members, medical professionals, and other municipal stakeholders (i.e. Board of Health, Fire Department, and Police Department), as well as multiple weeks of collaborative leadership meetings.

The task forces represented the critical areas of planning in order to implement a safe and efficient school reopening process. These areas include:

- Health and Wellness
- Facilities and Building Safety
- Teaching and Learning
- Student Support Services and Special Education
- Management and Operations

We have also worked closely with our School Committee, union(s), and community at large throughout this preparation period and will continue to do so throughout the year to ensure that all members of the school and town community are informed and able to provide feedback and suggestions to the district as we navigate our way back to eventual in-person instruction.

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NPS Learning Model – SY 2020-2021

I. Start Dates and Reopening Process

School buildings will open officially on August 26th for staff and administration to begin ten days of professional development and instructional planning to prepare for the initial remote learning phase of the NPS learning plan. This training will be offered in small in-person groups, as well as virtually for high-risk staff members.

During the week of September 8th through September 11th, staff members who teach students in grades K through 5 will also be scheduling virtual one-to-one or team meetings with their students and families or in-person (following all health and safety protocols) meetings for some of our high needs students, to introduce themselves and begin forming relationships with students and families prior to the start of classes. ***All grades and classes, PK – 12, will officially begin on September 14th, 2020.***

** MS/HS students/parents will have the opportunity to meet with their teachers prior to the start of the school year during an internet connectivity test on September 4th. More information on the connectivity test can be found in the **Technology Section**.

In addition, the district will also be distributing Chromebooks via curbside pick-up to families in need during the week of August 31 - September 3rd at Northbridge Middle School. Dates and times for pick-up will be provided to all registered families. Registration will be taking place beginning August 17th, and all information about registration and pick-up will be provided to our families by our Technology Department.

We will also be providing curbside pick-up of student resources and materials, such as novels, math manipulatives, writing journals, consumables, etc. Building administrators will notify families of the dates and times for pick-up of these materials.

II. Initial Remote Learning Model

Remote learning is an educational model that provides students with online access to their courses and course materials, and virtual instruction by their teachers, when they can't be physically in school.

In this remote learning model students will log on to the appropriate platform for their grade level/school from home and participate daily in live online lessons. Instructional delivery will take place on the Zoom virtual platform which can be a whole group or small group.

Instructional time will be structured like an in-person school day with specific class start and end times, as well as built in breaks and lunch. These schedules will closely mimic a regular school day schedule and rotation of classes. ***(See Appendix B)***

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Teachers will be teaching live from an educationally conducive location in their homes or streaming directly from their classrooms in each building.

Students will be actively involved with their teacher(s) and peers in live lessons by participating in classroom discussions, asking questions and collaborating on their work both within whole group instruction and during breakout groups monitored or facilitated by school staff.

Students will submit assignments electronically through Google Classroom (Gr. 1-12) or See-Saw (PK-4) or via email, and students will take all assessments online.

Support for SpEd and EL Students:

- Special education students and English learners who typically participate in the inclusion model will continue to do so in the remote learning environment. Special education and general education teachers will be provided common planning time weekly to co-plan lessons to ensure IEP goals are being addressed in remote classes. In addition, special education staff will be co-teaching and supporting all students with the general education teacher in the remote inclusion classroom, to include providing small group and one-to-one instruction, as needed via Zoom “breakout rooms.”
- Intensive special needs, behavior program students, Level I and II ELs, and other students who require extended support services will be provided varying levels of in-person instruction and in-person support services, based on their level of need and family preference of instructional model
- Students requiring special services (i.e. OT, PT, Speech, etc.), as well as Level I and II ELs requiring significant language acquisition services, whose families agree to it, would be scheduled for in-person support services during the week and provided transportation services to attend.
- Every EL, SpEd or other student who may be identified as “high needs,” and who is not receiving in-person services, would be assigned at least one adult staff member who would be required to develop a schedule/plan to communicate with the student virtually at least once per day to “check-in” and monitor their academic progress, and social-emotional and physical well-being.
- EL parents will be provided with training on all learning systems and technology in their native language prior to the start of the school year.
- The Learning Management System (McGraw-Hill) that the district is looking to implement has the capability to provide built-in interventions and differentiated lessons based on student assessments. It also has a vast database of videos and instructional aides, as well as translation tools, to help ALL students achieve success.

** See more specific information in the **Special Education and Related Services** Section

Participation and Attendance Requirements

- All users (student and staff) will have a device and internet access (either their own or a district-issued Chromebook and/or hotspot) as needed to ensure full participation in remote instruction.

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- Teachers will document attendance daily, as required by NPS protocol, and it will be entered into our Student Information System, iPass. Middle and High School attendance will be taken at the beginning of every class; and, elementary classroom attendance will be taken at the start of the school day and monitored throughout the day, to ensure students have maintained their daily participation.
- All students need to be seen/heard on camera in the virtual classroom for documentation of attendance.
- When a child is going to be absent from in-person or virtual classes, the school district requires the parent/ guardian to call the school to inform them of their child's absence. If a student is absent and the school is not notified, the school will call the student's parent/guardian. Therefore, it is important that parents/guardians provide their current contact information to ensure proper notification can be made.

III. Hybrid Learning Model

In the Hybrid Learning Model, only 50% of students at each building will be participating in in-person learning on a given day, and the other 50% will be participating in the same learning in the virtual online environment.

Students will be assigned to Cohort A or B and in-person instruction will be provided for two days out of the week, with remote learning for three days out of the week. The schedule will have Cohort A in-person on Mondays and Tuesdays, and Cohort B in-person on Thursdays and Fridays. (**See Appendix B**)

Attendance will be taken on in-person hybrid days, as per the student handbook policy for regular school days, per each building's regular procedure. Attendance will be taken on the non in-person days, as during the remote learning, and participation will be required, as during the remote learning.

On Wednesdays, students in Grades K-8 will participate in remote sessions of advisory, interventions and/or related arts for the first half of the day, and students will continue to work remotely on given assignments either independently or within a staff facilitated/monitored group for the second half of the day. Adjustment counselors, guidance counselors, school psychologists, and other support staff may also utilize this time for individual and/or small group counseling, as well as other needed student services.

Staff members will participate in professional development and/or common planning time on Wednesday afternoons while students work on independent projects and assignments.

In addition, buildings will be deep-cleaned and all classrooms sanitized on Wednesdays and Fridays/Saturdays prior to change in student cohorts.

When students are not participating in the in-person days of their Cohort, they will still be required to follow the same daily schedule and login to their classes as they did in the remote learning model.

Special education students and English learners will participate in the in-person cohort learning as in the full in-person model, with inclusion teachers (and IAs) co-teaching/supporting all students in the classrooms, and EL teachers providing in-person support and services, as required by student learning plans.

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On the remote days of hybrid learning, special education students and English Learners will continue to be serviced on the same schedule, and in the same manner (in-person or remote – per family choice) as in the remote model. (See description above.)

IV. In-Person Learning Model

Students will receive in-person instruction on a full-time school day schedule, which may be modified to accommodate staggered bus scheduling, as well as transition times.

All health and safety protocols issues by DESE will be followed, to include: frequent handwashing, required mask wearing in grades PK - 12 (as well as staff) unless medical conditions preclude (then face shields or other protections need to be considered), social distancing in hallways and shared spaces, desks 6 ft. apart in every room and facing forward only, and health pre-screening daily by parents prior to sending students to school. There will still be a subset of students/staff who have chosen to work remotely due to health risks, child care issues, et al.

Special education students, English Learners and students on 504s would receive all required and appropriate services, per their individual plans.

Small group instruction or counseling, etc. will require additional safety protocols (i.e. plexiglass dividers, etc.) and procedures to ensure minimal exposure.

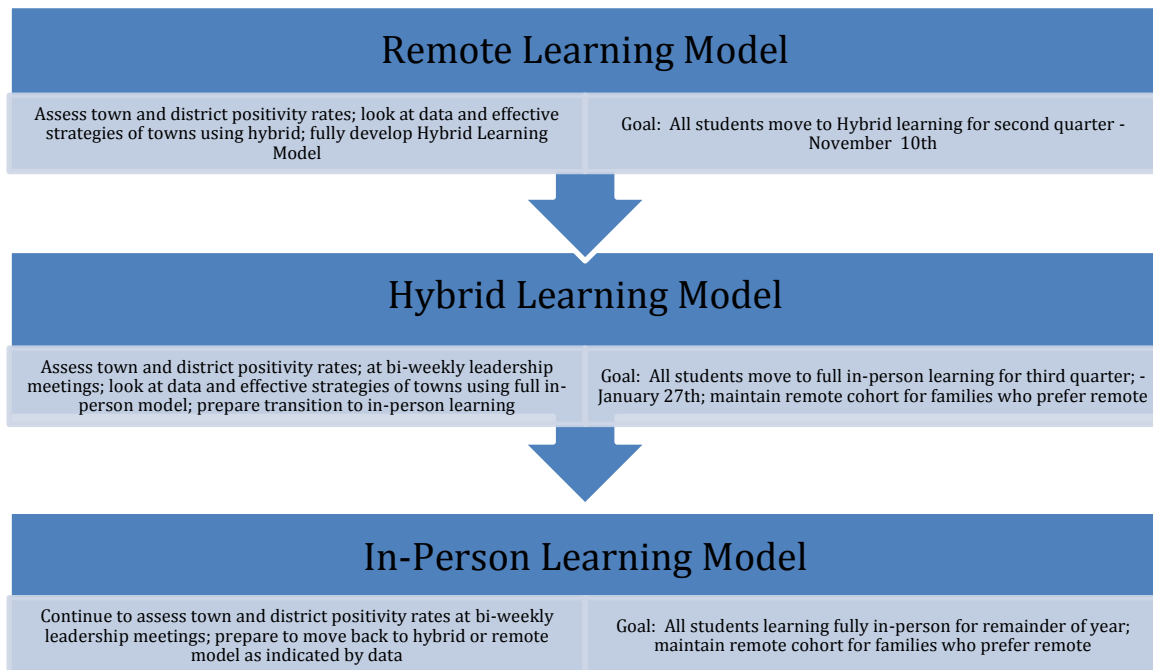
All other policies in the Student Handbook apply, per regular school year.

V. Phase-In to In-Person Learning Process

Though starting the year in a primarily remote model, the goal of the district is to get ALL students back to in-person learning as soon as it is safe to do so. As such, we will continuously be working with the Northbridge Board of Health, as well as our Health and Wellness committee, to assess town and district data as it relates to COVID-19 infection rates and both presumptive and confirmed cases. The district will be looking for a 14-day positivity rate (in Northbridge) of less than .5% in order to consider moving to the next learning model.

In addition, the district leadership team will examine virus trend data in districts that have started in a hybrid or remote model to assess which health and safety protocols, as well as which cohort models, were most effective. The leadership team, in consultation with our various COVID task forces, will begin to develop a comprehensive plan of action to move students to the next model (hybrid) upon submitting this remote learning plan.

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VI. Time in Learning

All students are expected to participate in 850 hours of learning at the elementary level and 935 hours of learning at the middle/high school level for 170 days of this school year. Students will also be provided extended learning opportunities beyond the 850/935 instructional hours, throughout each learning model. (i.e. virtual “buddy tutors.”)

VII. Northbridge Elementary School Preschool Program

Working closely with the district’s reopening planning team, the Northbridge Elementary Preschool Program has recommended opening our integrated preschool classrooms for in- person instruction in order to adequately address the state preschool curriculum and standards and promote social skills. Our integrated in-person preschool model also provides special education services that are least restrictive and most natural to promote children’s learning and development.

The Preschool Program at Northbridge Elementary School serves three and four year old (by September 1st) children. The goal of the program is to build self-esteem, encourage creative thinking and develop social interaction.

- The program is language-based and incorporates developmentally appropriate practices. Children learn skills through play and hands-on activities. A strong emphasis is placed on language development.
- Each integrated preschool classroom is staffed with a Massachusetts certified teacher and teaching assistants. In addition to the classroom teachers, a full-time speech and language pathologist, occupational therapist, physical therapist school adjustment counselor, and nurse are on staff.

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- Our curriculum is aligned to Massachusetts Common Core Standards to best prepare students for kindergarten.
- We use a tiered system of instruction to support all students which provides additional instruction for students who do not exhibit mastery of a skill.

The following is the schedule for our preschool classes:

Three Year Old Full Day Preschool	Three Year Old/Pre-K ½ Day Preschool AM	Pre-Kindergarten Full Day	Three Year Old/Pre-K ½ Day Preschool PM
8:25 AM - 2:50 PM	8:25 AM - 11:10 AM	8:25 AM - 2:50 PM	12:05 PM - 2:50 PM

Safety Protocols for Pre-School:

To help keep all students and staff safe and healthy, the following Center for Disease Control and Prevention (CDC) recommended social distancing strategies will be implemented:

- Preschool classes will include the same group each day, and the same teachers and staff will remain with the same group each day.
- Daily group activities that may promote transmission will be limited.
- Classes will limit the mixing of children, such as staggering playground times and keeping groups separate for special activities such as art, music, and exercising.
- Classes will be smaller in size 11-14 students and desks/tables will be six feet apart.
- Students will be three to six feet apart during whole group structured activities, when feasible.
- Students will receive direct instruction, as well as visual supports and strategies on maintaining physical distance and complying with health and safety guidelines (i.e. mask wearing and handwashing.)
- Parents will be strongly recommended to provide at least two labeled masks for their child each day, one which they will wear, and one extra in the event it is necessary.
- During nap time for full day students, children's naptime mats will be spaced out as much as possible, ideally six feet apart to reduce the potential for viral spread. All mats will be individually labeled and stored separately and sanitized once per week.
- All adults will be required to wear a face mask when in the building. Mask breaks will be given as needed throughout the day. When students require hands on support or toileting during the day, the staff will wear full personal protective equipment (PPE).
- Students will be given their own individual materials such as pencils, crayons, markers, scissors, glue sticks, manipulatives, etc. for their own personal use. Shared items will be cleaned and sanitized between each use.
- Activities/materials that will foster social interactions such as music and dancing will be incorporated. Staff will also identify materials that can be used across learning centers so children can work together on projects while remaining physically distanced.
- Students will be seated six feet apart during snack and lunch times.
- Students and staff will wash hands frequently throughout the day. Additionally, hand sanitizer will be used when soap and water are not feasible. Parents will be asked to approve the use of hand sanitizer for their child.

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- Surfaces and any shared items will be sanitized frequently throughout the day by classroom staff and custodial staff.

Arrival and Dismissal:

Families and staff will follow social distancing guidelines during arrival and dismissal. Preschool classes will have designated drop-off and pick-up areas for students who arrive by car and students who walk. Staff will come outside to pick up the children who arrive by car to limit the direct contact between parents and staff. Students will wash their hands upon entering the classrooms.

Tuition Payments:

The first preschool tuition payment for the 2020-2021 school year is due on September 1, 2020, with the remaining tuition payments due on the first of each month. If the annual tuition is paid in full by September 1st, a 3% discount may be applied.

Preschool Meet and Greet and Screening:

Preschool screening will take place on Monday, August 24th and Tuesday, August 25th for all new incoming preschool students.

Families will be given the opportunity to meet their child's teacher the week before school starts (during the week of September 7th.) More information will be provided toward the end of August.

Expectations & Communication

I. Expectations of Staff, Students, Administration and Parents

Teachers:

- Teachers will teach new material and concepts utilizing standards-based curricula developed by the Northbridge Public Schools, which is also aligned to state standards.
- Teachers will plan with their departments/grade level peers during provided common planning time each week to ensure consistency and equity of learning across subjects and grades.
- Teachers will work with classroom support staff and share their lesson plans in advance to ensure that students are receiving appropriate and effective support from all classroom staff.
- Teachers will review online expectations for students on the first day of classes and remind students of expectations, as needed throughout the remote learning period.
- Teachers will take daily attendance (and period attendance at MS and HS) and record in iPass.
- Teachers will contact parent(s)/caregiver(s) via email with attendance and/or student participation issues.
- Assignments/projects should not require students to acquire materials that they do not already have access to in their homes or that have not been provided for them by the school or district.
- Teachers will provide students and their families an outline/list of all assignments with their due dates at the beginning of each week via Google Classroom (Gr. 2-12) or See-Saw (Gr. K-1). This outline/list should be given prior to the first assignment being due.

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- Teachers and support staff of special education students or students with a 504 plan will follow all service delivery grid requirements or accommodations as set forth in the student's Distance Learning Plan, in addition to their IEP or 504, to ensure each student's individual learning needs and required support are met.
- Special Education teachers and English Learner teachers will consider individual student goals and collaborate weekly during common planning time with the general education teachers to ensure that lessons and assignments are differentiated to meet the needs of all learners and that the accessibility of the learning opportunities is maximized for ALL students.

Students:

- Students will log in to all of their remote classes via the appropriate platform on time each day, with all necessary materials, ready to learn.
- All students need to be seen/heard on camera in the virtual classroom for documentation of attendance.
- Students should be actively engaged and participating in all learning sessions and experiences to ensure that they understand new material and concepts as presented.
- Students should be proactive in reaching out to their teachers for additional assistance, within the class period or outside of the class period, as needed.
- Students will meet the due dates and deadlines set forth by their teachers, and if unable to do so, students will consult with their teachers to request additional time..
- Students are expected to check their school Google accounts (email, calendar, Classroom, etc.) **daily** and respond to teacher requests or questions in a timely manner.
- Students should reach out to their counselors for non-academic support as needed.
- Students will conduct themselves in a respectful manner during all virtual classroom sessions with their teachers and/or classmates, as well as any other school staff member.
- Students should wear appropriate attire, as on a typical school day, per the Student Handbook policy.
- Students will use technology in an appropriate manner and in accordance with the district's Acceptable Use Policy.

**** Other student conduct policies will be included in a remote/hybrid learning addendum to the Student Handbook that will be distributed the first week of school.**

Parents/Family:

- Parents will communicate with teachers/counselors when/if they require support with the academic and/or social emotional needs of their child.
- If using a district provided device, parents will use the highest level of care to ensure that it is used and stored properly while in their possession.
- Parents will monitor their child's use of technology and behavior during remote learning to ensure they are acting in accordance with the district's Acceptable Use Policy and the Student Handbook.
- Parents will ensure that their child(ren) have a conducive learning environment, free of distractions, during school hours.
- Parents will reach out to their child(ren)'s teachers, counselors or administrators for assistance if their child is refusing to participate in the learning.

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- Parents will respond in a timely manner if they receive an email or phone call from their child's teacher, a support staff member or an administrator.
- Parents of special education students or students with 504's should refer to their student's Distance Learning Plan/504's for guidance related to their child's needs.
- Parents will contact the school nurse or main office secretary at their child's school if their child has an illness or issue that is preventing them from participating in learning opportunities, similarly to calling your child in sick during the regular school year.

Administration:

- All administrators will respond to parent requests or concerns within 24 hours.
- Building administrators will provide weekly informational updates to all families either in written or video form, to let them know about important dates, events, and happenings at each school.
- Administrators will ensure that both students and staff are actively engaged in the teaching and learning process.
- Administrators will ensure that all teachers are participating in scheduled common planning time and necessary professional development.
- Administrators will consistently follow-up on teacher reports of students who are not participating regularly in the learning or who are having attendance and/or behavior issues.
- Administrators will provide teachers and other support staff with feedback and support throughout the virtual learning model, as well as when we transition to hybrid or in-person.

All Staff Members:

- All staff will maintain documentation of all contact (written or verbal) with parent(s)/caregiver(s), to include time and date of contact and a brief description of the interaction.
- All staff will ensure that their virtual teaching environment is free of distraction and conducive to student learning.
- All staff will follow all currently established procedures for reporting absences in AESOP, and teachers will provide substitute lesson plans as necessary and required.
- All staff will respond to student and parent emails within 24 hours during the school week, and by Monday if the request is made on a Friday.

II. Communication with Families

- At the elementary level, teachers and administrators will communicate with parents and guardians virtually through SeeSaw and Zoom.
- At middle school and high School, teachers and administrators will communicate with parents virtually through Zoom.
- All grade level staff may also use the NPS website, Connect ed, iParent, Google Classroom, email, and phone calls to reach out to families.
- **Lexikeet** will be used to connect with families who require translation to or from another language or American Sign Language . Lexikeet can also be utilized for personal and group meetings with non-English speakers.
- Administrators will provide consistent weekly written or verbal updates to parents that include important information and answers to frequently asked questions (FAQs) throughout the remote learning period.

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- Teachers will utilize SeeSaw (PK-4) or Google Classroom (1 -12) to provide parents with assignment and due date lists, updates on curriculum, student grades on academic work, and attendance and/or participation information, as needed.
 - Parents of students who are demonstrating difficulty with curriculum/method of instruction or who are having issues with attendance or participation will receive an email notification from their child's teacher(s.) If teachers do not get a response within 48 hours, then teachers will follow up with a phone call. If there is still no response after another 24 hours, administration and/or designated staff (i.e. guidance or adjustment counselors) will then contact parents.
 - Parents should also contact their child's teacher via email directly with any of their own concerns, as noted above. If parents do not receive a response from the teacher within 48 hours (during the school week), they should contact a building administrator.
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Teaching and Learning

I. Technology

Multiple surveys have been conducted to identify families' level of access to devices and their internet connectivity. Based on those surveys, the district will provide devices (Chromebooks) and wireless hotspots to families and staff in need of them. All students/staff will have connectivity and a device, either their own or provided to them by the district.

- Families will follow a protocol to request and receive devices. Families will be supported with the technology by school-based or district tech staff. Support will be provided through virtual lessons, recorded tutorials and/or one on one contact.
- Distribution of devices and hotspots will occur during the week of August 31-September 4. The distribution will be coordinated similar to the prior closure in the spring. Further information will be provided on how to pick up devices/hotspots by the last week of August.

Though there are several technology platforms that will be used across the district at various grade levels, students will have a single sign-in to all platforms to which they will be assigned through **Clever**. **Clever** is a single sign-on access point for students and families to make accessing remote learning as easy as possible.

Technology Platforms

The primary technology platforms that will be used across the district to manage learning and to support instruction and communication, include the following:

- **Zoom:** Zoom will be the primary video communications platform for teaching across the district (PK-12.) This platform enables students and teachers to interact online in a virtual classroom setting. Zoom allows for one-on-one meetings, classroom chats, break-out rooms for small group work, screen sharing, virtual white board use, and recording of classes for future use or reference.
- **Google Classroom (Gr. 1 -12):** Google classroom is a tool in Google Apps for Education that helps teachers create and organize assignments quickly, provide feedback efficiently, and easily communicate with their classes. Classroom helps students do their work in the Google Drive,

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complete and turn it in, and communicate directly with their teachers and peers. Classroom also weaves together Google Docs, Drive and Gmail to help teachers create and collect assignments paperlessly. They can quickly see who has or hasn't completed the work, and provide direct, real-time feedback to individual students. In addition, teachers can make announcements, ask questions and comment to students in real time—improving communication inside and outside of class

- **SeeSaw (Gr. PK - 4):** SeeSaw is the equivalent platform to Google Classroom for Grades K and 1. SeeSaw creates a powerful learning loop between students, teachers, and families. Students are able to show their learning in a variety of ways using intuitive tools (such as draw+record, collage, video, and more) to show what they know in a way that works best for them. Student portfolios make it easy to give students choices that empower reflection on learning over time and help students create something they're proud to share with others. Teachers deeply understand students' thinking and progress — enabling them to teach better. Families will be able to see student work and celebrate progress. SeeSaw will also be used to communicate school happenings with families and families can also respond on SeeSaw.
- **ST Math:** Students in grades K-5 will also use the ST Math platform to conduct math interventions/enrichment for all students. ST Math is an online visual math curriculum that leverages the brain's innate spatial-temporal reasoning ability to solve mathematical problems. ST Math provides students with equitable access to learning through challenging puzzles, non-routine problem solving, and informative feedback. With ST Math, students build deep conceptual understanding. Based on research, in order for the program to positively impact student achievement, students in grades K and 1 need to access the platform for a minimum of 60 minutes/week. Students in grades 2-5 need to access the platform for a minimum of 90 minutes/week. This time will be incorporated into the remote day schedules.

Though these are the primary technology platforms for the district, teachers also utilize other online content and collaboration platforms/tools within their daily instruction, as typically used during the regular school year instructional day.

Technology Training for Families/Caregivers

Tutorials will be provided, as needed, prior to the first week of school, for all families/caregivers and daycare providers on how to access and use the various platforms and learning tools used by their children, as well as how to use and care for district devices.

The training sessions will be held through virtual meetings which will also be recorded and will be available on the district website for future reference. In addition, the district will provide small group in-person training for families/caregivers who may need additional assistance or accommodations.

Additional Assistance with Technology-Related Issues

Families can email a member of the technology department for additional assistance as needed. Contacts listed below:

- For general district technology questions, please contact: Greg Palmer (gpalmer@nps.org)
- For tech support for the ChromeBooks, please contact : Clis Cabral (ccabral@nps.org)

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- For building-level support with Google *Classroom*, Zoom, SeeSaw, etc. please contact:

Anthony Amitrano –Gr. 5 - 12:	aamitrano@nps.org
Lori Hippert – Gr. 2 - 4:	lhippert@nps.org
Jean Schulz – Gr. PK-1:	jschulz@nps.org

II. Curriculum and Instruction

Grades K- 8

General Curriculum

The elementary schools and middle school (Gr. K – 8) will be using *McGraw-Hill Learning Management System (LMS)* to support remote learning. A remote learning system is an organized digital platform that supports online learning for teachers and students.

The online LMS curriculum is aligned with the district developed curriculum for core courses in Grades K-8. In addition, social-emotional learning is embedded within the ELA curriculum, which is an important part of NPS's school and district goals.

Using the LMS, Northbridge staff will be able to provide consistent and seamless instruction across all three learning models (remote, hybrid and in-person) as more in-person learning is phased in throughout the year.

This resource and its supplementary materials will support teaching and learning in the following ways:

- Allows teachers to design instruction that utilizes a variety of best practices and integrated technology that is aligned to the Massachusetts Curriculum Frameworks for their designated grade levels and subject areas.
- Maintain the teacher's capability to provide built-in interventions and differentiated lessons that meet the individual needs of students, as well as allow teachers to adapt their lessons to meet the individual needs of their students, ensuring equitable access for all students.
- Supports teachers in providing synchronous and asynchronous learning activities.
- Provide various assessment tools and an online 'hub' through which teachers can identify student preparedness, track student progress on standards-aligned skills, monitor student progress throughout the year, and assess student mastery of key skills.
- Provide teachers and students with real-time feedback of their performance on assignments.

K-8 Related Arts

Related Arts courses in grades K-8 will be scheduled as a part of the required school day and may be adjusted to include creative accommodations based on the available resources in the virtual environment.

Students in grades K-4 will engage in their regular related arts (art, music and physical education/wellness.) Students will be provided the necessary supplies (i.e. paint brushes, colored pencils, construction paper, jump ropes, etc.) to complete related arts. Building administrators will communicate with families about the dates, times and process for picking up the supplies prior to the start of the school year.

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Students in the Gr. 5 - 8 will have access to all related arts courses through the remote learning platform. Related arts courses will change each quarter, allowing students to participate in four related arts classes throughout the year. Band/chorus will be offered in an accommodated manner for the virtual environment as a separate related arts class for those students who chose to participate.

“Buddy” Tutors

Students in grades K-8 may request a “buddy tutor” for virtual assistance with school work during after school hours. “Buddy tutors” will be high school students in good standing who would like to contribute to the school community by providing assistance to a younger student in the district. High school students who volunteer to participate in this program will receive community service credit for the hours they assist the younger students. In addition, parents of both the student receiving assistance and the buddy tutor (if under 18) will need to sign an agreement to participate and to ensure that the students are conducting themselves according to the district Acceptable Use Policy, as well as the NPS Student Handbook Policies during their tutoring sessions.

Grades 9 - 12

General Curriculum

Northbridge High School will follow their current course curricula and course requirements as defined in their 2020-2021 Program of Studies.

High school students who are part of the career academies will continue to participate in the courses designated in their career path throughout the remote learning period.

Related Arts

Some classes within the Fine/Applied arts department will be restructured/renamed to accommodate the changing instructional climate (i.e. ceramics will become an advanced drawing course.) Students enrolled in either art/band/music courses will have scheduled instrument and supply pick-up days in early September as communicated by the administration.

HS College Guidance and Internship Support for Seniors

Members of the high school guidance department will be going into remote senior English classes during the first few weeks of school to present college “action steps” information to senior students. The guidance department will ask seniors to request one-to-one virtual meetings during the fall with their guidance counselors to discuss their pathways and plans for attending college. The NHS guidance counselors will also share important college-related information with all seniors through Google Classroom. College representatives will be invited to schedule and conduct virtual informational meetings, as is done during in-person school.

The HS Vocational Coordinator will continue to seek out and provide virtual opportunities for students to engage in work-based learning experiences or presentations by various companies and individuals representing various career fields. The Vocational Coordinator will also plan for potential in-person internships for seniors in the fourth quarter of the school year, as health and safety conditions permit.

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III. Grading Remote Academic Work

- NES and Balmer will assess understanding on each assignment, as if in an in-person model, by utilizing standards-based grading practices. Grades will reflect student understanding for each learning target and/or standard. Additionally, students will be given summative grades on their report card based on their cumulative performance for the quarter. See [Elementary Grading Rubric](#) information (K-4).
 - In middle school and high school, assignments will be graded as if in an in-person model and in accordance with current handbook grading policies. Student participation should demonstrate an understanding of grade level concepts, skills and processes taught and will provide another way for teachers to assess understanding and guide their instruction.
 - Grades will be posted in iPass (Gr. 5-12) and Google Classroom for students in Gr. 1 – 12. Teachers will also provide feedback on classwork and activities in SeeSaw for students in PK-4.
 - Teachers will be required to post student assignment grades in a timely manner, not to exceed two weeks from the date the assignment is assigned.
 - All schools will utilize a four quarter school year (in lieu of trimesters at elementary schools), and report cards will be issued at the end of each quarter. Quarters are scheduled to end on the following dates: November 10, January 27, April 5, and June 15.
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Special Education (IEPs, 504s, ELs and Related Services)

I. General Information - IEPs

DESE has provided guidance throughout the school closure which has outlined how districts must provide services for students who require specialized instruction due to a disability. The following information is the current language DESE has communicated to school districts:

Students with disabilities, particularly preschool-age students and those with significant and complex needs, should be prioritized for receiving in-person instruction during the 2020-2021 school year. These students should receive as much in-person instruction as is feasible within the health and safety parameters in effect at each particular time. Educators and administrators will make every effort to continue to provide up to full-time in-person instruction for these identified students. If in-person instruction cannot be provided and students with disabilities must receive instruction remotely, they must receive special education instruction and related services necessary to provide FAPE through an Instruction and Services model of delivery.

The recommendation, from Associate Commissioner Russell Johnson, is to use the Primary Disability and Level of Need form (PL3) to make a determination of the amount of time for in-person instruction. The PL3 form is included with each IEP for every student, and it identifies the level of need based upon setting of services, the provider of services, and amount of time of services. A rubric assesses how each affects the student's ability to access the curriculum, setting, and other school activities and supports. Based on these categories, a level of need is determined (*Low, Moderate, or High*.) [Link to PL3 template](#)

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In accordance with this guidance, the following determination was made regarding the level of in-person and remote services for each group:

High Needs- Five days of in-person instruction with services from a special education teacher/IA/Related service provider. The day will mirror a full school day schedule as much as possible; however, potential adjustments could be made due to safety procedures and protocols for entering and exiting the building.

Moderate Needs- The District will provide varying levels of in-person special education services as determined by service delivery grid/staff feedback/family feedback. Individualized plans will be created which may potentially have scheduled in-person services. The students who receive special education services in-person will have the specialized designed instruction provided by a staff member identified in the service delivery grid in a small group setting. Within the remote learning schedule, service delivery grids will be supported by a special education staff member (teacher, IA, etc). Remote C-grid services in a special education setting will be offered virtually from an identified special education staff member in a small group environment. Services which would have been provided in the general education inclusion setting while in-person will be delivered by the identified special education staff member within the remote setting.

Low needs- Students receive special education services/support in a fully remote setting. Instruction within the inclusion setting will meet all required service delivery requirements as outlined in the IEP.

The above referenced models will provide students with the services outlined in the IEP service delivery grid, as well as all accommodations within the present level of educational performance on form A and B (PLEP A and PLEP B).

Throughout the closure, communication between families and staff has been crucial to help support learning. This will continue, as parents will be a critical component when developing the plans. The Team Chairs will coordinate collaboration meetings between families and staff to develop the plan appropriate to the learning model, whether it be in-person, hybrid, or remote.

The previously used [Special Education Learning Plan template](#), which was provided by DESE, will be developed for each student with an IEP. The template includes a schedule of services, staff members providing the services, how often staff are collaborating to discuss the student, what accommodations are needed, and any additional information that needs to be considered.

Teams will consider proactive direct instruction regarding social/emotional strategies to help support student needs resulting from the disruption of instruction and the current pandemic. This support may be provided by a speech language pathologist, adjustment counselor, mental health provider, teacher, or other support staff.

Team (IEP) Meetings

All special education team meetings will continue to be held through a virtual setting. Families will be provided ample time to receive and review the invitation. The communication will provide details on how to attend the virtual meeting. If the family has difficulty accessing the virtual setting, the meeting may be held by phone.

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Eligibility Assessments

Special education eligibility assessments will be provided in-person. The staff will collaborate with parents to set up an appointment for the testing to occur. This will be completed in a 1:1 setting, and required health and safety procedures and protocols will be followed.

II. 504 Plans

504 Process for Remote Learning

In order to ensure students have the appropriate and needed 504 accommodations in the remote model, at the beginning of the school year, the following will occur:

- The 504 coordinator in each building will review all current 504 plans.
- A 504 meeting will be held remotely for each student, to determine appropriate accommodations or modifications that may need to be added to the plan to support remote learning. Examples of some potential accommodations may include: frequent screen breaks, scheduled teacher check-ins with students to monitor the need for additional assistance with work, clarifying directions, using technology tools and platforms, providing a peer buddy for support, or assistance with copying notes.
- Following the meetings, the 504 coordinator will determine and assign specific layers of support for students on a 504. These layers would be determined by current performance, family feedback and staff feedback.

These layers may include:

Students requiring a lower level of support per the 504 plan.	The 504 coordinator will be responsible for checking in with students/families.	Students/families will receive check- ins at the beginning of the school year and quarterly.
Students requiring a medium level of support per the 504 plan.	A liaison will be assigned to each student. The liaison may be a homeroom teacher, an advisory teacher, or a counselor.	Students/families will be provided regularly scheduled check in times.
Students requiring a higher level of support per the 504 plan.	A liaison will be assigned to each student. The liaison may be a homeroom teacher, an advisory teacher, or a counselor.	Students/families will be provided regularly scheduled check in times, with the potential for opportunities for in person instruction.

- Classroom teachers will be responsible for ensuring that a student's 504 plan is followed, in any/all learning environments.
- The 504 coordinator will be responsible for monitoring the 504 compliance within classrooms.

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III. English Language Learners

Per Massachusetts requirements, EL learners are required to receive a specific amount of instruction, by a certified English as a Second Language (ESL) teacher.

- Level 1 & Level 2 students are required to receive 90 minutes of instruction per day.
- Foundational Level 3 can also receive up to 90 minutes of instruction per day.
- The rest of Level 3 & Level 4 students are required to receive 45 minutes of instruction per day.

The plan for ELs during remote learning will be as follows:

- Level 1 & Level 2 ELs will receive in-person instruction, five days per week, by an ESL teacher.
- The amount of direct, in-person language instruction for Level 1 & Level 2 ELs will be based on the specific needs of the student, the requirements of their learning plans, and the requirements for the amount of time of instruction required per day.
- Level 1 & Level 2 students will receive at least half a day of in-person learning for direct EL instruction and support accessing their classes in the remote setting.
- Some students who score at the foundational Level 3 may also receive the services provided to Level 1 & Level 2 students.
- Level 3 and Level 4 ELs will receive inclusion support from an EL teacher within a remote setting. Direct language instruction may be provided in-person and/or virtually based upon individual levels of need and access to the remote setting.

IV. Related Services (OT/PT/Speech)

For students who are participating in in-person instruction, related services (SLP, OT, PT) will be provided while they are within the building.

For students who are identified as remote learners, two options will be available:

1. In-person services with the family transporting to and from school for a scheduled service appointment.
2. Tele-therapy sessions will be scheduled with a related service provider and will be delivered on the Zoom platform.

IV. Mental Health Support

Individualized sessions with a district mental health provider will be provided in an in-person or tele-therapy setting as agreed upon by families and staff. Community support will be provided through designated office hours, allowing for families and students to contact an on-call provider. A rotating schedule of mental health providers will be created to ensure a professional is always available during the school day. In addition district mental health staff may refer families to outside resources and/or providers.

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Health and Wellness

I. Staff and Student Training

All staff members will receive live or recorded training on required health and safety protocols and mitigation strategies when in the school buildings, to include hand-washing, mask-wearing, when other PPE is necessary, cleaning and sanitization of classroom materials, social distancing protocols, etc.

All students attending in-person instruction will be provided with live training from a member of our district nursing staff on all of the above health and safety protocols and mitigation strategies.

II. Mitigation Strategies

It is not one mitigation strategy but a combination of all these strategies taken together that will substantially reduce the risk of transmission. No single strategy can ever be perfect, but all strategies together will reduce risk. In addition, although we are currently in Phase 3 of Reopening Massachusetts, it will take collective continued vigilance towards health and safety measures to continue to contain COVID-19.

Staff must monitor themselves for symptoms daily and students, with the assistance of families, must also be monitored daily for symptoms. Staff and students must stay home if feeling unwell. Everyone must do their part to protect others and not come to school if they are exhibiting any COVID-19 symptoms or are feeling sick.

Masks are among the most important single measures to contain the spread of COVID-19. We require all students (PK-12) and staff to wear masks that adequately cover both their nose and mouth. Exceptions will be made for students with medical, behavioral, or other challenges who are unable to wear masks/face coverings.

Hand hygiene is critical. Students and staff are required to exercise hand hygiene (hand washing or sanitizing) upon arrival to school, before eating, after using the bathroom, before putting on and taking off masks, and before dismissal.

Physical distance greatly reduces the risk of transmission. In classroom settings, when all parties are wearing masks, a minimum of six feet of distancing is needed.

Cohorts/assigned seating

Students organized in groups/classrooms and other cohorts help mitigate transmission of the virus. Assigned seating is important because it effectively creates even smaller groups within cohorts which minimize transmission. Assigned seats can also assist with contact tracing. Seats will be assigned in all areas where students will be located (including classroom, bus, meal areas, etc.)

Testing, tracing, and isolation

It is important to note that testing, combined with contact tracing and isolation, helps control the spread of COVID-19 in Massachusetts. All test results, both positive and negative, are reported to the

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Massachusetts Department of Public Health (DPH). When a person has a positive COVID-19 test, it is the local board of health or the Massachusetts Community Tracing Collaborative that will reach out to provide support so that these individuals can remain safely in medical isolation. They will also ask for help to identify close contacts. These organizations will then reach out to the individual's close contacts to provide important information that is aimed to stop the spread of the virus, including how to safely isolate/quarantine. While these organizations will provide support, to further assist with contact tracing the student/family and staff are asked to reach out to their personal contacts and notify the school.

School Isolation Areas

Each school building will have three COVID isolation rooms with appropriate ventilation and windows to permit visual access of nursing staff into the rooms. These rooms will be cleaned and sanitized after any individual leaves an isolation. In addition, one bathroom in or near the nurse's office will be a designated "isolation" bathroom for use by a student or staff member who is showing signs of potential infection. (*See sections on isolation determinations below.*)

Self-isolation for COVID-19 positive cases is a minimum of 10 days

Most people who test positive and have a relatively mild illness will need to stay in self-isolation for at least 10 days. People who test positive can resume public activities after 10 days and once they have:

- a. gone for 3 days without a fever (and without taking fever-reducing medications like Tylenol); and
- b. experienced improvement in other symptoms (for example, their cough has gotten much better); and
- c. received clearance from public health authority contact tracers (the local board of health or Community Tracing Collaborative).

Repeat testing prior to return is not recommended. Return to school should be based on time and symptom resolution.

Close contacts of a positive COVID-19 case should be tested. For general guidance, DPH defines close contact as:¹

- Being within less than 6 feet of COVID-19 case for at least 10-15 minutes. Close contact can occur while caring for, living with, visiting, or sharing a healthcare waiting area or room with a COVID-19 case while the case was symptomatic or within the 48 hours before symptom onset, OR
- Having direct contact with infectious secretions of a COVID-19 case (e.g., being coughed on) while not wearing recommended personal protective equipment.

In school settings, close contacts include other students and staff who were within 6 feet of the student or staff for at least 10-15 minutes in a classroom, in other school spaces, on the bus, or at an extracurricular activity. In elementary and other school situations where the students are in self-contained classrooms for an extended period, all students/staff within this "cohort" are considered close contacts as they may have been within 6 feet of the person with a positive test result. Possible close contacts should not come back to school until they have been tested (or elected instead to self-quarantine for 14 days). If an individual tests positive for COVID-19, then self-isolation is for a minimum

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of 10 days **and** until at least three days have passed with no fever and improvement in other symptoms as noted. If the test is negative, the student/staff can return to school if asymptomatic and wearing a mask.

Most common symptoms of COVID-19 and testing requirements

The single most important thing to do if any of the following symptoms are present is to **STAY HOME**. Our collective health relies, in part, on individual attention and responsibility. Note that some symptoms of COVID-19 are the same as the flu or a bad cold; please do not assume it is another condition. When in doubt, stay home.

Please STAY HOME if you have any of the symptoms listed

Below is the full list of symptoms for which caregivers should monitor their children, and staff should monitor themselves:

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

If staff or students have any of these symptoms, they must get a test for active COVID-19 infection prior to returning to school.

A [list of test sites is available here](#), and Massachusetts also has an [interactive testing map](#). Staff and students who have symptoms should also contact their primary care physician for further instructions. More information related to the availability of testing will be provided later this summer.

III. Protocols for possible COVID-19 scenarios

While specific protocols vary, there are some common elements for each possible COVID-19 scenario:

- ✓ Evaluate symptoms
- ✓ Separate from others
- ✓ Clean and disinfect spaces visited by the person
- ✓ Test for COVID-19 and stay at home while awaiting results
- ✓ If test is positive:
 - Remain at home at least 10 days **and** until at least 3 days have passed with no fever and improvement in other symptoms
 - Monitor symptoms
 - Notify the school and personal close contacts

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- Answer the call from local board of health or Massachusetts Community Tracing Collaborative to help identify close contacts to help them prevent transmission
- Secure release from contact tracers (local board of health or Community Tracing Collaborative) for return to school

Protocol: Student or staff tests positive for COVID-19

1. The student or staff member must remain at home (except to get medical care), monitor their symptoms, notify the school, notify personal close contacts, assist the school in contact tracing efforts, and answer the call from the local board of health or Massachusetts Community Tracing Collaborative. For most people who have relatively mild illness, they will need to stay in self-isolation for at least 10 days **and** until at least 3 days have passed with no fever and improvement in other symptoms.
2. The student's parent/caregiver or the staff member informs the proper school official (e.g. a designated person that is the COVID-19 school lead) that the individual has tested positive for COVID-19. The designated COVID-19 school lead in turn notifies others as pre-determined by the school (e.g., school leadership, school nurse or school medical point of contact, building management, maintenance).
3. Determine whether the student or staff member was on the premises during the time frame that started two days prior to symptom onset (or testing positive if not symptomatic) until the time of isolation.
 - a. If so, promptly close off areas visited by the COVID-19 positive individual until such areas can be cleaned and disinfected, if they have not been cleaned and disinfected already.
 - b. Promptly clean and disinfect the student's or staff member's classroom and any other facilities (e.g., extracurricular facilities) visited by the individual, if that has not been done already.
 - c. Promptly clean and disinfect the bus(es) the student or staff member was on, if any, and if not already done.
2. **ELEMENTARY SCHOOL and Sub-SEPARATE CLASSROOMS (e.g., student has self-contained classroom throughout the day):**
 - a. Send a communication to the other families in the student's class (e.g., cohort) that there has been a positive test without naming the individual student or staff member who tested positive.
 - b. Communications sent to families/staff should:
 - i. Inform them there was a positive test (not the specific individual) in the self-contained classroom.
 - ii. Explain that since they were within this cohort and may have been within 6 feet of the person with a positive test, they are considered a "close contact" and therefore should be tested. (In cases where the student may have been in close contact with others outside their cohort, having assigned seating and keeping up-to-date seating charts will help identify who should be instructed to be tested: specifically, those who were sitting next to the student, plus any others who also had close contact with the student.)

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- iii. Instruct those designated as close contacts to isolate prior to their test and while waiting for the results. In general, as the highest yield test will be a few days after the exposure, ideally, the test should occur no sooner than day 4 or 5 after the last exposure. (In other words, if an exposure lasted several days, the best time to test is 4 or 5 days after the end of the exposure period.)
 - iv. Explain that if close contacts choose not to be tested, the student or staff member should remain home in self-quarantine for 14 days.²
 - v. Remind families and/or staff of the importance of not having contact with higher-risk individuals (e.g., grandparents and those with underlying medical conditions).
 - vi. Remind families and/or staff of the list of COVID-19 symptoms for which to monitor.
- c. If the school finds out about the original COVID-19 positive test in the middle of a school day when the rest of the cohort is in class:
- i. Make sure these students are wearing masks, including in kindergarten and first grade. Extra masks as may be needed should be provided by the school. Enforce strict physical distancing. Require students to wash their hands.
 - ii. The school should quickly identify the individuals who may be “close contacts” of the student and notify students and their families.
 - iii. Caregivers of students in the class or other close contacts may pick students up prior to the end of the day. Caregivers must wear a mask/face covering when picking up their student. Students who are close contacts and students with any symptoms should not ride the school bus to get home. Caregivers and students, as well as staff, should wash their hands upon arriving at home and change their clothes as a precaution.
 - iv. Close contacts should not come back to school until they have received the results of testing (or elected to instead quarantine for 14 days³) and are asked to communicate their test results to the school.
- d. As feasible, to assist with contact tracing, make a list including phone number and email of any other close contacts the student or staff member had, beginning two days before the onset of symptoms (or positive test if asymptomatic) until the individual was isolated. Instruct those students and/or staff members to get tested according to the same protocol as the student’s cohort above.
4. **MIDDLE AND HIGH SCHOOL (e.g., no single self-contained classroom):**
- a. The school should identify the student’s or staff member’s possible “close contacts” based on the assigned seating charts. The lookback period should begin two days before symptoms appeared (or two days prior to the date of the positive test if there were no symptoms) and include up until the time the student was isolated. Consider students and staff members who were within 6 feet of the individual for 10-15 minutes in class, on the school bus, or at extracurricular activities.
 - b. Follow the communication and other relevant Elementary School protocols above.
 - c. Close contacts should be tested for COVID-19 at one of Massachusetts’s test sites.⁴ Sites may require pre-screening, a referral, and/or an appointment.

² <https://www.cdc.gov/coronavirus/2019-ncov/if-you-are-sick/quarantine.html>

³ <https://www.cdc.gov/coronavirus/2019-ncov/if-you-are-sick/quarantine.html>

⁴ <https://www.mass.gov/info-details/about-covid-19-testing#where-can-get-a-test?>

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- d. Instruct the student or staff member to isolate while waiting for the results of their test.
- e. An individual who does not wish to be tested should instead quarantine for 14 days⁵ and until asymptomatic.

6. IF OTHERS IN THE SCHOOL TEST POSITIVE: Perform all steps under this protocol for that person. **ALSO FOLLOW:** “Protocol: Presence of multiple cases in the school.”

7. IF NO OTHERS IN THE SCHOOL TEST POSITIVE: Close contacts can return to school immediately if they test negative and do not have symptoms; however, strict mask wearing covering the nose and mouth must be maintained at all times. The wearing of masks includes K-1 students for this 14-day period. If they have symptoms but test negative regardless, they should wait until they are asymptomatic for 24 hours before returning to school.

Any area of the school visited by the COVID-19 positive individual must be closed off and/or cleaned and disinfected. The area can be used 12 hours after cleaning/disinfecting has occurred.

Protocol: Close contact of student or staff tests positive for COVID-19

1. Current Massachusetts DPH guidance is that all close contacts of someone who has tested positive for COVID-19 should be tested.⁶
2. The student or staff member who was in close contact with someone who tested positive for COVID-19 should be tested at one of Massachusetts’s test sites.⁷ Sites may require pre-screening, a referral, and/or an appointment. An individual who does not wish to be tested should instead quarantine for 14 days⁸ and until asymptomatic.
3. Close contacts should isolate at home prior to testing and while awaiting test results. Ability to mask is critical, so if the close contact cannot mask or is in K-1 and not masking they should not return for 14 days.
4. In order to return to school, close contacts need to have one negative test result and not be showing any COVID-19 symptoms, or if they do not wish to be tested, quarantine at home for 14 days. Because tests performed too early can be falsely negative, ideally the test should be performed no sooner than 4 or 5 days after the last contact with the person who tested positive.
5. **IF POSITIVE TEST:** The student or staff member should remain at home (except to get medical care), monitor their symptoms, notify the school, notify personal close contacts, assist the school in contact tracing efforts, and answer the call from local board of health or Massachusetts Community Tracing Collaborative. Most people who have relatively mild illness will need to stay in self-isolation for at least 10 days **and** until at least 3 days have passed with no fever and improvement in other symptoms. **FOLLOW STEPS UNDER:** “Protocol: Student / staff tests positive for COVID-19.”

⁵ <https://www.cdc.gov/coronavirus/2019-ncov/if-you-are-sick/quarantine.html>

⁶ <https://www.mass.gov/doc/covid-19-testing-guidance/download>

⁷ <https://www.mass.gov/info-details/about-covid-19-testing#where-can-get-a-test?>

⁸ <https://www.cdc.gov/coronavirus/2019-ncov/if-you-are-sick/quarantine.html>

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Protocol: Student is symptomatic at home

1. Family should monitor students at home each morning for the most common symptoms of COVID-19 (see list above).
 - a. **IF NO SYMPTOMS:**
 - i. Send student to school.
 - b. **IF ANY SYMPTOM:**
 - i. Do not send the student to school.
 - ii. Call the school's COVID-19 point of contact and inform them student is staying home due to symptoms.
 - iii. Current Massachusetts DPH guidance is that all symptomatic individuals in Massachusetts, even those with mild symptoms, should be tested.⁹ An individual who does not wish to be tested should instead isolate for 14 days¹⁰ and until asymptomatic.
 - iv. The student should get tested at one of Massachusetts's test sites.¹¹ Sites may require pre-screening, a referral, and/or an appointment.
 - v. Isolate at home until test results are returned.
 - vi. Proceed as follows according to test results:
 1. **IF NEGATIVE:** Student stays home until asymptomatic for 24 hours.
 2. **IF POSITIVE:** Student should remain at home (except to get medical care), monitor their symptoms, notify the school, notify personal close contacts, assist the school in contact tracing efforts, and answer the call from local board of health or Massachusetts Community Tracing Collaborative. Most people who have relatively mild illness will need to stay in self-isolation for at least 10 days **and** until at least 3 days have passed with no fever and improvement in other symptoms.¹² **FOLLOW STEPS UNDER:** "Protocol: Student / staff tests positive for COVID-19."

⁹ <https://www.mass.gov/doc/covid-19-testing-guidance/download>

¹⁰ <https://www.cdc.gov/coronavirus/2019-ncov/if-you-are-sick/quarantine.html>

¹¹ <https://www.mass.gov/info-details/about-covid-19-testing#where-can-get-a-test?>

¹² <https://www.mass.gov/doc/information-sheet-how-to-self-quarantine-and-self-isolate/download>

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Protocol: Student is symptomatic on the bus

1. Although families are the most important first line of defense for monitoring symptoms, bus drivers and bus monitors also play an important role in flagging possible symptomatic students. Note: This will require training for bus drivers (and bus monitors, if applicable).
2. If symptoms are noticed as the student is getting on the bus and if there is a caregiver present, do not allow student to board the bus. Caregiver should then **FOLLOW:** “Protocol: Student is symptomatic at home.”
3. If student is already on the bus, ensure student is masked and keeps mask on. Ensure other students keep their masks on. Ensure student keeps required physical distance from other students.
4. Bus driver/monitor should call ahead to the bus service dispatch. The bus service dispatch should be equipped with appropriate cell phone numbers for school and district personnel (nurse or other medical personnel). The dispatch should contact the school to inform the school nurse (or school medical point of contact) of a possible symptomatic child.
5. School nurse (or school medical point of contact) should meet the bus as it arrives, wearing a mask. As practical, student with possible symptoms should exit the bus first.
6. Bus should be cleaned / disinfected.
7. Nurse (or school medical point of contact) should evaluate the student for symptoms (see list above: “Most common symptoms of COVID-19”).
 - a. **IF ANY SYMPTOM:**
 - i. Place the student in the designated medical waiting room. There is no specific capacity limit for the medical waiting room, but all students in the medical waiting room must be as far apart as possible, and no less than 6 feet. Strict mask wearing covering the nose and mouth at all times for every person in the room must be enforced. Students can work on individual schoolwork or other activities while in the medical waiting room.
 - ii. Contact caregiver for pick-up.
 1. **IF CAREGIVER CAN PICK UP DURING THE DAY:** Student waits to be picked up in the medical waiting room. Caregivers must wear a mask/face covering when picking up their student. Students should not ride the school bus to get home. Caregivers and students should wash their hands upon arriving at home and change their clothes, as a precaution.
 2. **IF CAREGIVER CANNOT PICK UP DURING THE DAY:** The student should wait in the medical waiting room until the end of the day to be picked up by the caregiver. The student should not go home on a school bus with other students.
 - iii. Current Massachusetts DPH guidance is that all symptomatic individuals in Massachusetts, even those with mild symptoms, should be tested.¹³ An

¹³ <https://www.mass.gov/doc/covid-19-testing-guidance/download>

NPS District Reopening Plan

individual who does not wish to be tested should instead isolate for 14 days¹⁴ and until asymptomatic.

- iv. Student should get tested at one of Massachusetts's test sites.¹⁵ Sites may require pre-screening, a referral, and/or an appointment.
 - v. Isolate at home until test results are returned.
 - vi. Proceed as follows according to test results:
 1. **IF NEGATIVE:** If the student does not have COVID-19, the student may return to school based upon guidance from their clinician and necessary management of another diagnosis. Student stays home until asymptomatic for 24 hours.
 2. **IF POSITIVE:** Student should remain at home (except to get medical care), monitor their symptoms, notify the school, notify personal close contacts, assist the school in contact tracing efforts, and answer the call from local board of health or Massachusetts Community Tracing Collaborative. Most people who have relatively mild illness will need to stay in self-isolation for at least 10 days and until at least 3 days have passed with no fever and improvement in other symptoms.¹⁶ **FOLLOW STEPS UNDER:** "Protocol: Student/staff tests positive for COVID-19."
- b. **IF NO SYMPTOMS:**
- i. If the evaluation shows the student does not have symptoms, send the student to class.

Protocol: Student is symptomatic at school

1. Although families are the most important first line of defense for monitoring symptoms, teachers will play an important role in referring possible symptomatic students to the school nurse or other medical point of contact. (Note: Staff will be trained to recognize symptoms.)
2. Teacher ensures the student is wearing a mask that fully covers nose and mouth at all times.
3. Teacher calls the nurse or school medical point of contact to inform them that they have a possible case. Nurse or school medical point of contact comes to get the student from class.
4. Nurse (or school medical point of contact) should evaluate the student for symptoms (see list above: "Most common symptoms of COVID-19").
 - a. **IF ANY SYMPTOM:**
 - i. Place the student in the designated medical waiting room. There is no specific capacity limit for the medical waiting room, but all students in the COVID-19 waiting room must be as far apart as possible, and no less than 6 feet. Strict mask wearing covering the nose and mouth at all times for every person in the room must be enforced. Students can work on individual schoolwork or other activities while in the medical waiting room
 - ii. Contact caregiver for pick-up.

¹⁴ <https://www.cdc.gov/coronavirus/2019-ncov/if-you-are-sick/quarantine.html>

¹⁵ <https://www.mass.gov/info-details/about-covid-19-testing#where-can-get-a-test?>

¹⁶ <https://www.mass.gov/doc/information-sheet-how-to-self-quarantine-and-self-isolate/download>

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1. **IF CAREGIVER CAN PICK UP DURING THE DAY:** Student waits to be picked up in the medical waiting room. Caregivers must wear a mask/face covering when picking up their student. Students should not ride the school bus to get home. Caregivers and students should wash their hands upon arriving at home and change their clothes as a precaution.
2. **IF CAREGIVER CANNOT PICK UP DURING THE DAY:** The student should wait in the medical waiting room until the end of the day to be picked up by caregiver. The student should not go home on a school bus with other students.
- iii. Current Massachusetts DPH guidance is that all symptomatic individuals in Massachusetts, even those with mild symptoms, should be tested.¹⁷ An individual who does not wish to be tested should instead isolate for 14 days¹⁸ and until asymptomatic.
- iv. Student should get tested at one of Massachusetts's test sites.¹⁹ Sites may require pre-screening, a referral, and/or appointment.
- v. Isolate at home until test results are returned.
- vi. Proceed as follows according to test results:
 1. **IF NEGATIVE:** If the student does not have COVID-19, the student may return to school based upon guidance from their clinician and necessary management of another diagnosis. Student stays home until asymptomatic for 24 hours.
 2. **IF POSITIVE:** Student remain at home (except to get medical care), monitor their symptoms, notify the school, notify personal close contacts, assist the school in contact tracing efforts, and answer the call from local board of health or Massachusetts Community Tracing Collaborative. Most people who have relatively mild illness will need to stay in self-isolation for at least 10 days **and** until at least 3 days have passed with no fever and improvement in other symptoms.²⁰ **FOLLOW STEPS UNDER:** "Protocol: Student or staff tests positive for COVID-19."
- b. **IF NO SYMPTOMS:**
 - i. If the evaluation shows the student does not have symptoms, send the student back to class.

Protocol: Staff is symptomatic at home

1. Staff should monitor themselves at home each morning for the most common symptoms of COVID-19 (see list above: "Most common symptoms of COVID-19").
 - a. **IF NO SYMPTOMS:**
 - i. Come to work.
 - b. **IF ANY SYMPTOM:**
 - i. Do not come to work.

¹⁷ <https://www.mass.gov/doc/covid-19-testing-guidance/download>

¹⁸ <https://www.cdc.gov/coronavirus/2019-ncov/if-you-are-sick/quarantine.html>

¹⁹ [https://www.mass.gov/info-details/about-covid-19-testing#where-can-get-a-test?-](https://www.mass.gov/info-details/about-covid-19-testing#where-can-get-a-test?)

²⁰ <https://www.mass.gov/doc/information-sheet-how-to-self-quarantine-and-self-isolate/download>

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- ii. Contact the COVID-19 point of contact and/or other absence reporting mechanism established by the school.
- iii. Current Massachusetts DPH guidance is that all symptomatic individuals in Massachusetts, even those with mild symptoms, should be tested.²¹ An individual who does not wish to be tested should instead isolate for 14 days²² and until asymptomatic.
- iv. The staff member should get tested at one of Massachusetts' test sites.²³ Sites may require pre-screening, a referral, and/or an appointment.
- v. Isolate at home until test results are returned.
- vi. Proceed as follows according to test results:
 1. **IF NEGATIVE:** If the staff member does not have COVID-19, they may return to school based upon guidance from their clinician and necessary management of another diagnosis. Staff member stays home until asymptomatic for 24 hours.
 2. **IF POSITIVE:** Staff member should remain at home (except to get medical care), monitor their symptoms, notify the school, notify personal close contacts, assist the school in contact tracing efforts, and answer the call from local board of health or Massachusetts Community Tracing Collaborative. Most people who have relatively mild illness will need to stay in self-isolation for at least 10 days **and** until at least 3 days have passed with no fever and improvement in other symptoms.²⁴
FOLLOW STEPS UNDER: "Protocol: Student/staff tests positive for COVID-19".

Protocol: Presence of multiple cases in the school or district

1. If there is more than one confirmed COVID-19 case (students or staff) in the school at one time, or if there is a series of single cases in a short time span, school leaders and the superintendent should work with the local board of health to determine if it is likely that there is transmission happening in school.
2. For each individual case, **FOLLOW STEPS UNDER:** "Protocol: Student or staff tests positive for COVID-19." Note that when there is one isolated case, the student's close contacts will need to stay home and be tested, not the whole school.
3. When there is suspected in-school transmission *beyond one cohort or a small number of cohorts*, school and district leaders must consult with the local board of health as to proposed next steps. These steps could include, *for example*, making a decision to a) close part of the school or the entire school for a short time (e.g. 1-3 days) for an extensive cleaning or other facility mitigation, or b) close the school partially or fully for the longer duration of a 14-day quarantine period.

²¹ <https://www.mass.gov/doc/covid-19-testing-guidance/download>

²² <https://www.cdc.gov/coronavirus/2019-ncov/if-you-are-sick/quarantine.html>

²³ <https://www.mass.gov/info-details/about-covid-19-testing#where-can-get-a-test?>

²⁴ <https://www.mass.gov/doc/information-sheet-how-to-self-quarantine-and-self-isolate/download>

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4. Should there be circumstances where there are multiple cases in multiple schools, school and district leaders must consult with the local board of health as to proposed next steps. These steps could include, *for example*, making a decision to a) shut down the district for a short time (e.g. 1-3 days) for an extensive cleaning or other facility mitigation, or b) shut down the district for the longer duration of a 14-day quarantine period.
5. **Before a final decision is made on a school or district closure, the superintendent must consult with DESE for further guidance.**

Quick reference sheet: Key actions for individual COVID-19 events

Event	Location of Event	Testing Result	Quarantine
Individual is symptomatic	<p>If an individual is symptomatic <u>at home</u>, they should stay home and get tested.</p> <p>If an individual student is symptomatic <u>on the bus or at school</u>, they should remain masked and adhere to strict physical distancing. Students will then be met by the nurse and stay in the medical waiting room until they can go home. They should not be sent home on the bus.</p> <p>If an individual staff member is symptomatic at school, they should find coverage for their duties and then go home and get tested.</p>	Individual tests <u>negative</u>	Return to school once asymptomatic for 24 hours
		Individual tests <u>positive</u>	Remain home (except to get medical care), monitor symptoms, notify the school, notify personal close contacts, assist the school in contact tracing efforts, and answer the call from the local board of health or MA Community Tracing Collaborative. Most people who have relatively mild illness will need to stay in self-isolation for at least 10 days <u>and</u> until at least 3 days have passed with no fever and improvement in other symptoms.
		Individual <u>is not tested</u>	Remain home in self-isolation for 14 days from symptom onset
Individual is exposed to COVID-19 positive individual	If an individual is <u>at home</u> when they learn they were in close contact with an individual who tested positive for COVID-19, they should stay at home and be	Individual tests <u>negative</u>	Return to school, if asymptomatic or once asymptomatic for 24 hours

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	<p>tested 4 or 5 days after their last exposure.</p> <p>If an individual is <u>at school</u> when they learn they were in close contact with an individual who tested positive for COVID-19, they should be masked for the remainder of the day (including K-1 students) and adhere to strict physical distancing. At the end of the day, they should go home and should not take the bus home. They should stay at home and be tested 4 or 5 days after their last exposure.</p>	Individual tests <u>positive</u>	Remain home (except to get medical care), monitor symptoms, notify the school, notify personal close contacts, assist the school in contact tracing efforts, and answer the call from local board of health or MA Community Tracing Collaborative. Most people who have relatively mild illness will need to stay in self-isolation for at least 10 days <u>and</u> until at least 3 days have passed with no fever and improvement in other symptoms.
		Individual <u>is not tested</u>	Remain home in self-quarantine for 14 days from exposure

Facilities and Building Safety

I. Cleaning and Sanitization of Buildings

- Facilities staff will conduct daily cleaning and sanitization of occupied classrooms and common spaces. The day shift of custodial staff will constantly monitor conditions in the building to assure the cleaning is completed as spaces are used.
- Cleaning and disinfecting all of all high-touch surfaces will occur daily using an EPA approved disinfectant. High-touch surfaces include desktops, chair seats and backs, tables counters, door glass, doorknobs, markers, phones, elevator doors and buttons, fax machines, trash receptacles, light switches and many more. A more comprehensive list will be posted in all custodial closets and break rooms. This is a checklist that is used by industry experts when cleaning a disaster relief scenario.
- Custodians will use desk cleaning/disinfecting kits on desks and chairs daily in occupied classrooms. This will minimize the spread of infectious diseases by maintaining a clean surface on desks and tabletops. The microfiber pads that will be used for this cleaning reduces 96% of surface bacteria with less chemicals. Dual-compartment bucket separates clean from dirty solution, ensuring the use of a clean solution every time. The tools and processes clean four times faster, enabling more desk and table cleanings per day.

NPS District Reopening Plan

- Bathrooms will have a designated custodian to service and regularly stock and clean bathrooms frequently throughout the day. This custodian will make a continual loop through the building focused solely on bathrooms and common areas. The goal is to clean and disinfect these common areas without having to gain access to the classrooms and interrupt the learning process.
- Touchless hand sanitizer dispenser stations have been purchased and set up in the entries and common areas of the schools. Usage of the stations will be monitored and, as they are portable, their location can be moved as needed to accommodate areas where they are most frequently used. Hand sanitization for students and staff will be required upon entering and exiting school buildings. Additionally, all staff and students will sanitize their hands before and after lunch; after using the bathroom; after sneezing or blowing their nose; or touching a surface that is suspect. Proper health procedures and etiquette will be reinforced by staff. Additionally, the elementary schools will have bottles of hand sanitizer to spray students' hands upon entry, exit, and at additional times needed when handwashing is not available. All classrooms throughout the district without a sink will have a spray bottle of hand sanitizer.
- Custodians will check and keep stock of paper towels and soap in classrooms that are equipped with sinks daily. This restocking of supplies will happen during the second shift, but will not be limited strictly to that shift. A dedicated custodian will always be available with a stock of paper, soap and sanitizer on his/her cart and will restock as needed during the day.
- When breakfast and lunch are eaten in the classroom, related trash will be generated. Additional totes, trash bins with wheels with a hinged lid, will be placed in the hallways to collect this trash. These totes will be emptied both after breakfast and lunch to ensure minimal food waste remains in the classrooms and hallways.
- If dealing with bodily fluid cleanup, custodians will wear full gear, including: gloves, masks, gowns, eye protection, etc. and will follow universal protocol for dealing with waste.
- UVC cleaning machines will be utilized daily for nurses office and isolation spaces (as needed). ULTRAVIOLET LIGHT can be used as a UV light sanitizer with the ability to kill up to 99.9% of germs. The technology was put to use in the early 1900s in Europe for water purification and is still used today in operating rooms, patient rooms, and other healthcare settings.
- The district plans to utilize battery powered backpack style disinfectant misters to disinfect classroom spaces and outside playground equipment. These units weigh 11lbs and have a 4 gallon tank capacity which will allow 40,000 square feet of misting for each tank full, this translates to approximately 50 classrooms for each tankful. We are currently in the process of purchasing 7 backpack units and in the cue for delivery by the end of August. Until these devices are acquired, spray bottle disinfectant will be used in classrooms, and playground equipment would not be used.
- The district has purchased and installed portable sneeze shields as a barrier for staff that will be required to service students, staff and parents face to face. These shields are placed in the front office at each building at the service counter and administrative assistant's desk.
- All water fountains will remain turned off. Students will not be allowed to share food or drinks.

NPS District Reopening Plan

II. Building Ventilation/HVAC

The district is working to ensure increased outdoor air ventilation and increased air filtration as much as possible for the ventilation and filtration system. The district is currently working to engage a state pre-qualified vendor to provide an assessment of each school's HVAC (Heating, Ventilation, and Air Conditioning) system to affirm the current status of the systems and to recommend a mix of both short-term and long-term solutions and strategies to assure the healthiest possible school environment.

HVAC system schedules have been adjusted to run for longer time frames to change the air over more frequently. Additionally, to assist with additional outside air ventilation, school building windows will be opened whenever possible, weather permitting.

HVAC system air supply filters will be changed on a more frequent basis to ensure that any particulate captured is disposed of in a more timely manner.

III. Building Procedures

Each admin will develop procedures for drop off, pick up and entry and exit of students that maximize social distancing and adhere to all health and safety protocols, including keeping doors open as often as possible.

In addition, specific health and wellness information packets will be sent home to all parents that include nurse's office visit procedures (i.e. when to see the nurse), when to keep students home, and to whom they should report any potential illness.

Management and Operations

I. Bussing and Transportation

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

Masks

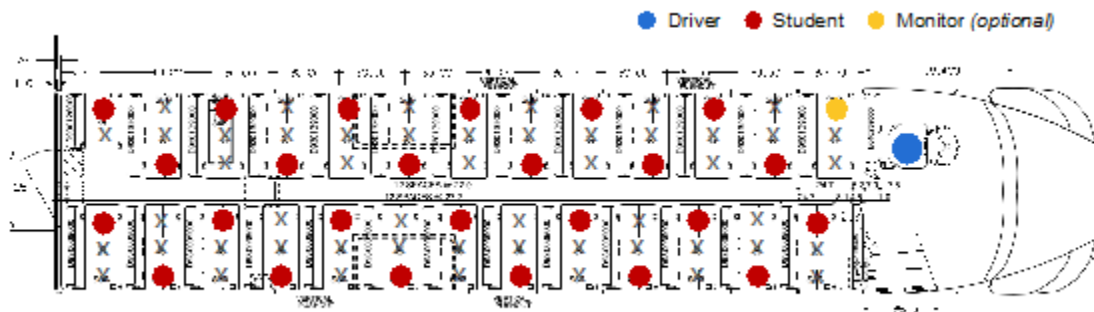
All staff and students on the bus, regardless of age, will be required to wear masks at all times. Face shields will be an option for students with medical, behavioral or other challenges who are unable to wear masks. Parents whose child may have an issue wearing a mask should contact their building administrator prior to the start of school (or prior to the start of transportation) to discuss optional PPE.

Distance and Seating Assignments

Students will be seated *no more than* one student per bench, alternating sides for each row, which allows students to maintain approximately three feet of physical distance, and students will be assigned to a single bus and a particular seat, which will remain the same each day. Children from the same household may sit together and in closer proximity (e.g., two students per bench).

NPS District Reopening Plan

The diagram below represents a typical 77-passenger bus and its configuration based on COVID guidelines. The bench immediately behind the driver will remain vacant to maintain physical distancing for the driver or to store health and safety or other needed supplies (unless there is a bus monitor on board.) Busses in the Northbridge Public Schools are 71-passenger busses, and will only be able to transport a maximum of 23 passengers on any given bus run.



Ventilation

Windows will be kept open at all times during operation, unless not possible due to extreme weather conditions.

Bus monitors

The district is looking for volunteers on each bus to ensure strict adherence to health and safety guidelines. If interested in volunteering, please contact our Transportation Coordinator, Bonnie O'Donnell at (508) 234-8156 or via email at bodonell@nps.org.

Parents are strongly encouraged to transport their children to and from school or encourage walking or biking in lieu of taking the bus in order to avoid potential exposure.

**** More information regarding bussing, bus routes and safety procedures will be provided as solid ridership information is established.**

II. Food Service

Northbridge Public Schools will continue to provide regular breakfast and lunch daily to our students attending in-person instruction during the remote learning period, and weekly grab and go lunches for our free and reduced students who are learning remotely.

In-person lunch: Students will be required to eat their meals in the classroom at their desks, or in the cafeteria (depending on the school building and location of the rooms), seated a minimum of 6 ft. apart. Students will be allowed to remove their masks during lunch.

Remote lunch: Free and reduced families will be able to pick-up their child(ren)'s breakfast and lunch for the week on Mondays. Specific pick-up schedules and locations will be provided prior to the start of school (Sept. 14th.) Families who are unable to pick-up meals should contact their child's building administration, so that we can arrange for delivery service.

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Food Pantry

NPS will also continue to offer meal assistance for our families through our district Food Pantry. Families who need to access the Food Pantry during this remote learning period should contact Mrs. Ross at kross@nps.org or call the Balmer school at (508) 234-8161.

III. Athletics and Extracurriculars

Athletics

All districts are currently awaiting information from MIAA regarding the possibility of fall sports occurring during the pandemic. The most updated information about school sports can be found at the following link: <http://www.miaa.net/miaa/home>

The district will provide families with new information as it is released.

Extracurriculars

There will be no in-person extracurricular activities during the remote learning period. However, any club that can be run in a virtual environment or any club that can be modified to run in a virtual environment may be offered. More information will be provided per building during the first few weeks of school.

I would like to thank all members of the task forces, the district leadership team, the facilities staff, the food service staff, the School Committee, the unions, the SpEd PAC, and the multitude of caring parents and community members who have all provided us with valuable input, feedback or some type of service or volunteerism during the development and revisions of this Remote Learning Plan.

This has been a mammoth undertaking, and the work will go on throughout the year, and we appreciate each and every member of the Northbridge community for their support and patience.



NPS District Reopening Plan

Approved by School Committee
Date: August 6, 2020



2020-2021 SCHOOL CALENDAR

S	M	T	W	Th	F	Sa
			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	

S	M	T	W	Th	F	Sa
						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					

S	M	T	W	Th	F	Sa
		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			

13 days/ 13 days

S	M	T	W	Th	F	Sa
				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

21 days/34 days

S	M	T	W	Th	F	Sa
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					

18 days/52 days

S	M	T	W	Th	F	Sa
		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		

17 days/69 days

Calendar Key **NO SCHOOL**
Professional Development Day-**NO SCHOOL**
Early Release Day - Prof Dev staff
*170th Day-Early Release

July
Summer School-All Offices Open

August
Aug. 11 & 18 District Leadership Team Retreat
Aug. 18 & 19 Leadership Institute for DC's and Team Leaders
Aug. 20 & 21 New Teacher Orientation
August 26 Staff Opening Day Activities@ NHS
August 27 & 31 Building Based PD Activities-Staff Only
August 28 NO School

September
September 1-4 Staff Only - Prof. Dev
September 7 Labor Day - No School
Sept. 8-11 Staff Only - Prof. Dev

September 14 FIRST DAY OF SCHOOL
September 30 Early Release: Prof. Development

October
October 12 Columbus Day- No School

November
November 11 Veteran's Day-No School
November 25 Early Release Day - Thanksgiving Rece
November 29 Thanksgiving Recess

December
December 2 Early Release: Parent Conferences
December 24 Winter Recess

January
January 1 New Year's Day-No School
January 4 School Resumes
January 18 Martin Luther King, Jr. Day-No School

February
February 15 February Recess-No School

March
March 17 Early Release: Parent Conferences

April
April 2 Good Friday - No School
April 19 Patriots Day/Spring Recess-No School

May
May 19 Early Release: Prof. Development
May 28 High School Graduation
May 31 Memorial Day-No School

June
June 15 170th Day of School

S	M	T	W	Th	F	Sa
					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						

19 days/88 days

S	M	T	W	Th	F	Sa
	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						

15 days/103 days

S	M	T	W	Th	F	Sa
	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			

23 days/126 days

S	M	T	W	Th	F	Sa
				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	

16 days/142 days

S	M	T	W	Th	F	Sa
						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					

20 days/162 days

S	M	T	W	Th	F	Sa
		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			

11 days/173 days

SCHOOL COMMITTEE MEETINGS
NHS - 427 Linwood Ave
Media Center - 7:00 PM
Televised on Channel 19

*3 FULL Day Release - Professional Development Days during the school year TO BE ANNOUNCED at a later date

NPS District Reopening Plan

APPENDIX A

FEASIBILITY STUDY RESULTS

School	# of students - 6 ft.	# of st. full remote.	20-21 enrollment
NES	290	27	313 + 54-60 PK
Balmer	473	40	408
NMS	798	70	666
NHS	794	33	552

***** The # of students requesting full remote learning above is estimated, based on the number and % of parents who completed the survey as of August 1, 2020.**

Facilities Director, Paul Anastasi; Jill Healy, Director of Curriculum; Amy McKinstry, Superintendent; as well as each of the building administrators conducted a feasibility study at each of the four buildings utilizing DESE's parameters for setting up rooms with desks three feet apart and 6 feet apart as an assessment of space needed to conduct each of the potential models. The information above represents our findings.

Though at Balmer, NMS and NHS we have sufficient space and classrooms to ensure that students could participate in an in-person model with desks 6 ft apart in each classroom, **we would potentially need an additional 12 - 20 teaching staff at each building** to teach and support the students across all of the classrooms that would be utilized.

In addition, NES did NOT have enough space to house all of their students in an in-person model, even without considering the number of potential incoming PK students.

Furthermore, one of the recommendations by DESE and health professionals for air circulation within the classrooms is to leave the windows open for as long as possible into the school year. At the most recent School Building Committee, the construction manager from Fontaine Bros., who is building the new NES next to the current Balmer school, indicated that leaving the windows open at Balmer will likely be a problem due to the continued noise of the build, as well as the continued dust and other particles associated with the continued work on the new building. He did, however, indicate that they would work with us to figure out a solution before we move into a more in-person model.

NPS District Reopening Plan

APPENDIX B

PROPOSED REMOTE LEARNING SCHEDULE

(*** This schedule will also apply to our students who choose to work in the remote environment if we are hybrid or in-person)

MS and HS	Monday	Tuesday	Wednesday	Thursday	Friday
<p>RL Cohort students assigned to a Remote Learning Coordinator who oversees attendance and participation and organizes academic assistance (either directly through RLC, another Remote Learning staff member or an in-person staff member)</p> <p>RL students will utilize a comprehensive LMS system aligned with the Hybrid Learners to maintain consistency and equity across the curriculum should the models need to transition due to COVID changes.</p>	<p>Students will be online on a regular school-day schedule (6 hrs. w/ 30 min. Lunch for MS/HS; 5 ½ hrs. w/30 min. Lunch for NES/Balmer)</p> <p>*** Regular school hours may be altered/adjusted to better serve staff, students and families</p> <p>** Students requiring IEP or SpEd or other support services will have it regularly scheduled into their school day</p>	<p>Students will be online on a regular school-day schedule (6 hrs. w/ 30 min. Lunch for MS/HS; 5 ½ hrs. w/30 min. Lunch for NES/Balmer)</p> <p>*** Regular school hours may be altered/adjusted to better serve staff, students and families</p> <p>** Students requiring IEP or SpEd or other support services will have it regularly scheduled into their school day</p>	<p>Students will be online on a regular school-day schedule for the first half of the day and working remotely and independently for the second half of the day</p> <p>Second half of day:</p> <ul style="list-style-type: none"> All teachers have PD/CPT/ Grade level meetings Students work independently remotely. 	<p>Students will be online on a regular school-day schedule (6 hrs. w/ 30 min. Lunch for MS/HS; 5 ½ hrs. w/30 min. Lunch for NES/Balmer)</p> <p>*** Regular school hours may be altered/adjusted to better serve staff, students and families</p> <p>** Students requiring IEP or SpEd or other support services will have it regularly scheduled into their school day</p>	<p>Students will be online on a regular school-day schedule (6 hrs. w/ 30 min. Lunch for MS/HS; 5 ½ hrs. w/30 min. Lunch for NES/Balmer)</p> <p>*** Regular school hours may be altered/adjusted to better serve staff, students and families</p> <p>** Students requiring IEP or SpEd or other support services will have it regularly scheduled into their school day</p>

PROPOSED HYBRID LEARNING SCHEDULE

HYBRID MODEL	Monday	Tuesday	Wednesday	Thursday	Friday
<p>Student Cohorts:</p> <p>A: 50% of Hybrid students</p> <p>B: 50% of Hybrid students</p> <p>C: Special Pops.: ISN, Level 1 & 2 ELs, Connect, students on IEPs requiring additional support services (i.e. OT, PT, speech, Wilson, counseling, etc.)</p>	<p>Cohort A - in person + Cohort C (special populations)</p>	<p>Cohort A - in person + Cohort C (special populations)</p>	<p>Cohort C (special populations)</p> <p>All Hybrid Students Remote:</p> <ul style="list-style-type: none"> ELA and math interventions or enrichment Advisory blocks <p>(1st half of day)</p>	<p>Cohort B - in person + Cohort C (special populations)</p>	<p>Cohort B - in person + Cohort C (special populations)</p>
	<p>Cohort B - working remotely with an RLC</p>	<p>Cohort B - working remotely with an RLC</p>	<p>All students Remote:</p> <ul style="list-style-type: none"> Students work independently with RLC In-person staff have PD/CPT <p>(2nd half of day)</p>	<p>Cohort A - working remotely with an RLC</p>	<p>Cohort A - working remotely with an RLC</p>

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APPENDIX C

Teaching and Learning Task Force Members:

Jill Healy, Director of Curriculum, Instruction and Assessment
Greg Palmer, Director of Technology
Tim McCormick, Principal, Northbridge High School
Lauren Dolan, Assistant Principal, W.E. Balmer Elementary School
Anthony Amitrano, Instructional Technology Specialist
Amber Lundsten, Teacher, Northbridge High School
Jenna Stanley, Teacher/Union Representative, Northbridge High School
Katelyn Hickey, Teacher, Northbridge Middle School
Lauren Salmsonsen, Teacher, Northbridge Middle School
Lisa Bristol, Teacher, W.E. Balmer Elementary School
Karen Demeritt, Teacher, Northbridge Elementary School
Pam Melanson, Teacher, Northbridge Elementary School
Lauren Cohen, Parent, W.E. Balmer Elementary School, Northbridge Middle School
Jason Latour, Parent, Northbridge Middle School, Northbridge High School
Alicia Shannon, Parent, Northbridge Elementary School, W.E. Balmer Elementary School, Northbridge High School
Joe Strazzulla, Parent, Northbridge Elementary School, W.E. Balmer Elementary School, Northbridge Middle School
Jessica Ross, Student, Northbridge High School

Health and Wellness Task Force Members:

Karlene Ross, Principal of Balmer, Team Co-facilitator
Lori Johnson, Northbridge Nurse Lead, Team Co-facilitator
Jeanne Gniadek, Board of Health
Michelle Usenia, NES Teacher
Jane Labrie, Balmer Teacher and Parent (NHS)
Carol Nelson, NMS Teacher
Patrick Rossi, NHS Teacher
Sarah Lanzillo, Balmer Teacher and NTA Union Representative
Amy Krula, Parent (NMS)
Nicole Voellings, Parent (NES and Balmer)
Susana DerKosrofian, Balmer Paraprofessional and Parent (NES, NMS and NHS)
Melissa Gromelski, NES Paraprofessional and Parent (Balmer, NMS)
Ruby Holtz, HS student
Bennan Mahoney, HS student

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Special Education and Support Services Task Force Members:

Theresa Gould, NES Principal
Jill Redding, NES Early Childhood Coordinator
John Diorio, NMS Principal
Greg Rosenthal, Special Education Director
Ashley Hedtler, NES parent
Sara Guerra, NMS parent
Nina Rowan, HS parent
Clarissa Flannery, NES teacher
Tony Kissell, NMS SAC
Heidi Godowski, HS Team Chair
Andy Balboni, District Adjustment Counselor
Caitlin Porcelli, NHS student
David Rowan, NHS student

Management and Operations Task Force Members:

Amy McKinstry, Superintendent
Melissa Walker, Director of Finance
Tim McCormick, HS Principal
Nick Hoffman, MS AP
John Swayze, HS ELA teacher, NTA President
Cindy Bourgelas, ELL teacher, NES
Nicki Cummings, SpEd teacher, Balmer
Kerry Brown, MS ELA teacher
Jennifer Siemaszko, Gr. 4 teacher
Shannon Canoy, HS parent
Erin Donahue, MS/HS parent
Craig Mahoney, NHS parent
Sosie Derkosrobian, MS student
Juliette Lannon, MS student
Michael Wilkes, HS student
Danielle Keane, NMS parent
Jennifer Seward, NMS parent

Facilities and Building Safety Task Force Members:

Paul Anastasi, Facilities Director
Melissa Walker, Director of Finance
Eric Tracey, NHS AP
Doug Ashby, NMS Teacher
Chief White, Northbridge Fire Dept.
Bob O'Brien, NMS AP
Sariena Ison, NMS Student
Caleb Smith, NMS Student
Matt Clemente, Balmer/HS Parent
Tiffany Remillard, NES/MS Parent
Jim Sheehan, Northbridge Building Inspector
Mike Bedard, NPS Facilities