

# ADDENDUM TO NPS DISTRICT REOPENING PLAN SY 2020-2021

## Hybrid Learning Plan

### A. Transition Timeline

**November 6<sup>th</sup>** (Friday): Last date of remote learning for students entering Hybrid Model

**November 9<sup>th</sup> and 10<sup>th</sup>**: NO SCHOOL for students in grades K-12 to allow teachers to plan and prepare for transition to Hybrid Model

**November 11<sup>th</sup>**: Veteran's Day – NO SCHOOL for all staff and students

**November 12<sup>th</sup>**: Hybrid Model begins with **Cohort B and C** in-person Thursday and Friday, and Cohort A participating remotely Thursday and Friday

### B. Cohort Assignments

**Cohort A:** Students assigned to Cohort A will attend their respective school IN-PERSON on Mondays and Tuesdays and will work remotely Wednesday through Friday.

**Cohort B:** Students assigned to Cohort B will attend their respective school IN-PERSON on Thursdays and Fridays and will work remotely Monday through Wednesday.

**Cohort C:** Students assigned to Cohort C will attend their respective school IN-PERSON on Cohort A AND B days (Monday, Tuesday, Thursday and Friday) and on Wednesdays, **some** Cohort C students (*ISN, Post-Grads, Connect*) come IN-PERSON for the first half of the day and be dismissed to work remotely at home for the second half of the day.

**Remote Cohort:** All students who are staying remote will remain assigned to their current teachers and classes and will attend and participate as the regular Cohort students do on their NON in-person days.

*\*\* Cohort C students have already been identified and include our special populations (Intensive Special Needs, Post-Grads, Connect, C-grid students (w/ or w/out related services), ELs, homeless, foster and other high needs students identified by administration.*

### C. Transitioning Between Hybrid and Remote Models

Students will automatically be placed in the Hybrid model when we transition in November, unless parents indicated that they wanted their child(ren) to remain remote on the parent survey administered by each school building a few weeks ago.

### **Transition to Hybrid from Remote after Transition Date**

There may be circumstances in which, after deciding that their children should start the school year learning remotely, parents decide they would like their children to attend school in person in the hybrid model. However, there will be certain aspects of their return that require planning (such as ensuring class #s still allow for social distancing), and as such, NPS has set a transition period of no more than **four to six weeks**, to plan for the transition of a student from remote to in-person/hybrid learning.

### **Transition to Remote from Hybrid (at any point during Hybrid Learning)**

Students/parents wishing to revert back to remote learning after they have started coming to their in-person cohort during Hybrid or In-Person Learning must give their child's school notice of same **at least five (5) school days** (Monday – Friday) prior to the change to allow them make any necessary adjustments to cohorts, classes, iPass lists, bussing lists, etc.

## **D. Building Schedules**

All buildings will start and end school at normal times (which are posted on our website), as during a typical school year/day.

The times and lengths of classes at each building/grade level may vary from the current remote class times to accommodate additional time for transitions, cleaning desks and technology, and longer lunch blocks to allow for cleaning in between.

Tentative building schedules for MS and HS, and sample grade level schedules for K-4, are attached to this Addendum.

## **E. Masks and Mask Breaks**

### ***Masks:***

ALL staff and students in grades PK-12 will be required to come to school with and wear a mask at all times. Students and staff should also bring an extra mask each day, if possible.

Please see the Handbook Addendum at the following link:

<https://drive.google.com/file/d/137akw56BObT1M4XeqkexMBHQkWOM3RGj/view?usp=sharing> for more specific information about mask wearing and mask wearing policies.

Also, please see School Committee Policy EBCFA.

***\*\* Parents of students who have a medical or other condition/issue that would prevent them from wearing a mask throughout the day should request a meeting with their child's principal and school nurse prior to the first day of hybrid/in-person learning to develop a plan to ensure their child's health and safety, as well as the health and safety of the staff who will be working with their child throughout the day.***

### **Mask Breaks:**

1. Mask breaks are required and will be scheduled at the teacher's discretion, not to exceed ONE break per hour (PK-4) or per period (at MS/HS.) Whenever possible, teachers will allow half of the class to take a five minute mask break (every other desk/table), and then when they put their masks back on, the other half of the class will take a five minute mask break.
2. Mask breaks will only take place when ALL students are seated and at least six (6) feet apart.
3. During physical education, students must be seated on bleachers or the floor and a minimum of six feet apart (if in the gymnasium) in order to take a mask break. If students are participating in outdoor physical education, they do not need to be seated to take a mask break, but they should be more than six feet apart when taking a mask break.
4. Breaks occurring in class will be five (5) minutes long, and windows should be opened whenever possible during mask breaks.
5. Teachers will also be permitted to take a five minute mask break at their discretion each hour/period, provided all students are seated, and the teacher is at least six feet away from any student AND not facing toward any student(s). In classrooms with plexiglass dividers, teachers should take their breaks behind the plexiglass.
6. If a student needs to take a drink of water during class, they will request permission from the teacher and will be asked to go into the hallway to pull their mask down for a drink break. Mask must be fully on before returning to the classroom.

### **F. Food Service**

- **ALL** students will be able to receive a school prepared breakfast and lunch as part of their school day at **no cost** for the remainder of the year.
- Breakfasts for in-person students will be available as "grab-n-go" bags at each building in the mornings.
- Lunch for in-person students will be available as individually packaged meals and served in the students' classrooms, cafeteria, or fieldhouse as determined by each school. Students will have at least three meals options which will include the main menu hot meal option and alternative cold meal options such as a salad, sandwich, and/or bagel & yogurt lunch.
- Families with students who are remote learning who would like a school breakfast/lunch will be able to pick up breakfasts/lunches for their children at the Balmer Elementary School at any of the below times:
  - **Mondays 9:00 a.m. to 11:00 a.m.**
  - **Wednesdays 11:45 a.m. to 1:45 p.m.**
  - **Fridays 7:00 a.m. to 8:00 a.m.**
  - Meals can be picked up for all remote learning days and weekend days
  - Families will pull up to the front of the Balmer School, call the Balmer Food Service Team at 508-234-8161 x 4213, and the requested number of meals will be handed out through curbside pickup.

- Families who need to access the food pantries should contact either Mrs. Ross at Balmer Elementary at [kross@nps.org](mailto:kross@nps.org) or Mr. McCormick at NHS at [tmccormick@nps.org](mailto:tmccormick@nps.org) to place an order for selected items. Balmer food pantry orders may be picked up at Balmer **at the same meal pickup windows listed above**. NHS food pantry orders may be picked up at NHS **between 9 a.m. and 11 a.m. on Mondays and Thursdays**.
- If you have extenuating circumstances and are unable to pick up your child(ren)'s meals or food pantry packages during any of the windows listed above, please contact our Food Service Director, Mary Farese-Brown at [mfaresebrown@nps.org](mailto:mfaresebrown@nps.org) to make alternative arrangements.

### **G. Building Safety Protocols**

***DO NOT COME TO SCHOOL, if you have any of the following symptoms:***

- Fever of 100 or higher within the past 24 hours. (***\*\*Please do not give your child fever reducing medication and send them to school.***)
- Cough
- Chills
- Muscle aches or pain
- Sore throat/difficulty swallowing
- Shortness of breath or difficulty breathing
- New loss of taste or smell
- Unexplained skin rash
- Headache (***when in combination with other symptoms***)
- Nausea, vomiting or diarrhea
- Fatigue (***when in combination with other symptoms***)
- Nasal congestion or runny nose (*when not due to other known causes such as allergies and when in combination with other symptoms*)

**\*\* If your student has any of these symptoms, they must have a note from their physician stating that they are safe to return to school before being allowed to return.**

### ***Handwashing Protocols***

Students and staff will wash their hands or use hand sanitizer, according to the procedure below :

- a. Upon entering school
- b. Before and after snack
- c. After using the bathroom
- d. After coughing, sneezing or blowing the nose
- e. After using any shared equipment such as a keyboard
- f. Before dismissal
- g. Before removing and reapplying masks

Staff and students will be trained on the proper procedure for **handwashing**, which is as follows:

- a. Use soap and water
- b. Wet hands, apply soap and wash all areas of your hands until you see lather
- c. Wash for 20 seconds. (For timing, washing while singing the alphabet song ,including the lines beginning with “Now I know my ABCs...or sing Happy Birthday twice. Both take 20 seconds.)
- d. Rinse hands and, leaving the water running, take a paper towel and dry hands.
- e. Turn the water off with the paper towel.

\*\* If students and staff are unable to wash their hands, they may use hand sanitizer that is at least 60% alcohol based.

Hand sanitizer stations will be placed throughout each building near entrances and large spaces. In addition, every classroom will be furnished with a bottle of hand sanitizer that will be replaced as needed.

### ***Isolation Rooms for Suspected COVID***

There are separate areas (different from the nurse’s office) set up in each building where students suspected of having COVID-19 will go. Each room has appropriate ventilation, as well as a window or door with a window, so that the nurse or other staff member can visibly monitor the student while in the isolation room.

Students will be located in the isolation room until they are picked up by a parent/caregiver. Parents are expected to pick children up as soon as possible when they have been placed in an isolation room.

The room will be cleaned and disinfected after use.

### ***Lunch Safety Protocol***

General safety protocols within the cafeteria or the classroom.

1. Students will wash their hands or use hand sanitizer before lunch
2. All students and staff must maintain six (6) feet of distance throughout lunch
3. When seated with food, students may remove their masks and place in designated area
4. Students must remain seated throughout lunch
5. Food and Drinks must not be shared
6. Reapply mask using ear loops when finished eating
7. Dispose of trash and put lunch box/bag away
8. Wash hands or use hand sanitizer

If a child needs to use the restroom during lunch, they will need to apply mask before standing up from the lunch table/desk. Upon return from the restroom, repeat hand hygiene and remove the mask once seated.

### ***Bathroom Health and Safety Protocols***

Only two (2) students will be allowed to use a multi-stall bathroom at any given time. Other students waiting to use the bathroom will be required to stand in the hallway (with masks on) six feet apart on marked areas only.

Bathrooms will be cleaned and sanitized by custodial staff a minimum of three (3) times per day throughout the school day. Soap and paper towel dispensers will be checked multiple times throughout the day to ensure they are filled for use.

### ***COVID Information Packet***

The district's Health and Wellness Committee has developed a COVID Information Packet based on guidance from the Department of Elementary and Secondary Education (DESE), as well as the Centers for Disease Control (CDC.) The packet can be found at the following link:

[https://drive.google.com/file/d/1H27JINn4XUBJ998IQFKEIDnnFb9j5\\_OC/view?usp=sharing](https://drive.google.com/file/d/1H27JINn4XUBJ998IQFKEIDnnFb9j5_OC/view?usp=sharing)

This packet includes the following information:

- Contact information if you student has symptoms that may be consistent with COVID-19
- Protocol for sick students during COVID-19
- What does visiting the nurse's office look like during COVID-19?
- Travel protocols for students related to COVID-19

In addition, the packet includes a **CONTACT INFORMATION FORM** that parents must fill out for each child in the district.

### ***Classroom Set-Ups***

Students will be seated at desks/tables that are six feet apart and facing forward. Students will be required to remain at their seats throughout the class without moving their desks.

The teacher's station will be located in an area of the room at which the teacher will not face the students when seated at his/her desk. In addition, a 4 x 8 piece of plexiglass will be hung or mounted in front of the teacher's primary teaching location (i.e. in front of white board or SMART Board) to ensure additional protection for students and staff when the teacher is teaching and facing the students.

### ***Cleaning Procedures***

Each student (Gr. 2-12 & Post-Grad) will be given a clean microfiber cloth at the beginning of each day with which to clean their desk and chairs, as well as their computer keyboards (if needed) at the end of each class. Teachers will spray down the surfaces, and students will wipe them.

Students will be given a plastic bag in which to store their cloth during the day, and they will put their dirty cloth in a hamper at the end of each day to be laundered by the facilities staff.

Desks and chairs will be cleaned and disinfected with *Genefect* cleaning solution. Genefect is EPA-approved for use against the virus that causes COVID-19. Staff may also use/request a spray bottle of soap and water to clean surfaces to reduce the number of germs, dirt, and impurities. Computer keyboards and Chromebooks will be cleaned with hand sanitizing liquid spray that contains a minimum of 60 % alcohol.

Facilities staff will clean all high-touch areas (i.e. railings, door handles, etc.) repeatedly throughout the day. In addition, facilities staff and/or lunch aides will clean lunch areas (cafeteria/field house) between student lunches.

On Wednesdays and Fridays, facilities staff will disinfect and sanitize all of the space used in each of the buildings between cohorts.

## **H. Hybrid and Remote Instruction**

Whether they are learning remotely from home part of the week or every school day, all NPS students will receive remote instruction in two different forms: live interaction (sometimes referred to as, “synchronous instruction”) with a staff member, and independent learning (also known as, “asynchronous instruction”), which includes assignments, projects, or recorded video lessons.

### **Remote Students and Cohort A or B students on Remote days:**

Remote students (both fully remote and Cohort A/B students who are home on their remote days) will participate in both synchronous and asynchronous instruction.

**Synchronous** instruction means that your student will interact with their teacher(s) via video conferencing in “real time.” During these sessions, teachers may interact with whole classes, small groups, and/or individual students. Live interaction sessions can take place on platforms like Google Meet and Zoom.

Here is how much live instruction you can expect each remote day :

- Children in K and 1: no less than 90 minutes
- Students in grades 2-4: no less than 120 minutes
- Students in grades 5–12: no less than 150 minutes

The amount of time devoted to live instruction may vary and increase to include entire class periods, based on student’s grade level, teachers’ discretion, students’ needs, and the composition of individual lessons. Scheduled times for live instruction will be posted at least the day before the cohort starts (Sunday for Cohort A; Wednesday for Cohort B) so that students, parents, and staff members alike can plan for these interactions.

**Asynchronous or independent learning** means your student will work on their own with assignments, projects, and materials provided by their teachers. This might include:

- Video lessons or presentations that have been previously recorded;
- Activities, assignments, or tasks that build on prior lessons;

- Collaborative projects and assignments with classmates; and
- Participation in online class discussion boards, and conversation, feedback, or guidance from teachers over email or in Google Classroom.

***In-Person Instruction Days:***

- Students will receive live instruction in the school building from their teacher(s).
- On-site learning should resemble the learning that takes place across a typical school day. Students should receive instruction across all four core subject areas (ELA, math, science, and social studies) and other required courses as scheduled (art, music, physical education, health education, etc.).
- Related Arts (with the exception of P.E.) in **most** buildings will be “Arts by Carts” (teachers will travel to students’ classrooms with materials and lessons.) This will be done to reduce student transitioning and exposure when traveling to classrooms outside of the academic wings/pods of each building. *(High School Related Arts staff are not able to utilize this model due to changing groups of students in various grades each period.*

**I. Special Education Services**

***Inclusion Classrooms (Hybrid and Remote)***

Both remotely and in-person, special education services will be delivered through direct instruction by a special education and/or general education teacher (per IEP.) The special education teacher will plan each week with the general education teacher to adjust the learning environment and modify instruction to meet your child’s needs in both the in-person and remote environment.

***C-Grid: Replacement ELA/math; Intensive Special Needs; Connect Classrooms (In-Person/Hybrid):***

These classes will be taught by a special education teacher. The class will be composed according to standard requirements for grouping students of similar age and functional levels, and according to the class size and staffing ratio set out by the IEP.

***For Both B-Grid and C-Grid classes on Remote days of Hybrid Model:***

Remote learning will include a combination of synchronous and asynchronous activities. The classroom paraprofessional may also serve the students remotely in a number of different ways, as directed by the teacher. These include supporting the teacher during instruction; individual or small group instruction, as directed by the teacher; and check-ins/check-outs with you and/or your child (using your preferred communication method) to ensure your child’s remote learning needs are met, and to share with the teacher any feedback, concerns or requests you may have.

***Fully Remote IEP Students and IEP students on Remote Days of Hybrid Model:***

Your child will receive a combination of direct, live instruction and self-paced learning activities that provide opportunities to attain their IEP goals. Teachers will use special education practices and



approaches (i.e. co-teaching, small group instruction, one-to-one instruction) that address targeted areas of need for students with disabilities and which also impact sensory functioning, social interaction, self-regulation, managing anxiety, communication, and/or executive functioning.

***IEP Students on In-Person Days of Hybrid Model:***

When in-person, students will engage in multi-modal, multi-sensory activities and experiences aligned to their individual learning paths. Specific areas of focus may include but are not limited to structured communication with peers, practicing a specific skill or strategy, or direct instruction in new content.

Your child's school will coordinate continuity of instruction between in-person and remote days, with an emphasis on routines that can be carried on in the home, and skill development to promote student independence and communication.

***Communication with Families/Students***

Families will continue to receive weekly communication from the special education liaison in a method previously agreed upon. A revised special education learning plan will be sent, which will include new information in the Hybrid model section. Additionally, if there are any adjustments to the student's schedule, they will be identified in the weekly calendar section at the top of the plan. Please note that the remote section will remain in the plan, as this would be in place if there was an emergency and students were required to learn from home.

**J. English Learners (ELs)**

***Fully Remote***

Your child will receive their EL services as directed by their individual plans. Instruction in core content, lessons, and activities will be provided by the general education teacher with assistance and guidance from the EL teacher.

Language goals will be incorporated into daily instruction supporting student's individual learning and linguistic needs. Your child will have access to peers to engage and practice language skills in whole class and small group settings. The provisions of English Learner instruction will be provided, remotely, in accordance with state mandates.

***Hybrid Model***

Instruction will consist of a combination of in-person and remote instruction, and your child may attend one cohort or both, depending on their level of need. Your child's school will provide information on the implementation of the EL education model at their individual school. On in-person days, emphasis will be placed on opportunities to practice language using activities and lessons to develop academic language.

During both remote and hybrid learning, leveraging the home language is necessary to support your child on their language-learning journey. The school-based team will prepare and plan lessons based on your child's IEP and language development needs.

If the EL teacher is absent or not available to serve your child, an EL paraprofessional may be assigned to support your child's language needs, both for in-person and remote instruction.

## **K. Related Services**

### ***Hybrid Model/In-Person Days***

Some or all related services may be provided in-person at school; however, some may still be done remotely while your child is in school. To ensure safety while addressing your child's educational needs, in-person services may be delivered in a location different from what is recommended on the IEP. For example, if your child's IEP recommends that services be delivered in the classroom, they may instead be delivered in a separate location at school, to minimize health risks.

### ***Remote Only/Remote Days***

It may be more effective to deliver related services in an environment different from what is recommended on the IEP. For example, if the IEP recommends services in the classroom, the provider may instead schedule separate remote sessions, based on what is most effective and appropriate for your child's needs and remote learning circumstances.

The related service provider(s) assigned to your child will contact you to discuss the schedule and method for service delivery, including any adjustments from the IEP recommendation. Please share your preferences and feedback with the provider. If you have any questions or concerns regarding how your child's related services will be provided, please contact the principal. If you need further support, please email [grosenthal@nps.org](mailto:grosenthal@nps.org) or call (508) 234-8156.

### ***Paraprofessionals***

1:1 or 2:1 - assigned paraprofessionals (for behavior support, health, toileting, and orientation and mobility, etc.), as well as classroom paraprofessionals, will continue to support students in-person and remotely. The special education teacher/liaison can address the details of the paraprofessional's role with you.

Examples of a paraprofessional's role in a remote learning environment:

- Preparing and uploading remote learning materials
- Leading small instructional groups
- Supporting individuals or small groups of students with learning activities
- Assisting you and your child in accessing remote learning platforms
- Consulting with you to provide recommendations for supporting the individual needs of your child
- Discussing how you can support you child in social distancing and wearing a mask
- Support your child during related service provision

Examples of a paraprofessional's role in an in-person instructional environment:

- Leading a small instructional group while a teacher supports the rest of the class
- Assisting individuals or small groups of students with health, behavior, or toileting needs, including appropriate hygiene practices and the application of health and safety precautions
- Supporting a group of students receiving remote learning as part of a synchronous group, where some students are receiving in-person instruction from a teacher

#### **L. Transportation Protocols**

During COVID-19, and throughout the hybrid learning model, students riding the bus to school will have to follow all COVID-19 bus protocols to ensure the safety of all students, as well as the bus driver (and monitor, if applicable.)

Please carefully review our transportation information and protocols at the following link:

[https://drive.google.com/file/d/1rUDnLKP8MeRv\\_uBUltuOIk11AMQdZbb/view?usp=sharing](https://drive.google.com/file/d/1rUDnLKP8MeRv_uBUltuOIk11AMQdZbb/view?usp=sharing)

#### **M. Monthly Review of COVID-Data**

Each month, the Public Health Nurse, Northbridge Board of Health Administrator, NPS Head Nurse and the Superintendent meet to review the town and district COVID-19 data and data trends. This group will continue to meet monthly, or more frequently if needed, to assess the continued safety of running a hybrid/in-person learning model. This information will be shared monthly at School Committee.

#### **N. Learning Hubs**

Learning Hubs for children of staff members and teachers whose children attend NPS, but who work in a district outside of NPS, will only be available on **Wednesdays** when the Hybrid Model begins on November 12th.

Children of these staff members will be able to attend both Cohort A and B, if their teacher-parent (whether NPS or outside of NPS) works in-person on those Cohort days.

#### **O. Technology Use and Care**

The NPS technology department will continue to provide technical support to students and their families throughout the next phase of learning, whether their students are hybrid or remaining remote.

If you need assistance from the technology department regarding questions, repairs, or have any other technology issues or concerns, please complete a tech. survey at the following link:

<https://gorams.tech/homesupport>

This link can also be found on the Technology Department page of the district website.

## **P. Power Outages and Snow Days**

In order to prevent the loss of valuable instructional time in the event of a power outage due to inclement weather or other unforeseen circumstances, we are recommending the following preparations be made by all staff.

If the majority of students and families who live in town have no power, and therefore no internet connection for home devices (but may have data for their phones):

- ALL staff should prepare at least two days of asynchronous work that can be given to students at ANY time throughout the quarter, i.e. a stand-alone mini-unit, small project, extension of previous learning, etc. These lessons/assignments should be in a format that can be **emailed** to students and/or parents, as feasible, and that students can do independently without a device.
- If/when inclement weather (i.e. snow storm or other severe weather with heavy winds, for example) is expected, these alternative lessons should be emailed to students as soon the night before the storm is expected as possible.
- The district will send a voice and email message out to staff when inclement weather is expected (most likely the night before), much like on a typical snow day, that should initiate the asynchronous work emails to students/parents.
- Students/parents should write down the assignment(s), or take a picture of the email(s) with the information for reference if there is no power or school the following day.
- Students will be expected to complete asynchronous assignments given due to power outages or snow days, so these days won't have to be made up at the end of the school year.

In the event the DISTRICT or one of the SCHOOLS lose power, administration will notify staff and students as soon as possible, so they can work remotely from home.

If the power is expected to be returned within an hour or two of the start of the school day, per National Grid, the district may only call a "**delay**," as is done on snow days, and staff and students will be expected to come to school as with a typical snow delay.

## **Q. Return to Remote for Emergencies**

If the district or any of the schools needs to return to remote learning for any period of time, we will do our best to provide families with at least 24 hours notice. However, please be aware that there may be occasions (i.e. emergency quarantine; power outage; building issue - i.e. major leak or inoperable equipment; lack of substitutes necessary to safely run the building, etc.) that would normally require us to close a building or the district, where only short notice is possible.

When/If a shutdown occurs, and staff and students are able, we will revert to a remote day/model schedule so that learning may continue uninterrupted.

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If you have any additional questions or concerns about NPS's Hybrid Learning Model, or if you have any other question, concern or issue, please contact your child's principal. If they are unable to answer your question or address your concern, please contact Central Office at (508) 234-8156 or email [kpoudrier@nps.org](mailto:kpoudrier@nps.org), and she will refer your concern to the appropriate office or individual.