

Amesbury Public Schools



Fall 2020 Reopening Plan

Dear Members of the Amesbury Public Schools Community,

Shortly after the close of the school year in June, the administration of the school district turned its focus to the immense task of preparing the schools to reopen. Since the closing of schools in June, the Commissioner of Education created a task force inclusive of multiple stakeholders (Educators, health professionals, business leaders, parents, union reps) and charged former Boston Police Commissioner, Ed Davis, who oversaw the reopening of Boston after the marathon bombing, to facilitate the plan.

At the local level a District re-opening task force was convened to begin the work of translating the state guidance into an actionable plan. Our local task force included: teachers, principals, union representatives, food service workers, bus company representatives, Amesbury Police Dept., Board of Health Director, Pettengill House, Health care professionals, parents, and central office administration.

This task force's charge has been and remains- to provide an education to our students while prioritizing the health and safety of students, staff, and families.

Our work is informed by the guidelines published by the CDC, Department of Elementary and Secondary guidance, the Amesbury City Health Director, and the State of Massachusetts Phased Opening plan.

We also appreciate the input of families through your participation in the surveys and the sharing of ideas and thoughts from those parents that volunteered on the school based reopening teams.

As educators we are also driven by the understanding that schools are critical to the development and growth of children. We know that schools offer more than just academics and are places for children to grow socially, emotionally and interpersonally. We know that schools are places where friends gather and lives are shared. And we know that for the true value of schools to be recognized that we must find a way to safely maximize the in-person learning experience.

We recognize that our schools and our community will not return to "normal" until a full scale vaccination program is implemented. Our schools and lives will need to adapt to work in a COVID-19 world.

At the July 29th School Committee workshop it was requested by the Committee that the district focus its plans on a remote model of instruction for the opening of schools. I am reinforcing this recommendation to go to a phased-in approach starting with remote learning as the most cautious way to proceed. Starting in a remote learning model allows us to fully implement new safety practices, ensure social distancing, provide opportunities for in-person teaching and learning in

smaller groups for our most vulnerable populations, and offer all teachers time to adjust to the new expectations and tools for remote learning.

However our reopening roadmap will include the plans for implementing in-person instruction, hybrid (in-person and remote learning) and full remote instruction; as it is assumed that we will move through all of these models as the situation dictates.

Regardless of the model all students and staff will be required to:

- Wear masks (required grades 2-12 encouraged for k-1)
- Maintain social distance of a minimum of 5 feet, (6 ft in cafeterias)
- Hand wash/sanitize frequently and maintain appropriate hygiene practices
- Stay home when sick

Each school based team has created a school specific plan in accordance with the guidelines.

Before moving into a new phase or mode of instruction, we will review community transmission data and school case count data with the Local Department of Health Director, and follow the guidance of the State and local health experts. Each phase should last according to checkpoints and benchmarks established by the district or by Department of Public Health guidelines. The district will move to the next phase if data is trending positively or maintaining. If data trends negatively, the school and district will re-evaluate controls and determine if it is necessary to extend the current phase or return to a previous phase.

This school year will be unlike any other in history and we know it will be difficult. But I am inspired and confident in the care, competence and dedication of our teachers, administration and staff, and I know that with our community's support and partnership we will get through this next phase of this crisis, and our students will thrive.

Sincerely,

Jared Fulgoni

Superintendent of Schools

Executive Summary

It is my pleasure to share with you the Amesbury Public Schools Reopening Plan for Fall 2020. I want to acknowledge the nearly 90 stakeholders--teachers, administrators, nurses, community partners, fire and police officers, technology staff, union representatives, paraprofessionals, parents, Multi-Purpose Facility Technicians (MPFT), and cafeteria staff who generously worked countless hours to participate in the development of this plan.

We have developed a plan that is lengthy, but comprehensive. It tackles the complexity involved in examining data and guidance that we used to make the recommendation for remote learning in the fall. This was not an easy decision.

I hope the level of detail involved in both the district plan as well as the individual school plans will help answer many of the questions and concerns families and staff have posed to us these last months. We recognize that this is a “living” document. Changes will be made to reflect new information and planning as we move throughout the school year. We also recognize that there are still many questions to which we have no answers.

This plan defines the three learning scenarios: remote, hybrid and modified in-person learning. It is based on DESE guidance and is informed by multiple surveys we sent to families and staff. The district’s rationale for selecting a remote learning schedule to start the school year is explained, as are the checkpoints we identified for the first part of the school year to reflect on practice and decide next steps. Our plan for remote learning is described in great detail, as is our plan for a hybrid learning model and a full in-person learning model. We have addressed how we will meet the needs of our special student populations, how we will operationally implement this plan and how we will meet the teaching, learning, and social emotional needs of students. Finally, each building principal has submitted their own plan that reflects the individual nature of the school and its students. These plans are aligned to the district plan and can be found in the Appendix.

I believe we all share the same goal of getting our students back into school as soon and as safely as possible. The state’s conservative approach has resulted in a low percentage of positive test rates--I think if we follow suit and approach the school year cautiously, we will have greater success returning and keeping students in school. Your support of this plan is critical to its success. Again, I thank all of you for your ideas, and your feedback and I look forward to continued dialogue as we navigate uncharted waters.

Acknowledgements

The following people have contributed to the development of this plan. A sincere thank you to all of the staff and families who filled out surveys, sent emails, and participated in our many meetings, all of which were critical to the discussions and the planning process. *A special thank you to Maryann Welch, a School Committee member who served as the liaison between the School Committee and all working subgroups. She spent an enormous amount of her own time this summer attending meetings and learning about the complexities as well as the depth of thinking involved in the development of these plans.*

APS District Reopening Task Force
Jared Fulgoni, Superintendent
Joan Liporto, Director of Finance & Operations
Lyn Jacques, Director of Teaching & Learning
Lynn Catarius, Director of Special Education & Student Supports
Matt Bennett, Director of Facilities
Daniel Grayton, Executive Assistant to the Superintendent
Carol Bartlett, Administrative Assistant to the Director of Teaching & Learning
Elizabeth McAndrews, AHS Principal
Eryn Maguire, AIHS Principal
Brian Gill, Interim AMS Principal
Shannon Nolan, AES Principal
Karina Mascia, CES Principal
Rita O'Neill, AMS Nurse
Jack Morris, Amesbury Board of Health
Cindy Yetman, APS AFT Union President
Steve Gadd, Owner of Salter Transportation
Heidi Gregoire, Director of Food Services
Tim Costello, APS Technology
Deb Smith, Retired Executive Director of the Pettengill House
Tiffany Nigro, Executive Director of the Pettengill House
Sue Kimball, AES Teacher and Union Representative
Sharon Nash, AES Teacher and Union Representative
Sue Gonthier, AES Teacher and Union Representative
Scott LaCava, AMS Paraprofessional and Union Representative
Andrew Goodwin, AMS Teacher and Union Representative
Moire O'Mullane, AMS Teacher and Union Representative
Shayna Marshall, CES Teacher and Union Representative
Priscilla Terry, CES Paraprofessional and Union Representative
Gregg Brown, AHS Teacher and Union Representative
Dave Mather, Assistant Fire Chief/EMS and Training
James Nolan, Deputy Fire Chief/Fire Prevention Officer
Kevin Donovan, Lieutenant Amesbury Police Department
Sean Leary, Detective Sergeant Amesbury Police Department

Health Subcommittee
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LauriAnne Morello, AHS Nurse
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Brian Gill, Interim AMS Principal
Karina Mascia, CES Principal
Shannon Nolan, AES Principal
Danielle Ricci, AHS Assistant Principal
Adam Denio, AMS Assistant Principal
Chris Leary, CES Teacher
Amy Mitchell, CES Teacher
Shayna Marshall, CES Teacher and Union Representative
Sarah Pelletier, AES Teacher
Jessica Ladd, AES Teacher
Stacy Fijalkowski, AMS Teacher
Andrew Goodwin, AMS Teacher and Union Representative
Jennifer Donais, AMS Math Coach
Emily Crannell, AHS Teacher
Lindsey Alley, AHS Teacher
Alina Lingley, AHS Teacher
Abby Murphy, AHS Teacher
Evan Melanson, AIHS Special Education Teacher
Tim Costello, Technology
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Kate Bissell, CES Teacher and Building Coordinator
Moire O'Mullane, AMS Teacher and Union Representative
Deb Smith, Retired Executive Director of Pettengill House
Tiffany Nigro, Executive Director Pettengill House
Jimmy Olsen, Assistant Director of Amesbury Recreation Program
Kathy Crowley, Director of Amesbury Recreation Program
Priscilla Terry, Paraprofessional and Union Representative
Michelle Poirier, AHS Special Education Facilitator
Facilities
Matt Bennett, Director of Facilities
Rich Papa, AHS MPFT
Kevin Ward, AMS MPFT
Kate Bissell, CES Teacher and Building Coordinator
Bruce McBrien, AES Teacher
Transportation
Joan Liporto, Director of Finance & Operations

Lauri McAllister, CES Teacher
Jim Queenan, AMS Teacher
Rebecca Reese, AES Teacher
Sarah Luz, AHS Teacher
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Joan Liporto, Director of Finance & Operations
Heidi Gregoire, Director of Food Services
Leslie Barnaby, CES Teacher
Jeanne Sheehan, AHS Kitchen Manager
Bruce McBrien, AES Teacher
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Luke Alley, AMS Teacher
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Danielle Ricci, AHS Assistant Principal of Curriculum
Glen Gearin, AHS Assistant Principal and Director of Athletics and Co-Curricular Activities
LaurieAnne Morello, Nurse
Michelle Poirier, Special Education Facilitator
Jeanne Sheehan, Kitchen Manager
Rich Papa, MPFT
Kathy Morrill, Principal's Administrative Assistant
Emily Crannell, Teacher
Steve Bastien, Teacher
Sarah Luz, Special Education Teacher
Lindsey Alley, Teacher
Danielle Holmes, Parent
Alina Lingley, Teacher
Abby Murphy, Teacher
AIHS Building Task Force
Eryn Maguire, Principal
Evan Melanson, Special Education Teacher
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Mike Hildt, Special Education Teacher
Tom Olsen, Teacher
AMS Building Task Force
Brian Gill, Interim Principal
Adam Denio, Assistant Principal
Jenn Donais, Math Coach
Stacey Fijalkowski, Teacher
Andrew Goodwin, Teacher and Union Representative

Jim Queenan, Teacher
Luke Alley, Teacher
Jennifer Ghezzi, Teacher
Kristin Fitzgerald, Teacher
Lindsay Foustoukos, Special Education Teacher
Rita O'Neil, Nurse
Kevin Ward, MPFT
CES Building Task Force
Karina Mascia, Principal
Lori Klucznik, Special Education Teacher
Leslie Barnaby, Teacher
Edna Jarman, Guidance
Nicole Loveland, Special Education Facilitator
Kate Bissell, Teacher and Building Coordinator
Bri-Shannon Campbell, Teacher
Alyson Woodbury, Teacher
Shayna Marshall, Teacher
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Christine Leary, Teacher
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AES Building Task Force
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Jessica Ladd, Teacher
Bruce McBrien, Teacher
Rebecca Reese, Teacher
Sharon Nash, Teacher and Union Representative
Sarah Pelletier, Teacher
Sue Kimball, Teacher and Union Representative
Toni-Marie Evans, Parent
Amy Woolwich Courtney, Parent and Chair of the Amesbury Board of Health

Reopening Scenarios

School districts across the Commonwealth and the nation are facing unprecedented times. For those of us in education, the decision about reopening schools this fall has been one of the most difficult decisions we have ever faced. Based on the best guidance available, we developed a plan for all three possible scenarios as we recognized that how we begin the school year may look quite different from how we progress through it. Our goal is for the safe return of as many students as possible to in-person school settings with the ability to maximize learning and to meet the social and emotional needs of our students (Riley, 2020 pp.2). This plan was designed to support students, staff and families to transition as seamlessly as possible between the remote learning model, the hybrid learning model, and the in-person learning model as safely as public health conditions and metrics dictate.

Learning Scenarios ¹		
Scenario 1: Return to Full-Time In-Person Learning	Scenario 2: Continuation of Full-Time Remote Learning	Scenario 3: Hybrid Learning
<p><i>What is it?</i></p> <ul style="list-style-type: none"> The majority of students and staff attend school in-person. Students and staff wear masks, engage in frequent handwashing, and remain physically distanced throughout the day Some students and staff participate in remote learning. 	<p><i>What is it?</i></p> <ul style="list-style-type: none"> The majority of students participate in remote learning. As public health conditions permit, some groups of students attend school in-person. Staff may work remotely or in school buildings, as space permits. 	<p><i>What is it?</i></p> <ul style="list-style-type: none"> To support physical distancing in school buildings, students are assigned a consistent schedule balancing in-person and remote learning.
<p><i>What are the key considerations for planning?</i></p> <ul style="list-style-type: none"> Building a welcoming, safe, and supportive community for students and staff. Understanding students' learning needs after a period of school building closure. Aligning instructional materials and teacher professional development to meet students' needs. 	<p><i>What are the key considerations for planning?</i></p> <p>EVERYTHING IN SCENARIO 1 PLUS:</p> <ul style="list-style-type: none"> Building relationships with students and families remotely. Maintaining instructional coherence. Establishing an appropriate role for technology. Meeting the needs of our most vulnerable students. Building teachers' capacity to effectively deliver instruction remotely. 	<p><i>What are the key considerations for planning?</i></p> <p>EVERYTHING IN SCENARIOS 1 AND 2 PLUS:</p> <ul style="list-style-type: none"> Maintaining curricular coherence between in-person and remote learning. Prioritizing our most vulnerable students in scheduling. Supporting staff and families to monitor and track students' participation.

¹ Adapted from the Council of Chief State Schools' guide *Restart & Recovery: Considerations for Teaching & Learning*.

Reopening Guidelines

DESE Reopening Guidelines and Considerations

DESE issued Initial Fall Reopening Guidance on June 25, 2020. The guidance established a statewide goal to¹ “safely bring back as many students as possible to in-person settings, to maximize learning and address our students’ holistic needs.” The guidance also laid out health and safety requirements all schools must follow:

Mask Wearing

- Students in grade 2 and above are required to wear a mask/face covering that covers their nose and mouth in school and on busses. APS will require students in grades 2-12 wear masks and encourage students in Grades K-2 to wear masks. All students will be provided with mask breaks.
- Families should provide masks/face coverings for their children to wear in school. Schools will have extra disposable masks/face coverings for students who need them.
- Educators and staff are required to wear masks/face coverings.
- Mask breaks should occur throughout the day. Breaks should occur when students can be six feet apart and outside or in a room with the windows open.

Physical Distancing

- Individuals must maintain a minimum of 3 feet of physical distance while in school, including in classrooms. Six (6) feet of physical distance is recommended and APS will account for 6 feet of physical distance whenever possible.
- Desks should be arranged in rows facing the same direction, spaced a minimum of three feet apart. APS can physically distance a minimum of 5 feet apart. CES will have to use additional spaces (library, gym, etc.) to meet this 5ft. minimum.
- Cafeterias, media centers, and other alternate spaces may be repurposed as classrooms to accommodate distancing requirements.

Student Grouping

- There is no maximum class size so long as the distancing requirements are met.
- Students should be divided into groups and remain in their groups throughout the day to reduce inter-group contact to the extent possible.
- High needs students should be prioritized for full-time in-person learning.

Screening for COVID-19

- Temperature checks are not recommended.
- In-school testing for COVID-19 is not recommended.
- Families should conduct a symptom check and not send their children to school if they exhibit any COVID-19 symptoms.
- Schools should work with families to ensure students are current on all standard vaccinations. The flu vaccine is strongly recommended for all students and staff.

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Handwashing and Hand Sanitizing

- Students and staff are required to exercise hand hygiene (hand washing or sanitizing) throughout the day, including upon arrival to school, before eating, before putting on and taking off their masks, and before dismissal.
- When handwashing, individuals should use soap and water to wash all surfaces of their hands for at least 20 seconds.
- Hand sanitizer with at least 60% ethanol or at least 70% isopropanol can be used when hand washing is not feasible. Hand sanitizer should be applied to all surfaces of the hands and in sufficient quantity that it takes 20 seconds of rubbing hands together for the sanitizer to dry.
- Hand sanitizer should be placed at key locations throughout the school building.

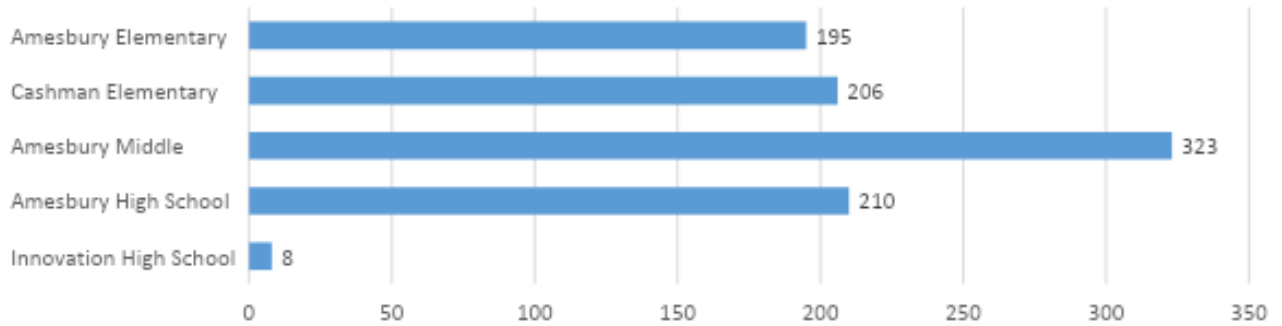
Survey Data

Last month, the district administered surveys to staff, families, and teachers to gather information about their thoughts on the remote learning experience this past spring as well as to gain insight about their preferences for schools reopening in the fall. We used these results to determine that a phased-in approach starting with remote learning, is the most cautious way to proceed. Starting in a remote model allows us to fully implement new safety practices, ensure social distancing, provide opportunities for in-person teaching and learning in smaller groups for our most vulnerable populations, and offer teachers time to adjust to the new expectations and tools for remote learning. Having some time to adjust to new systems, protocols, and procedures will allow the district to be more fully prepared for a safe return of both staff and students. Please note the results from our survey below:

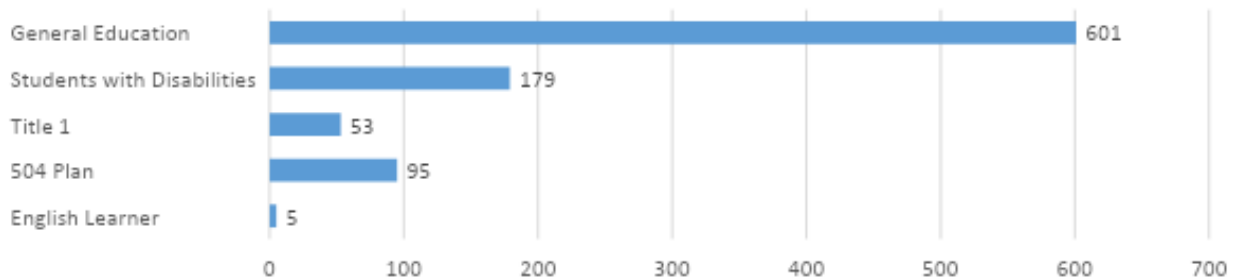
Remote Learning Reflection Survey

During the first week of July, the District leadership team created and distributed a “Remote Learning Reflection Survey” to all families in the Amesbury Public Schools. The goal of the survey was to gather information pertaining to the experience of families with regards to the implementation of remote learning for the last three and half months of the 2019-2020 school year. Based on information in our student information system, we have 1298 unique families (1,994 students) who received the survey. **A total of 929 or 71.6% of families responded to the survey.** The results are reported below.

Question: School Child Attends (Number of Responses)

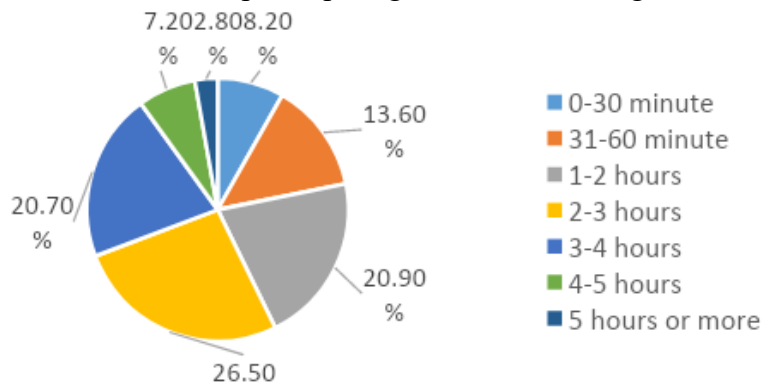


Question: Participation in Subgroup



Question: Approximately how much of the day do you estimate that your child participated in remote learning activities? These activities could have been recorded or assigned work to be completed by your child on their own or "live" sessions.

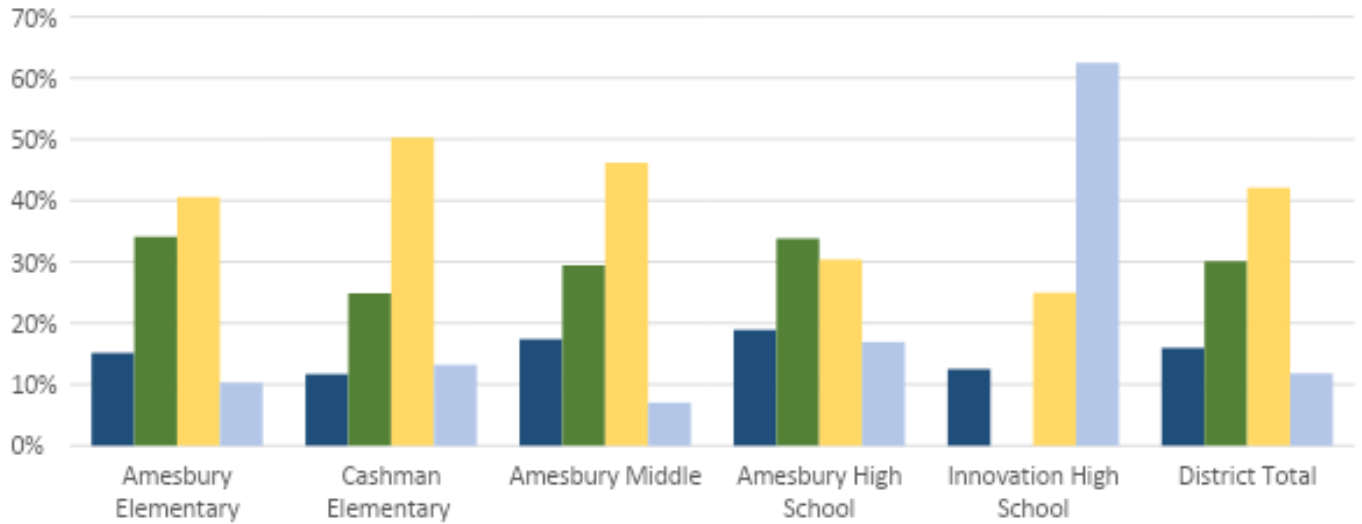
District Results – Time participating in remote learning



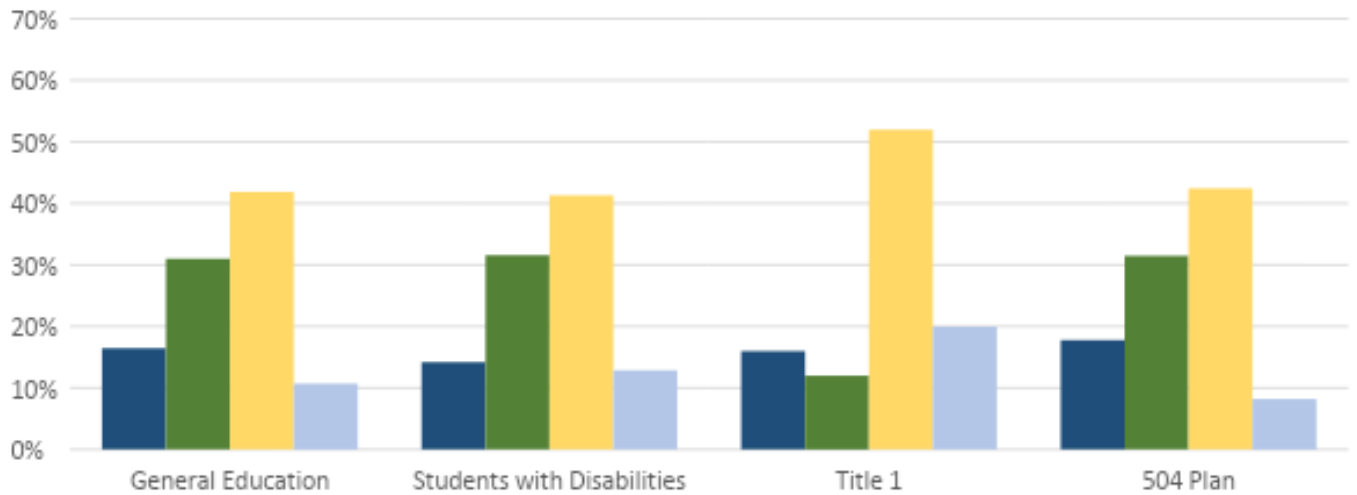
Results by School – Time participating in remote learning

School	0-30 min		31-60 min		1-2 hours		2-3 hours		3-4 hours		4-5 hours		5+ hours	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
AES	17	9.4%	20	11.1%	24	13.3%	47	26.1%	52	28.9%	14	7.8%	6	3.3%
CES	21	11.4%	26	14.1%	29	15.8%	50	27.2%	34	18.5%	16	8.7%	8	4.3%
AMS	18	6.5%	37	13.3%	68	24.4%	77	27.6%	54	19.4%	19	6.8%	6	2.2%
AHS	10	5.2%	29	15.0%	53	27.5%	50	25.9%	35	18.1%	12	6.2%	4	2.1%
AIHS	3	37.5%	3	37.5%	2	25.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
TOTAL	69	8.2%	115	13.6%	176	20.9%	224	26.5%	175	20.7%	61	7.2%	24	2.8%

Question: Do you feel like your child was engaged in remote learning?



Engagement by Subgroup



According to the survey results, Amesbury High School had the highest percentage of families reporting higher levels of engagement of students. Amesbury Elementary School families also reported that nearly 50% of students were engaged *almost always* or *much of the time*. Results of subgroups were similar, with the exception of families of students in Title 1, who reported much higher rates of students being either occasionally or not at all engaged in remote learning activities..

Question: Families were asked to select successful strategies that increased their child’s engagement during the spring remote learning period. Participants were asked to check all that apply.

Across all schools, and at the district level, Live Google Meets was the strategy selected most often by families as a strategy that increased engagement during remote learning. Families also indicated that having a weekly class schedule was extremely helpful for structuring and organizing the learning at home.

Successful Strategy	AES		CES		AMS		AHS		District	
	#	%	#	%	#	%	#	%	#	%
Live Google Meets	130	73.0%	125	70.2%	222	78.2%	152	84.9%	633	76.9%
Weekly Class Schedule	103	57.9%	93	52.2%	181	63.7%	118	65.9%	503	61.1%
Daily Assignments	75	42.1%	83	46.6%	169	59.5%	82	45.8%	410	49.8%
Weekly Assignments	51	28.7%	59	33.1%	116	40.8%	88	49.2%	314	38.2%
Online Platforms	75	42.1%	70	39.3%	135	47.5%	19	10.6%	299	36.3%
Pre-Recorded Lessons	55	30.9%	42	23.6%	59	20.8%	42	23.5%	198	24.1%
YouTube videos	38	21.3%	39	21.9%	52	18.3%	21	11.7%	151	18.3%
Independent student-led activities	19	10.7%	16	9.0%	27	9.5%	32	17.9%	94	11.4%

(*Innovation High School did not have enough participants complete the question to provide results.)

Question: Families were also asked to provide information regarding the *barriers* their child faced while learning remotely at home. Participants were asked to check all that apply.

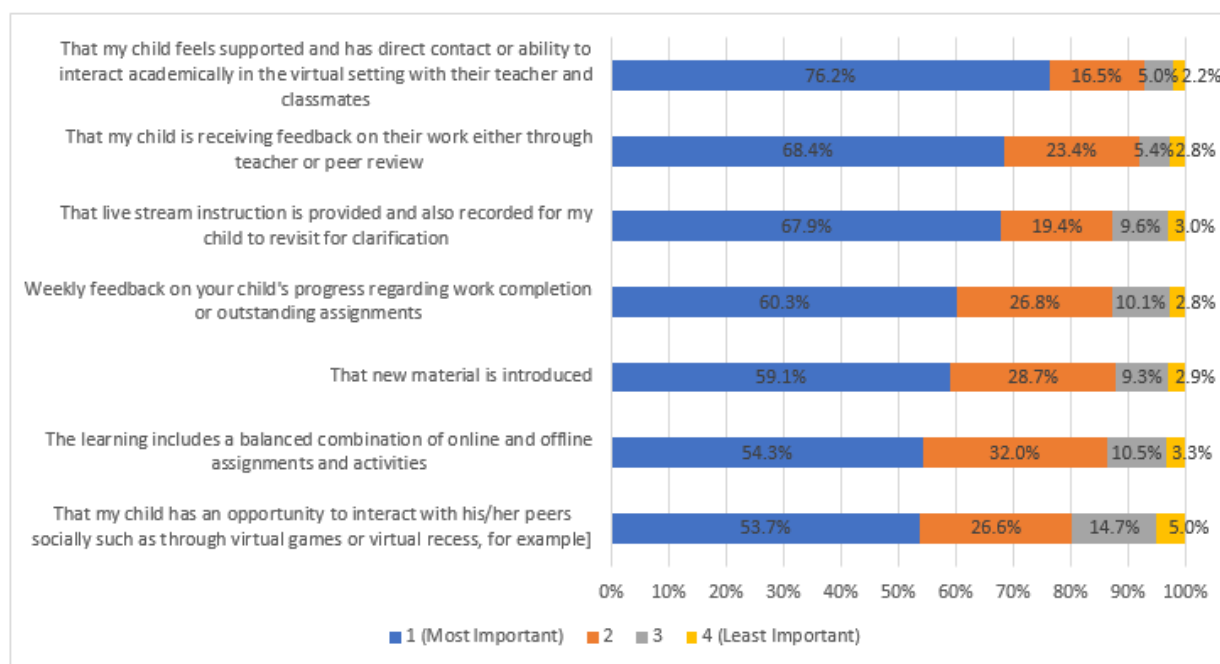
Barriers	AES		CES		AMS		AHS		District	
	#	%	#	%	#	%	#	%	#	%
Inconsistent Structure/schedule	72	47.7%	87	56.1%	144	59.3%	84	50.6%	389	54.3%
No Barriers	47	31.1%	36	23.2%	76	31.3%	75	45.2%	234	32.6%
Lack of quiet work space	44	29.1%	42	27.1%	65	26.7%	18	10.8%	169	23.6%
Insufficient Technology	33	21.8%	33	21.3%	29	11.9%	15	9.0%	110	15.3%
Childcare	38	25.1%	35	22.6%	29	11.9%	2	1.2%	104	14.5%

(*Innovation High School did not have enough participants complete the question to provide results)

Question: In consideration of a remote learning environment, please rate the importance of each of the following items as they apply to your child’s learning.

Results from this question can be found below. Although the majority of families reported that all of the considerations for remote learning were most important, the statement “*My child feels supported and has direct contact or ability to interact academically in the virtual setting with their teacher and classmates*” was overwhelmingly identified as the most important individual factor with 76.2% of respondents identifying it.

In addition, more than two-thirds of respondents identified that *receiving feedback on their work* and the *recording of the live stream instruction* were critical to the remote learning.



Sample of additional comments from families:

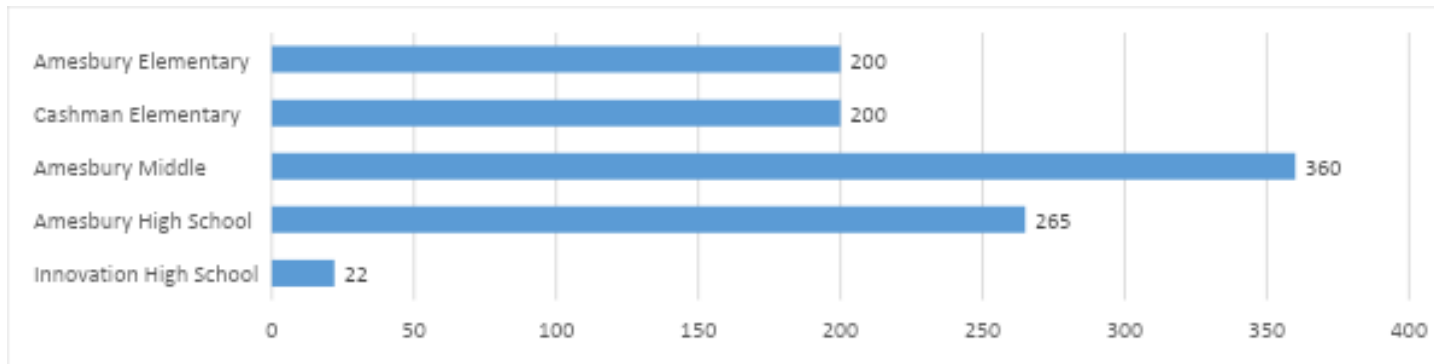
- If classes are going to take place online this fall; it is important to try to create a virtual environment where kids can interact with each other and learn.
- There was a high frustration level associated with my child's inability to understand assignments and keep up with deliverables. There was also a noted issue with teachers using different locations for communication, assignments and materials. Some used Google Calendar, some used Remind, some information was in the Google Classroom folders and others used email. Lastly, there were slight challenges associated with using different operating systems.
- I feel it is very important that they return to school for social and academic reasons. My 5th grader engaged in Google Meets, completed his work, but he felt like he was not learning anything new. Mom and dad work full time which was a struggle. My 5th and 8th grader completed their assignments within an hour while my 6th grader took 5-8 hours with hers. It was very inconsistent and a challenge for all.
- They need constant learning from their teachers, not just 20 minutes a day - teachers have to be serious and set expectations and work with students face to face whether it be in the classroom or remote.
- My daughter felt as though she absorbed information better without the stress and anxiety that tests and quizzes give her. So overall, a good experience.
- I believe it is important that kids have more face to face interactions with their teachers.
- Two hours a day is not enough learning time and I feel it was very hard for my son to focus since he does much better in the schedule and structure school allows
- My child has regressed significantly since being out of school for the past 118 days. His lack of interaction with peers and educators continues to be detrimental to his development.
- A school schedule that understands the schedule of a working parent who cannot work remotely.
- It is very tough to keep young kids engaged when there are more "fun" things to be doing... Also, I had to be way more hands-on with his schoolwork, which was frustrating and very time intensive.

Re-Opening Survey Results

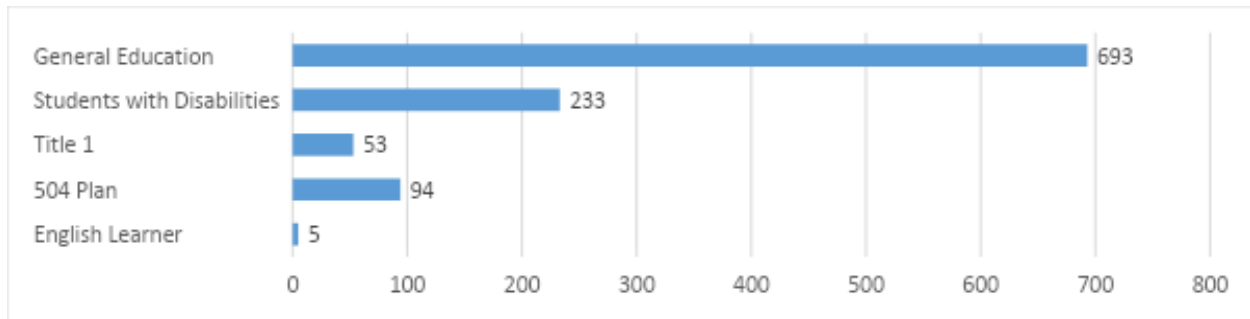
In the second week of July, the District Leadership team created and distributed another survey for the purpose of gathering information to be used to inform the reopening of schools in the Fall of 2020. As of July 28, APS had **1,046 responses to the survey**. Unlike the previous survey, we asked families to complete a survey for each child. Based on that, we had a return rate of 52.5%.

Results of that survey are provided below:

Question: School Child Attends (Number of Responses)



Question: Participation in Subgroup



The Massachusetts Department of Elementary and Secondary Education has asked districts across the Commonwealth to plan for three possible fall scenarios:

1. In-Person Learning with Safety Protocols: Return to in-person school following strict safety guidelines (i.e. all students and staff wearing masks, maintaining a distance of six feet when possible, but never fewer than five feet, hand washing throughout the day and Personal Protective Equipment (PPE) for all staff, monitoring illness at home, etc.).

2. Hybrid (alternating in-person and remote learning): Hybrid of the two (remote and in-person learning) in which students spend some time in school and some time learning at home.

3. Remote Learning: Continue with remote learning, with both real-time virtual class meetings with APS teachers (synchronous) as well as independent, but directed learning (asynchronous). Remote learning next year will not be the same as last year, with more face-to-face time, graded

assignments, and required and monitored participation. **All teachers will be expected to report to their classrooms during contractual hours to teach classes remotely.**

Question: If all social distancing guidelines are met and safety precautions are satisfied, do you plan to send your child **back to school in-person five days a week** (Model #1)?

According to the results, approximately two-thirds of participants who responded to the survey would send their child(ren) back to school full-time in the fall if safety precautions were met. The rates were much higher at the high school levels than at the elementary schools.

Results by School

	Yes		No		Total
	#	%	#	%	
Amesbury Elementary School	110	56%	86	44%	196
Cashman Elementary School	120	61%	76	39%	196
Amesbury Middle School	219	62%	132	38%	351
Amesbury High School	199	75%	65	25%	264
Amesbury Innovation High School	14	70%	6	30%	20
DISTRICT TOTAL	662	64%	365	36%	1027

Results by Grade

	Yes		No		Total
	#	%	#	%	
Pre-K	12	75%	4	25%	16
Kindergarten	30	59%	21	41%	51
First Grade	46	59%	32	41%	78
Second Grade	37	59%	26	41%	63
Third Grade	49	54%	42	46%	91
Fourth Grade	51	61%	33	39%	84
Fifth Grade	66	71%	27	29%	93
Sixth Grade	56	55%	46	45%	102
Seventh Grade	55	65%	29	35%	84
Eighth Grade	46	55%	37	45%	83
Ninth Grade	45	73%	17	27%	62
Tenth Grade	59	84%	11	16%	70
Eleventh Grade	59	83%	12	17%	71
Twelfth Grade	51	68%	24	32%	75
Post-Grad	0	0%	4	100%	4
District Total	662	64%	365	36%	1027

Results by Subgroup

An analysis of the results by subgroup varies significantly by grade level configurations. At the elementary level, of the 80 respondents who had students with disabilities 68% indicated they wanted their child to return to school 5 days a week in the fall. However, this same population at the secondary level was much lower at 54% and 50% at the middle and high schools respectively.

The percent of respondents with students in general education who indicated they would send their child back full time increased with grade level configuration.

Elementary (PreK-4)	Yes		No		Total
	#	%	#	%	
General Education	142	56%	111	44%	253
Student with Disability	54	68%	26	32%	80
Title I	15	56%	12	44%	27
504 Plan	10	59%	7	41%	17
English Language Learner	0	0%	1	100%	1

Middle School (5-8)	Yes		No		Total
	#	%	#	%	
General Education	145	64%	81	36%	226
Student with Disability	43	54%	36	46%	79
Title I	4	67%	2	33%	6
504 Plan	17	61%	11	39%	28
English Language Learner	1	100%	0	0%	1

High School (9-PG)	Yes		No		Total
	#	%	#	%	
General Education	160	79%	41	21%	201
Student with Disability	25	50%	25	50%	50
504 Plan	27	90%	3	10%	30

Question: If all social distancing guidelines are met and safety precautions are satisfied, would you prefer to have your child engage in remote learning at home for 5 days a week (Model #3)?

The results of the previous question were delineated even more when participants were asked if they would prefer to have their child engage in remote learning at home 5 days a week. Of the participants who answered this question, 29% of families responded they prefer remote learning full time in the fall. Again, this preference was greater at the elementary level than the high school level.

Results by School

	Yes		No		Total
	#	%	#	%	
Amesbury Elementary School	67	35%	126	65%	193
Cashman Elementary School	59	30%	136	70%	195
Amesbury Middle School	118	33%	236	67%	354
Amesbury High School	50	20%	206	80%	256
Amesbury Innovation High School	4	19%	17	81%	21
DISTRICT TOTAL	298	29%	721	71%	1019

Question: If the district is unable to meet social distancing requirements we may need to employ a hybrid model of instruction (model #2), that includes some remote learning time with in-person classroom time, which option do you prefer?

The majority of respondents indicate they would prefer students to attend at least 2 days each week in a hybrid model of instruction.

School	Week On / Week Off		2 / 3 Split		No Preference		Total
	#	%	#	%	#	%	
Amesbury Elementary School	39	20.1%	95	49.0%	60	30.9%	194
Cashman Elementary School	46	23.0%	107	53.5%	47	23.5%	200
Amesbury Middle School	88	24.7%	197	55.3%	71	19.9%	356
Amesbury High School	68	26.6%	144	56.3%	44	17.2%	256
Innovation High School	5	22.7%	12	54.5%	5	22.7%	22
DISTRICT TOTAL	246	23.9%	555	54.0%	227	22.1%	1028

Subgroup	Week On / Week Off		2 / 3 Split		No Preference		Total
	#	%	#	%	#	%	
General Education	158	23.3%	372	54.9%	148	21.8%	678
Students with Disabilities	53	25.4%	110	52.6%	46	22.0%	209

Title 1	6	18.2%	22	66.7%	5	15.2%	33
504 Plan	24	31.2%	35	45.5%	18	23.4%	77
English Language Learner	0	0.0%	0	0.0%	2	100.0%	2

Question: How do you anticipate that your child will get to and from school this fall?

According to the results of the survey, just over a quarter (28%) of respondents plan to have their students use the bus this fall to get to and from school. The majority will be dropping off their child(ren) at school.

	Bus		Drop-off		Walk or bike		Drive self/other		Total
	#	%	#	%	#	%	#	%	
Amesbury Elementary School	46	25%	124	68%	11	6%	1	1%	182
Cashman Elementary School	79	43%	98	53%	4	2%	3	2%	184
Amesbury Middle School	104	32%	172	52%	46	14%	8	2%	330
Amesbury High School	42	17%	94	38%	34	14%	78	31%	248
Innovation High School	2	10%	5	25%	9	45%	4	20%	20
DISTRICT TOTAL	273	28%	493	51%	104	11%	94	10%	964

Question: Is your child accustomed to wearing a **face mask** in public (in stores, indoor gatherings, or outside when closer than 6 feet to others)?

Based on the results, the majority of students are accustomed to wearing a face mask in public with the percent of “yes” responses increasing as the age of the student increases. However, 20% of participants report that their child has not had to wear a mask very much.

Results by Grade Level

	Yes		No		Not very much		Total
	#	%	#	%	#	%	
Pre-K	10	62.5%	2	12.5%	4	25.0%	16
Kindergarten	27	51.9%	7	13.5%	18	34.6%	52
First Grade	58	75.3%	4	5.2%	15	19.5%	77
Second Grade	37	56.9%	9	13.8%	19	29.2%	65
Third Grade	61	64.9%	6	6.4%	27	28.7%	94
Fourth Grade	55	65.5%	4	4.8%	25	29.8%	84
Fifth Grade	78	81.3%	3	3.1%	15	15.6%	96

Sixth Grade	71	67.6%	8	7.6%	26	24.8%	105
Seventh Grade	68	79.1%	4	4.7%	14	16.3%	86
Eighth Grade	60	72.3%	5	6.0%	18	21.7%	83
Ninth Grade	51	82.3%	4	6.5%	7	11.3%	62
Tenth Grade	61	87.1%	2	2.9%	7	10.0%	70
Eleventh Grade	62	86.1%	0	0.0%	10	13.9%	72
Twelfth Grade	73	94.8%	1	1.3%	3	3.9%	77
Post-Grad	3	75.0%	1	25.0%		0.0%	4
DISTRICT TOTAL	775	74.3%	60	5.8%	208	19.9%	1043

Results by Subgroup

Subgroup	Yes		No		Not very much		Total
	#	%	#	%	#	%	
General Education	523	75.9%	36	5.2%	130	18.9%	689
Students with Disabilities	143	68.1%	18	8.6%	49	23.3%	210
Title I	25	75.8%	1	3.0%	7	21.2%	33
504 Plan	63	79.7%	1	1.3%	15	19.0%	79
English Language Learner	1	50.0%	0	0.0%	1	50.0%	2

Question: Is your child accustomed to social distancing, staying 6 feet from others, in public (in stores, indoor gatherings, or outside)?

Unlike wearing masks fewer participants responded in the affirmative for social distancing, especially for the youngest students. Further, it appears that students may not have as much experience with the concept of social distancing.

Results by Grade Level

	Yes		No		Not very much		Total
	#	%	#	%	#	%	
Pre-K	6	37.5%	2	12.5%	8	50.0%	16
Kindergarten	22	42.3%	13	25.0%	17	32.7%	52
First Grade	45	58.4%	4	5.2%	28	36.4%	77

Second Grade	34	53.1%	8	12.5%	22	34.4%	64
Third Grade	71	75.5%	4	4.3%	19	20.2%	94
Fourth Grade	56	66.7%	6	7.1%	22	26.2%	84
Fifth Grade	76	79.2%	4	4.2%	16	16.7%	96
Sixth Grade	78	74.3%	6	5.7%	21	20.0%	105
Seventh Grade	63	73.3%	1	1.2%	22	25.6%	86
Eighth Grade	61	72.6%	5	6.0%	18	21.4%	84
Ninth Grade	45	73.8%	7	11.5%	9	14.8%	61
Tenth Grade	62	88.6%	0	0.0%	8	11.4%	70
Eleventh Grade	58	80.6%	2	2.8%	12	16.7%	72
Twelfth Grade	67	88.2%	4	5.3%	5	6.6%	76
Post-Grad	0	0.0%	1	25.0%	3	75.0%	4
DISTRICT TOTAL	744	71.5%	67	6.4%	230	22.1%	1041

Results by Subgroup

Subgroup	Yes		No		Not very much		Total
	#	%	#	%	#	%	
General Education	499	72.6%	40	5.8%	148	21.5%	687
Students with Disabilities	142	67.6%	24	11.4%	44	21.0%	210
Title I	26	78.8%		0.0%	7	21.2%	33
504 Plan	57	72.2%	2	2.5%	20	25.3%	79
English Language Learner	1	50.0%		0.0%	1	50.0%	2

Question: How many of your children attending Amesbury Public Schools DO NOT have their OWN personal device (ie. computer, laptop, Chromebook)? This does not include cell phones or shared family devices.

At the elementary schools, at least 60% of families have a need for a computer, but those numbers decline for middle and high school students.

Results by School

	0		1		2		3		4 or more		Total
	#	%	#	%	#	%	#	%	#	%	
Amesbury Elementary School	82	41.2%	79	39.7%	33	16.6%	5	2.5%		0.0%	199
Cashman Elementary School	87	43.7%	61	30.7%	46	23.1%	3	1.5%	2	1.0%	199

Amesbury Middle School	216	60.2%	86	24.0%	47	13.1%	8	2.2%	2	0.6%	359
Amesbury High School	202	76.2%	48	18.1%	13	4.9%	1	0.4%	1	0.4%	265
Amesbury Innovation High School	13	59.1%	5	22.7%	4	18.2%		0.0%		0.0%	22
DISTRICT TOTAL	600	57.5%	279	26.7%	143	13.7%	17	1.6%	5	0.5%	1044

Question: If your child (children) are all using technology, do you have the broadband internet access to support that use?

Results by School

	Yes		No		Total
	#	%	#	%	
Amesbury Elementary School	185	93.0%	14	7.0%	199
Cashman Elementary School	186	93.0%	14	7.0%	200
Amesbury Middle School	344	95.6%	16	4.4%	360
Amesbury High School	254	95.8%	11	4.2%	265
Amesbury Innovation High School	21	95.5%	1	4.5%	22
DISTRICT TOTAL	990	94.6%	56	5.4%	1046

Question: If we return to school in September in either a hybrid or full remote model, is childcare a concern for your family?

	Yes		No		Total
	#	%	#	%	
Amesbury Elementary School	74	40.0%	111	60.0%	185
Cashman Elementary School	85	47.0%	96	53.0%	181
Amesbury Middle School	105	31.7%	226	68.3%	331
Amesbury High School	17	6.9%	231	93.1%	248
Amesbury Innovation High School	0	0.0%	10	100.0%	10
DISTRICT TOTAL	281	29.4%	674	70.6%	955

Question: Which, if any, affect your household at this time?

Approximately half of the total respondents answered this question. The areas identified as needs include being a home that is high risk, mental health/counseling support, and employment insecurity.

	Access to school supplies at home		Employment insecurity		Food insecurity		Housing insecurity		Medical conditions that put child/household member at high risk for serious risk of illness if they contract coronavirus		Mental health/counseling support for one or more of your household	
	#	%	#	%	#	%	#	%	#	%	#	%
AES	12	14%	18	22%	2	2%	1	1%	27	33%	23	28%
CES	15	19%	22	27%	5	6%	3	4%	21	26%	15	19%
AMS	14	9%	33	20%	17	10%	6	4%	61	37%	33	20%
AHS	6	8%	20	26%	2	3%	2	3%	31	40%	16	21%
AIHS	3	2%	2	11%	0	0%	1	6%	4	22%	8	44%
Total	50	12%	95	23%	26	6%	13	3%	144	34%	95	23%

Recommendation for School Opening

Remote Learning Model--How Will it Work and be Different from the Spring?

Although the Remote Learning Model met the needs of students last spring at the outset of the pandemic, it is clear changes need to occur in order to make the learning more rigorous and meaningful for students. The Building and Instruction/Remote Learning/Technology Subcommittees have been working with the Leadership Team to outline such a plan for our remote learning. The Department of Elementary and Secondary Education released a guidance document for planning remote learning instruction which can be found at <http://www.doe.mass.edu/covid19/on-desktop/remote-learning/>.

Remote learning this fall will be more accessible, accountable and engaging; and more like school than what students and staff experienced March through June.

Amesbury has built upon its systems and experiences from the spring and will be offering all students a full-time remote program to start the school year. Our plan for remote learning will be accessible to all students regardless of the model we are in. ***All classes will be streamed live as well as recorded and uploaded into Google Classrooms.*** The district will provide: technology to students without devices, technology support, curriculum and instruction aligned to the state standards, teacher feedback (including grades) to students, monitoring attendance and engagement, on-going communication with families, and professional development to support our proposed phased-in approach.

Students in specialized education programs and our EL population will return to school in-person on September 21st.

Homeschooling is not the same thing as remote learning. If a parent/guardian decides to homeschool their child/children, they must reach out to Lyn Jacques, Director of Teaching & Learning @ jacquesl@amesburyma.gov and fill out an application. Once that application has been returned and the homeschool plan approved, the parent/guardian must unenroll their student from school, as a homeschooled student is no longer a student of the Amesbury Public Schools.

Some parents may unenroll their students from Amesbury Public Schools and sign up for a Commonwealth Virtual School (CMVS). A CMVS is a public school in which all instruction is delivered online (not delivered by Amesbury teachers). Massachusetts currently has two virtual schools that serve students grades K-12: TEC Connections Academy Commonwealth Virtual Academy (TECCA); and Greenfield Commonwealth Virtual School (GCVS). For more information regarding Commonwealth Virtual Schools, please contact: doe.mass.edu/cmvs.

The district's remote learning plan will be taught by Amesbury teachers and will follow a regular school schedule. For all remote learning, the following will apply:

Accessible:

The newly upgraded Google Enterprise will be our learning management system (LMS) for all grades districtwide (the one exception is at AES where Pre-K, K, and 1 will be using SeeSaw). Google Classroom organizes content in one place for easy access and easy storage.

Students in all grades will have an Amesbury email account. For most grades restrictions will be in place to limit users' ability to send email or receive emails from outside our domain.

Google Meet will be used for synchronous meetings/teaching. Classes will be recorded as well as streamed live, so students will have access to instruction in the event they cannot sign into a class while it is being taught live.

When required and appropriate, students will be provided with hard copy materials if they need it to access and participate fully in the learning.

Accountable:

All students will be expected to follow a structured, daily schedule when engaging in remote learning. This schedule should mirror the normal school schedule as much as possible. Following the school schedule will ensure students will be engaged in meaningful instruction everyday. Schedules contain both synchronous and asynchronous instruction. **Regardless of the instruction, teachers will be online and available to all students during the regular school day (with the exception of teacher lunch and teacher preparation blocks). Each schedule (every grade) has built in daily opportunities for students to get one-on-one support from their teacher--either virtually or in-person depending on the needs of the students. At the elementary level this support (virtual or in-person) is called flex blocks, at the middle school it's called CE block, and at the high school it's called a Support block.** Additionally, Wednesdays will follow a Professional Release Time (PRT) Schedule--every Wednesday morning for the first three hours of the day, students will have the opportunity to meet with their teachers for extra support either virtually or in-person according to the needs of the student. Teachers will meet in the afternoon for professional development and/or collaboration and planning and students will be off in the afternoon. Please see sample schedules below.

Example Elementary School Remote Schedule:

*Student Check-ins will be scheduled by teachers on Wednesday mornings

*FLEX Blocks will be used for 1:1/small group meetings with teachers, interventions, and enrichment activities

Wed. Schedule	Wednesday	M, T,Th,F	Monday	Tuesday	Thursday	Friday
8:30 a.m.	Morning Meeting Attendance 30 Min Synchronous	8:30 a.m.	Morning Meeting: 30 Min Attendance Synchronous	Morning Meeting: 30 Min Attendance Synchronous	Morning Meeting: 30 Min Attendance Synchronous	Morning Meeting: 30 Min Attendance Synchronous
9:00 a.m.	Special: 60 Min Asynchronous	9:00 a.m.	Special: 60 min	Special: 60 min	Special: 60 min	Special: 60 min
10:00 a.m.	Snack	10:00 a.m.	Snack	Snack	Snack	Snack
10:30 a.m.	Science/Social Studies: 90 Min. Asynchronous	10:30 a.m.	Language Arts: 90 Min. Synchronous/ Asynchronous	Math: 90 Min. Synchronous/ Asynchronous	Language Arts: 90 Min. Synchronous/ Asynchronous	Math: 90 Min. Synchronous/ Asynchronous
12:00 p.m.	Lunch/Break	12:00 p.m.	Lunch/Break	Lunch/Break	Lunch/Break	Lunch/Break

Example Middle School Remote Schedule:

The schedules below represent what will be occurring during synchronous learning days of Monday, Tuesday, Thursday and Friday for AMS students and staff.

A	B	C	D	E	F	G	H	I	J	K	L	M	N
The schedules below represent what will be occurring during synchronous learning days of Monday, Tuesday, Thursday and Friday for AMS students and staff.													
5th Grade		6th Grade			7th Grade			8th Grade			EAST TEACHERS		
7:45-8:25 EAST*		7:45-8:40 Section 1			7:45-8:40 Section 1			7:45-8:40 Section 1			7:45-8:25 5th		
8:30-9:10 EAST+		8:45-9:40 Section 2			8:45-9:40 Section 2			8:45-9:10 CE			8:30-9:10 5th		
9:15-10:10 Section 1		9:45-10:40 Section 3			9:45-10:40 Section 3			9:15-9:55 EAST*			9:15-9:55 8th		
10:15-11:10 Section 2		10:45-11:15 Lunch			10:45-11:40 Section 4			10:00-10:40 EAST+			10:00-10:40 8th		
11:15-11:45 Lunch		11:20-12:00 EAST*			11:45-12:10 CE			10:45-11:40 Section 2			10:45-11:15 Lunch		
11:50-12:45 Section 3		12:05-12:45 EAST+			12:15-12:45 Lunch			11:45-12:15 Lunch			11:20-12:00 6th		
12:50-1:45 Section 4		12:50-1:45 Section 4			12:50-1:30 EAST*			12:20-1:15 Section 3			12:05-12:45 6th		
1:50-2:15 CE		1:55-2:15 CE			1:30-2:15 EAST+			1:20-2:15 Section 4			12:50-1:30 7th		
											1:35-2:15 7th		

CE: Curriculum Enrichment, denotes time in the schedule for open ended Google Meets that can be used as small group meetings, advanced studies, 1:1 meetings and extra help, etc.

EAST classes are Art, Foreign Language, Physical Education, Tech. Ed., Computer, Band, Chorus, Health

Sections 1, 2, 3 and 4 are the academic classes students are assigned to in their schedule (English Language Arts, Mathematics, Science and Social Studies).

* One twenty minute meeting for administrative purposes will occur during this timeframe. +Twenty minutes from first EAST in addition to this period constitutes 1 hour teacher prep per day.

The schedule below represents what ALL AMS students (grades 5-8) will be doing during the ASYNCHRONOUS day of Wednesday each week during a remote learning time.

ALL AMS STUDENTS ON WEDNESDAYS DURING REMOTE LEARNING (Asynchronous Learning Day)	
7:50-8:35	PRE-RECORDED EAST LESSON AND RELATED ACTIVITY
8:40-9:25	PRE-RECORDED MATH LESSON AND RELATED ACTIVITY
9:30-10:15	PRE-RECORDED LANGUAGE ARTS LESSON AND RELATED ACTIVITY
10:20-11:05	PRE-RECORDED SCIENCE LESSON AND RELATED ACTIVITY
11:10-11:55	LUNCH/RECESS
12:00-12:45	PRE-RECORDED SOCIAL STUDIES LESSON AND RELATED ACTIVITY
12:50-1:35	PRE-RECORDED EAST LESSON AND RELATED ACTIVITY
1:40-2:20	TIME TO COMPLETE HOMEWORK AND ORGANIZE WORK AREA

Example High School Remote Schedule:

Remote Learning Schedule			
Monday, Tuesday, Thursday, Friday		Wednesday	
7:40-8:25	Block 1	7:30-10:45	<i>Students: Asynchronous learning all day</i> <i>Teachers: Support Block*</i>
8:35-9:20	Block 2		
9:30-10:15	Block 3		
10:25-11:10	Block 4		
11:20-11:50	LUNCH	10:45-11:15	LUNCH
12:00-12:45	Block 5	11:15-2:30	<i>Teachers: Teacher Block*</i> <i>Students released from school in the afternoon.</i>
12:55-1:40	Block 6		
1:50-2:30	<i>Support Block*</i>		

In the high school remote model:

- Teachers will be in-person working from the building.
- Students will have *synchronous learning* on Mondays, Tuesdays, Thursdays, and Fridays
 - This means students and teachers are expected to be participating “live” and in real time
 - Teachers are expected to record and post their “live” classes in Google Classroom.
- Students will have *asynchronous learning* on Wednesdays.
 - This means students will have learning activities, but will not be expected to be participating “live”
- Wednesdays will include a *support block* in the morning and a *teacher block* in the afternoon.
 - The *support block* will be used for scheduled individual student meetings, group/team meetings (ie. 504, IEP, etc.), intervention, and acceleration.
 - The *teacher block* will be used for planning, collaboration, and professional development.
- The schedule does not change from week to week.

Example Innovation High School Schedule:

Wednesday- Students will learn asynchronously and staff will participate in PD & planning.

	Monday thru Thursday
8:30 to 9:30	Block 1
9:45 to 10:45	Block 2
11:00 to 12:00	Block 3
12:00 to 12:30	Lunch
12:30 to 1:30	Block 4
1:40 to 2:30	Flex Time/ Work Study Class/ Credit Recovery

	Friday
8:30 to 9:30	Activities/Advising
9:45 to 11	Student /Teacher 20 Minute Meetings
11 to 11:30	Lunch
11:30 to 2:30	Student/Teacher 20 Minute Meetings
1:40 to 2:30	Flex Time/ Work Study Class/ Credit Recovery

Teachers will be taking attendance everyday during remote learning. For instruction during “live” or synchronous classes, students must be logged on and present for the lesson. Students should be logged on from an appropriate location wearing appropriate clothing.

For asynchronous (no livestream component), student participation will be monitored through the completion of an assignment. Teachers should plan to give both formative assessments (exit

tickets, journal logs, etc.) to inform their daily practice, as well as summative assessments to measure and monitor student progress on standards.

Grades:

Consistent with 603 CMR 27.08 (3)(b), districts must assess all students based on the district’s and educator’s criteria for students during the 2020-21 academic year.(<http://www.doe.mass.edu/covid19/on-desktop/remote-learning/>).

This performance criteria will be consistent across in-person, hybrid and remote learning environments. For example, if a student typically receives a letter grade (A-F) for a particular course, students who are participating remotely will also receive a letter grade. While grading will occur across all grade levels, the district will also consider exemptions for students under extreme circumstances (e.g. students in households with family members experiencing significant health issues related to COVID-19) and ensure they receive appropriate support and wraparound services.

Attendance:

Consistent with 603 CMR 27.08(3)(b), schools will take attendance regardless of the model that will be reported daily into SIMS. (<http://www.doe.mass.edu/covid19/on-desktop/remote-learning/>).

Schools may employ multiple ways to track attendance (e.g. monitor synchronous sessions, submitting assignments online, logging into online learning platforms, attending virtual or in-person support etc.) depending on the structure of the remote learning program.

Engaging:

Students will be assessed at the beginning of the school year to determine where they are academically. Teachers will provide livestream instruction from their classrooms that will allow students to “attend” from home. Teachers will also record lessons and upload them to their Google Classrooms, so that if a student needs to review the lesson, or can’t sign into the livestream lesson for some reason, they will have the ability to view the lesson.

The remote learning plan will use the existing APS curricula with a couple of new additions: the elementary schools will be implementing the new literacy program Wit & Wisdom, K-6 will continue to use STMath as a supplement to the Go Math curriculum, and 7th and 8th grade math will be piloting a new math program called Desmos. The continuity of all other curricula will ensure a smooth transition between remote, hybrid and in-person learning.

The Hybrid Model

We are recommending that we start the 2020-2021 school year with a remote model until **metrics are identified regarding cases in the state, Amesbury continues to have low positive test rates, and medical science supports it. The following checkpoints are predicated upon state metrics regarding the rate of positive tests and when it is safe to return to schools. To date, no such metrics have been provided.** We propose to evaluate the viability of returning all students in-person school according to the following checkpoints:

Return to School Evaluate Metrics School Year 2020 (ORIGINAL DATES)

Return to School	Evaluate Metrics	School Year 2020 (ORIGINAL DATES)		
September	October	November	Dec	January
<p data-bbox="203 867 370 1066">All students return Remotely September 15th</p> <p data-bbox="203 1182 412 1423">Tier I SWD and ELL Students will return in-person 4 days per week, three hours per day</p>				

<p>Checkpoint 1</p> <p>Friday, October 2</p>	<p>Option 1: All students return in Hybrid Model October 13th; Tier 1 SWD and ELL increase to 4 Full Days;</p> <p>Option 2: All Students Remain Remote; Tier 1 SWD increase to 4 Full Days and Tier 2 SWD move to modified in-person October 13th</p> <p>Option 3: No Change</p>			
<p>Checkpoint 2</p> <p>Friday, November 13</p>		<p>Option 1: All students return to in-person learning Monday, November 30th</p> <p>Option 2: All students return in Hybrid Model November 30th; Tier 1 SWD and ELL increase to 4 Full Days</p> <p>Option 3: All students remain Remote; Tier 1 SWD and ELL increase to 4 Full Days and Tier 2 SWD move to modified in-person November 30th</p>		
<p>Checkpoint 3</p> <p>Friday, December 18th</p>				<p>Return to in-person learning Monday, January 4th</p>

These checkpoints will allow the district to gather information from families and staff about what is working and what has been challenging as we transition back into the school year, and provide sufficient lead time for any changes to the schedule.

Note: For parents wishing to transition their child from a remote learning environment to a hybrid/in-person learning environment that is different from the schedule listed above, they must contact their schools with a three-week lead time. For example, the district has gone back to in-person learning on November 30th, but a parent decides they want to move from remote to in-person on December 1st. That parent would reach out to the school on December 1st and the child would start attending in-person no later than 3 weeks after that notification. This lead time allows principals to make the necessary adjustments to the classroom and building to ensure our ability to meet physical distancing requirements can be met.

Specifically, Amesbury’s hybrid model will work as follows:

- 1) All students will learn in-person 2 days per week and learn remotely 3 days per week. Cohort A (Red) will be in person Mondays and Tuesdays, Cohort B (White) will be in-person Thursdays and Fridays. On Wednesdays, all students will learn remotely but with asynchronous assignments for three hours in the morning (they may also use this time for individual support and/or conferencing with teachers, and teachers will engage in professional development and/or planning and collaboration for three hours in the afternoon (with ½ hour for lunch). Please see district hybrid schedule below:

APS Hybrid Schedule

Red/White Cohort Hybrid Schedule					
	Monday	Tuesday	Wednesday	Thursday	Friday
In-Person	Red	Red	Students: Remote* Teachers: AM: Support Block* PM: Teacher Block*	White	White
Remote	White	White		Red	Red

In the hybrid model:

- Teachers will be in-person working from the building.
 - They will provide direct, synchronous instruction to students who are in-person and asynchronous instruction/activities to students who are remote
 - Teachers are expected to record and post their “live” classes in Google Classroom.
 - Students are split into 2 cohorts (Red and White) - roughly half and half
 - Students in the **Red Cohort** are in-person at AHS on Monday and Tuesday and will learn remotely on Thursday and Friday.
 - Students in the **White Cohort** will learn remotely on Monday and Tuesday and will be in-person at AHS on Thursday and Friday.
 - Remote learning days will be *asynchronous*. This means students will have learning activities, but not be expected to be learning “live.”
 - On Wednesdays, **all students** will work remotely. The morning will include a *support block (either in-person or virtually according to student needs)* and the afternoon will include a *teacher block. Students will be released from school on Wednesday afternoons.*
 - The *support block* will be used for scheduled individual student meetings, group/team meetings (ie. 504, IEP, etc.), intervention, and acceleration.
 - The *teacher block* will be used for planning, collaboration, and professional development.
 - Having all students work remotely on Wednesday would provide the time needed for enhanced cleaning of the school without students present.
 - The schedule does not change from week to week.
- 2) Students in grades K-12 will be grouped into two groups, Cohort A (Red Cohort) or the Cohort B (White Cohort) and will be assigned to attend school on a Monday/Tuesday or Thursday/Friday schedule. The cohorts will be created with consideration to balancing classes with gender, ability, special services, and keeping siblings in the same days. Students will be divided by splitting the alphabet.
 - 3) Daily class size will be based on the classroom capacity to be able to keep students at least 5ft apart. At the elementary level, students will remain in a cohort with a teacher and remain together for the day. In order to limit the mixing of students, specialist and interventionist teachers may provide services in the classroom or in larger spaces when social distancing is possible.
 - 4) Every student will have their own device. Unlike the spring, families will not be expected to share devices. The district will share more information about how devices will be requested and issued prior to the beginning of the year.
 - 5) Some students in the substantially separate education programs or EL students (category 1 and 2) will attend school in person four days per week with Wednesday being a remote learning half day.
 - 6) Some families may choose a full-time remote learning option for the year.

The district recognizes that once again, we are faced with on-going uncertainties. We will use our checkpoints to reflect on current practice and make plans for moving forward. We will keep

communication with families ongoing and seek feedback from our stakeholders at every step (Please see our Reopening Plans website at: <https://schools.amesburyma.gov/reopening2020>).

We will evaluate public health conditions, metrics from the state (<https://www.mass.gov/info-details/covid-19-weekly-public-health-report>), (academic indicators, and promising practice from other procedures have been established at school districts. We will use this information to determine whether we should continue with the hybrid schedule and for how long, or if we are ready to resume to a full in-person learning schedule.

Modified Full Return to In-Person Learning

APS conducted an analysis on all of our schools (according to DESE guidelines) for a full return to in-person learning. Our Facilities Subcommittee worked with building leadership and district administration to complete inventories of each school building looking at available supplies, furniture, sinks, bathrooms and classroom space (including alternative spaces such as gymnasiums, libraries, and school yards). The teams identified one-way traveling routes in each building for students and staff to safely enter, move throughout the day, and to leave in cohorts. Staggered arrival and dismissal procedures have been established at each school to ensure appropriate physical distancing is possible at all times. The teams evaluated classroom capacity at 3ft, 4ft., 5ft and 6ft. and determined that physical distancing at a minimum of 5ft (as recommended by our School Committee) would be possible at all schools with the exception of the Cashman School which would have to use ancillary spaces such as the Little Theatre or the library as classroom space.

Even though our buildings may be able to accommodate students for a modified full return, the ever-changing COVID updates, the drastic cuts to our budget and the implications of those cuts to these models, and the short time frame available to bring teachers back in a way so that they have the time to plan and learn safety protocols, is not conducive to a safe start on September 15th. Equally important is the time we feel we need to assess our students' academic loss and their mental health before they come back into the school buildings--we do not know yet the full impact the school closures and related COVID experiences have had on our students. It is imperative for us to have not only our academic program designed to be structured and rigorous in any model, but to also have mental health and social emotional support available in any scenario.

While the district has been provided with additional funds from the state in grant money for COVID related expenses only (just under \$700,000 combined), the full expenses for opening are still unknown. We know the purchase of technology alone will be over \$300,000. In addition, there will be costs for PPE, costs for assessing and updating our HVAC systems, costs for classroom furniture and plexiglass, and increased costs for transportation. These costs coupled with anticipated cuts to the APS budget are cause for us to open slowly and assess the impact on schools.

In light of these unknowns, and in the best interest of students and staff, we are recommending remote learning to start the school year with designated checkpoints to reflect on practice and to assess the health and safety landscape before transitioning into the next model of learning.

Special Student Populations

APS is committed to providing an equitable education for all students which means prioritizing in-person learning for our most vulnerable populations. The Student Support Subcommittee thoughtfully planned for a continuation of services and support to ensure students with disabilities and English Learners (ELs) **have as much in-person learning as possible** in all three learning scenarios.

Students with Disabilities

On July 9th, 2020, the Department of Elementary and Secondary Education released a memorandum stating, “school districts must provide a free and appropriate public education (FAPE) consistent with the need to protect the health and safety of students with disabilities and those individuals providing education, specialized instruction and related services to students.” The guidelines prioritize in-person instruction for students with disabilities, particularly preschool aged students and those with significant and complex needs while adhering to health and safety requirements. “Students must receive all services documented in their IEPs through in-person instruction, remote instruction, or a combination of both with a strong emphasis on providing in-person instruction to the greatest extent possible, while abiding by the current necessary health and safety requirements.”²

APS will make every effort to provide in-person instruction to these students. If in-person instruction cannot be provided and students with disabilities must receive instruction remotely in full or in part, these students will “receive special education instruction and related services necessary to provide FAPE through an Instruction and Services model of delivery.” This includes structured lessons, teletherapy, video-based lessons, etc.

Additionally, DESE has determined that students with complex and significant needs include:

- Students already identified as “high needs” through the IEP process on the IEP form “Primary Disability/Level of Need-PL3.” Such students must meet at least two of the following criteria:
 - Services provided outside the general education classroom;
 - Service providers are special education teachers and related service providers;
 - Special education services constitute more than 75% of the student’s school day
- Students who cannot engage in remote learning due to their disability-related needs;
- Students who primarily use aided and augmentative communication;
- Students who are homeless
- Students who are in foster care/congregate care and/or

² Riley, J.C. Massachusetts Department of Elementary and Secondary Education (2020), *Comprehensive Special Education Guidance for the 2020-2021 School Year*.

- Students dually- identified as English learners.³

IEPs/Evaluations

- When school resumes, Annual meetings that were delayed will be held to review students' IEPs.
- Initial /Re-evaluation testing that was delayed will be rescheduled.
- Timelines for current IEPs and evaluations will be maintained.
- In-person evaluations will continue during the remote and hybrid models as long as health and safety requirements allow.

IEP Team Meetings

- In order to adhere to safety requirements, all IEP team meetings will be held remotely,
- This will minimize bringing visitors into school buildings and requiring staff to travel between schools. If this presents a hardship for families, the district will conduct meetings in a hybrid fashion where some members are present and others are remote.

Our other at-risk students and students with 504 plans will continue to get their needs met.

Proposed Phased-In Reopening Plan for Students with Disabilities

Amesbury Public Schools will take a tiered approach to providing in-person instruction models to our students identified with disabilities. Students with IEPs whose special education services require more than 75% of the school day will be prioritized (Tier 1) for the initial implementation of modified in-person instruction in the reopening plan. This group consists of students who are placed in substantially separate programs (Autism Program; Learning Center; Life Skills; social emotional; post-graduate) and students who receive specialized literacy instruction and are supported by special education staff 100% of the school day (Language-Based Program). Tier 2 students will be those students who participate in specialized instruction or related services outside the general education classroom more than 50% of the school day. As guided by state and local metrics for reopening, implementation of modified in-person or hybrid learning for Tier 2 special education students would begin 2-4 weeks after the start of the school year (early October).

The district will implement a protocol for checking student COVID symptoms each morning. No student will be allowed on the van or in the school building if parents have not completed the checklist of symptoms each morning. Students who qualify for free or reduced lunch will take a grab-and-go lunch to take home. Transportation will be provided following all transportation guidelines provided by DESE.

Further, all classroom environments will be set up to follow reopening guidelines including desks 6 feet apart; access to hand washing stations; masks worn by students and faculty;

³ Riley, J.C Massachusetts Department of Elementary and Secondary Education (2020). *Comprehensive Special Education Guidance for the 2020-2021 School Year*.

plexiglass or other protective barriers in place as determined necessary for the safety of staff and students.

We understand that even with the best plans there will be situations for some of our specialized populations when there is a need for staff and students to be closer than the minimum physical distancing requirements when delivering instruction and services. In these cases DESE “recommends that school and district special education service providers follow the guidelines that the Center for Disease and Control describe for ‘direct service providers’.” We recognize that individual students present unique challenges “that may make it less possible to practice physical distancing.” There will also be some students with disabilities that “will not be able to wear cloth face masks as frequently or at all.” All of our staff will have professional development for procedures when protocols may not have been followed.

ELEMENTARY - Substantially Separate Programs

Elementary students (PreK-4) will participate in modified in-person instruction beginning September 21st, 2020. The in-person instruction will consist of 3 hours of in-person instruction and therapies 4 days a week (Monday, Tuesday, Thursday and Friday). Wednesdays will be a remote learning day for students. In-person sessions will run from 8:30 – 11:30, students are expected to participate in remote learning each afternoon with their cohort of students.

Example Weekly Schedule:

Monday	Tuesday	Wednesday	Thursday	Friday
8:30 – 11:30 In-Person Academic Instruction and Therapies	8:30 – 11:30 In-Person Academic Instruction and Therapies	REMOTE LEARNING (8:30 – 3:00)	8:30 – 11:30 In-Person Academic Instruction and Therapies	8:30 – 11:30 In-Person Academic Instruction and Therapies
12:00 – 1:30 (Home) Lunch /Outside Break	12:00 – 1:30 (Home) Lunch /Outside Break		12:00 – 1:30 (Home) Lunch /Outside Break	12:00 – 1:30 (Home) Lunch /Outside Break

1:30 – 3:00	1:30 – 3:00		1:30 – 3:00	1:30 – 3:00
Remote Learning	Remote Learning		Remote Learning	Remote Learning
Academic, therapy, enrichment,	Academic, therapy, enrichment,		Academic, therapy, enrichment,	Academic, therapy, enrichment,

ELEMENTARY – Language Based Program

Students in the LB program will participate in a modified in-person instructional model beginning September 21st, 2020. Sessions will meet 5 days per week for 90 minutes. Students will participate in individualized or small group (3 or fewer) literacy instruction (reading, writing), mathematics support and related services as needed.

Example Weekly Schedule: Group A

Monday	Tuesday	Wednesday	Thursday	Friday
8:30 – 10:00	8:30 – 10:00	8:30 – 10:00	8:30 – 10:00	8:30 – 10:00
In-Person	In-Person	In-Person	In-Person	In-Person
Academic Instruction and Therapies	Academic Instruction and Therapies	Academic Instruction and Therapies	Academic Instruction and Therapies	Academic Instruction and Therapies
10:30 – 11:30	10:30 – 11:30	10:30 – 11:30	10:30 – 11:30	10:30 – 11:30
Remote Learning	Remote Learning	Remote Learning	Remote Learning	Remote Learning
Academic	Academic	Academic	Academic	Academic

11:30 – 1:00 (Home) Lunch /Outside Break	11:30 – 1:00 (Home) Lunch /Outside Break	11:30 – 1:00 (Home) Lunch /Outside Break	11:30 – 1:00 (Home) Lunch /Outside Break	11:30 – 1:00 (Home) Lunch /Outside Break
1:00 – 3:00 Remote Learning Academic, therapy, enrichment,	1:00 – 3:00 Remote Learning Academic, therapy, enrichment,	1:00 – 3:00 Remote Learning Academic, therapy, enrichment,	1:00 – 3:00 Remote Learning Academic, therapy, enrichment,	1:00 – 3:00 Remote Learning Academic, therapy, enrichment,

Example Weekly Schedule: Group B

Monday	Tuesday	Wednesday	Thursday	Friday
8:30 – 9:30 Remote Learning Academic Instruction and Therapies	8:30 – 9:30 Remote Learning Academic Instruction and Therapies	8:30 – 9:30 Remote Learning Academic Instruction and Therapies	8:30 – 9:30 Remote Learning Academic Instruction and Therapies	8:30 – 9:30 Remote Learning Academic Instruction and Therapies
10:00 – 11:30 Gp B In-Person Academic Instruction and Therapies	10:00 – 11:30 Gp B In-Person Academic Instruction and Therapies	10:00 – 11:30 Gp B In-Person Academic Instruction and Therapies	10:00 – 11:30 Gp B In-Person Academic Instruction and Therapies	10:00 – 11:30 Gp B In-Person Academic Instruction and Therapies

12:00 – 1:30 (Home) Lunch /Outside Break	12:00 – 1:30 (Home) Lunch /Outside Break	12:00 – 1:30 (Home) Lunch /Outside Break	12:00 – 1:30 (Home) Lunch /Outside Break	12:00 – 1:30 (Home) Lunch /Outside Break
1:30 – 3:00 Remote Learning Academic, therapy, enrichment,	1:30 – 3:00 Remote Learning Academic, therapy, enrichment,	1:30 – 3:00 Remote Learning Academic, therapy, enrichment,	1:30 – 3:00 Remote Learning Academic, therapy, enrichment,	1:30 – 3:00 Remote Learning Academic, therapy, enrichment,

Substantially Separate Programs – MIDDLE SCHOOL

Middle School students (5-8) will participate in modified in-person instruction beginning September 21st, 2020. The in-person instruction will consist of 3 hours of in-person instruction and therapies 4 days a week (Monday, Tuesday, Thursday and Friday). Wednesdays will be a remote learning day for students. In-person sessions will run from 8:00 – 11:00, students are expected to participate in remote learning each afternoon with their cohort of students.

Example Weekly Schedule:

Monday	Tuesday	Wednesday	Thursday	Friday
8:00 – 11:00 In-Person Academic Instruction and Therapies	8:00 – 11:00 In-Person Academic Instruction and Therapies	REMOTE LEARNING (8:00 – 2:30)	8:00 – 11:00 In-Person Academic Instruction and Therapies	8:00 – 11:00 In-Person Academic Instruction and Therapies
11:30 – 12:30 (Home)	11:30 – 12:30 (Home)		11:30 – 12:30 (Home)	11:30 – 12:30 (Home)

Lunch /Outside Break	Lunch /Outside Break		Lunch /Outside Break	Lunch /Outside Break
12:30 – 2:30	12:30 – 2:30		12:30 – 2:30	12:30 – 2:30
Remote Learning	Remote Learning		Remote Learning	Remote Learning
Academic, therapy, enrichment,	Academic, therapy, enrichment,		Academic, therapy, enrichment,	Academic, therapy, enrichment,

MIDDLE SCHOOL – Language Based Program

Students in the LB program will participate in a modified in-person instructional model beginning September 21st, 2020. Sessions will meet 4 days per week for 90 minutes. Students will participate in individualized or small group (4 or fewer) literacy instruction (reading, writing, language) and related services as needed.

Example Weekly Schedule: Group A

Monday	Tuesday	Wednesday	Thursday	Friday
8:00 – 9:30	8:30 – 10:00	8:30 – 10:00	8:30 – 10:00	8:30 – 10:00
In-Person	In-Person	In-Person	In-Person	In-Person
Academic Instruction and Therapies	Academic Instruction and Therapies	Academic Instruction and Therapies	Academic Instruction and Therapies	Academic Instruction and Therapies
10:00 – 11:30	10:00 – 11:30	10:00 – 11:30	10:00 – 11:30	10:00 – 11:30
Remote Learning	Remote Learning	Remote Learning	Remote Learning	Remote Learning
Academic	Academic	Academic	Academic	Academic

11:30 – 12:30 (Home)	11:30 – 12:30 (Home)	11:30 – 12:30 (Home)	11:30 – 12:30 (Home)	11:30 – 12:30 (Home)
Lunch /Outside Break	Lunch /Outside Break	Lunch /Outside Break	Lunch /Outside Break	Lunch /Outside Break
1:00 – 3:00	1:00 – 3:00	1:00 – 3:00	1:00 – 3:00	1:00 – 3:00
Remote Learning	Remote Learning	Remote Learning	Remote Learning	Remote Learning
Academic, therapy, enrichment,	Academic, therapy, enrichment,	Academic, therapy, enrichment,	Academic, therapy, enrichment,	Academic, therapy, enrichment,

Substantially Separate Programs – High School

High School students (9-12) and Post Graduates will participate in modified in-person instruction beginning September 21st, 2020. The in-person instruction will consist of 3 hours of in-person instruction and therapies 4 days a week (Monday, Tuesday, Thursday and Friday). Wednesdays will be a remote learning day for students. In-person sessions will run from 8:00 – 11:00, students are expected to participate in remote learning each afternoon with their cohort of students.

Example Weekly Schedule:

Monday	Tuesday	Wednesday	Thursday	Friday
8:00 – 11:00 In-Person Academic Instruction and Therapies	8:00 – 11:00 In-Person Academic Instruction and Therapies	REMOTE LEARNING (8:00 – 2:30)	8:00 – 11:00 In-Person Academic Instruction and Therapies	8:00 – 11:00 In-Person Academic Instruction and Therapies
11:30 – 12:30 (Home)	11:30 – 12:30 (Home)		11:30 – 12:30 (Home)	11:30 – 12:30 (Home)

Lunch /Outside Break	Lunch /Outside Break		Lunch /Outside Break	Lunch /Outside Break
12:30 – 2:30	12:30 – 2:30		12:30 – 2:30	12:30 – 2:30
Remote Learning	Remote Learning		Remote Learning	Remote Learning
Academic, therapy, enrichment,	Academic, therapy, enrichment,		Academic, therapy, enrichment,	Academic, therapy, enrichment,

English Language Learners

APS is committed to ensuring every EL receives the services and supports they need in all three learning models. The Student Support Subcommittee continues to follow the DESE Guidance on Identification, Assessment, Placement, and Reclassification for English Learners and has adapted practices to account for current safety protocols.

English learners are considered to have been one of the most impacted groups during the school building closure and therefore would be recommended for a modified in-person instructional model beginning September 21st, 2020. EL students identified as Level 1 or 2 will be eligible to participate. All safety protocols will be in place for safe in-person instruction. EL students will meet with their teacher for 90 minutes a day 4 days per week.

Students will be broken into four groups: Group A: Grades 1-2; Group B: Grades 3-4; Group C: Middle School; Group D: High School.

Example Weekly Schedule: Group A/B

Monday	Tuesday	Wednesday	Thursday	Friday
8:30 – 10:00	8:30 – 10:00	REMOTE LEARNING 8:30 – 3:00	8:30 – 10:00	8:30 – 10:00
Group A: In-Person	Group A: In-Person		Group A: In-Person	Group A: In-Person
Group B: Remote	Group B: Remote		Group B: Remote	Group B: Remote

11:00 – 12:30 Group A: Remote Group B: In-Person	11:00 – 12:30 Group A: Remote Group B: In-Person		11:00 – 12:30 Group A: Remote Group B: In-Person	11:00 – 12:30 Group A: Remote Group B: In-Person
12:00 – 2:00 (Home) Lunch /Outside Break	12:00 – 2:00 (Home) Lunch /Outside Break		12:00 – 2:00 (Home) Lunch /Outside Break	12:00 – 2:00 (Home) Lunch /Outside Break
2:00 – 3:00 Remote Learning	2:00 – 3:00 Remote Learning		2:00 – 3:00 Remote Learning	2:00 – 3:00 Remote Learning

Operations

Health

APS will follow the health and safety requirements required by DESE in their detailed guidelines for schools responding to a range of scenarios involving a suspected or confirmed case of COVID-19. In these uncertain times, it is impossible for us to guarantee that despite our best efforts that exposure and transmission will not occur. We have provided a summary of that guidance below. (Please note that all schools have identified a second nursing area for isolation purposes per the guidelines).

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- **Keeping our schools safe starts at home. If a student or staff member is experiencing any symptoms of COVID-19, the MUST stay home:**
 - ❖ Fever (100.4 degrees Fahrenheit or higher), chills, or shaking chills
 - ❖ Cough (not due to other know 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

⁴ [1] <https://www.mass.gov/doc/covid-19-testing-guidance/download>

- ❖ 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
- **While specific protocols vary, there are some common elements for each 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 not fever and improvements in other symptoms
 - ❖ Monitor symptoms
 - ❖ Notify the school and close personal contacts
 - ❖ 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

Cleaning Protocols

Handwashing and Sanitizing Stations

According to Harvard T.H. Chan School of Public Health’s report, “Schools for Health: Risk Reduction Strategies for Reopening Schools” published in June 2020, safe practice by staff and students will require all to:

- Wash hands immediately before: leaving home, leaving the classroom, eating, touching shared objects, touching one’s face, recess, and leaving school
- Wash hands immediately after: arriving at school, entering the classroom, finishing lunch, touching shared objects, using the bathroom, sneezing, blowing one’s nose, recess and arriving at home.

Hand sanitizer dispensers will be located in all classrooms and common areas throughout the buildings. In addition, classroom sinks will be utilized throughout the day so that children are using a combination of both hand sanitizer as well as soap and water.

School Cleaning and Disinfecting

Daily and weekly cleaning techniques have been refined during the course of the initial closure as we determined the best and most efficient manner of removing any potential virus contaminants

from buildings and surfaces. Sterilization and sanitizing will be performed in addition to the regular cleaning duties listed in the chart below.

Cleaning Frequency	Examples (Includes classrooms, bathrooms/locker rooms, gym, cafeteria,)
Daily	<ul style="list-style-type: none"> ● Empty waste baskets and replace liners, wash out during summer schedule ● Dry mop floors ● Vacuum carpets ● Spot Clean Stains ● Check and replace lights ● Clean sink areas ● Refill paper towel/soap dispensers ● Clean glass biweekly ● Close and lock windows ● Turn off lights and lock doors ● Empty waste baskets and replace liners, wash out weekly ● Refill towel, tissue, feminine products, and soap dispensers ● Clean interior and exterior of sinks, urinals, and toilets ● Clean mirrors ● Clean any wall/partition surfaces to remove any foreign matter ● Remove graffiti ● Check and replace lights ● Sweep and wet mop floors ● Clean playground equipment
Multiple Times per Day	<ul style="list-style-type: none"> ● Classroom desks ● Door handles ● Light switches ● handrails ● Restroom surfaces ● Toilet seats ● Elevator buttons ● Countertops in offices ● Outdoor play areas

Between Uses	<ul style="list-style-type: none"> ● Toys, games, art supplies, instructional materials ● Phones, printers, copy machines
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Sanitization Techniques

The APS Maintenance Department has acquired hand-held spraying machines as well as back-pack atomizers which are used by all custodial staff as well as our contracted cleaning company. In addition to the daily cleaning routines listed above, these units can be deployed quickly if necessary. The backpack is ideal and efficient for larger areas.

The sterilization routine is efficient and can be performed within normal custodial shift operations as follows:

- Daily sterilization using Electrostatic sprayers and recommended sanitizing solutions of high traffic areas through the building will be performed during the school day.
- All areas will be sterilized using Electrostatic sprayers and recommended sanitizing solutions prior to the end of the second shift prior to closing of the building.

These sanitizers use a solution which has been confirmed by a Certified Industrial Hygienist (CIH) to be safe for use with students and adults of all ages. *An SDS (Safety Data Sheet) is included below.* The Hygienist has been retained by the district for continued consulting services to ensure the safety of any newly introduced cleaning agent, and to provide general guidance.

APS maintenance staff will establish routines and cleaning logs to ensure proper cleaning and disinfecting takes place in all buildings

Classroom Configuration and Building Modifications

Classrooms will be set up to adhere to physical distancing requirements. Desks will face the same direction and be arranged in rows. Children will be seated 6 feet apart whenever possible, but never less than 5 feet apart (minimum recommendation from our School Committee vs. the 3 feet minimum recommendation from the state). The front of classrooms will have at least 6 feet of teacher space. Plush chairs and area rugs will be removed. To limit student-to-student sharing of materials, students will be provided their own materials to keep in individual containers in the classroom, whenever possible.

Building physical modifications

Plexi-glass materials have been purchased to build barriers for high traffic spaces with greater in-person interaction. This may include main office spaces, office spaces, therapist spaces, special

education classrooms, food service areas, and other areas as needed or requested by the teacher or principal.

Signage directing traffic flow within the buildings and reminding staff and students of safety protocols are being installed throughout the schools.

Additional soap dispensers have been installed at all handwashing stations. Sanitizing dispensers are being installed and maintained through a service contract with Cintas Inc. and additional units will be added as needed.

Unnecessary furniture and other classrooms items have been removed to limit touch services and to aid in maintaining a clean environment.

Additional storage units to store the unneeded desks and classroom furniture will be acquired.

A purchase order for 275 additional student desks has been issued to replace tables in classrooms in order to achieve the minimum spacing requirements.

Breakfast, Lunch, and Recess

The Food Services Subcommittee planned to ensure that every student has daily access to healthy and nutritious food while at school and in a remote learning environment.

Meals for In-Person Learners

- Two menu options will be offered daily (hot and cold). Options will adhere to National School Lunch Program guidelines Elementary teachers will take orders from students in the morning and email those orders to the kitchen manager. Middle and high school students will make their selections in the cafeteria.
- Student's will be separated by 6 feet when they are not wearing their masks, which will be when they are eating their breakfast and lunch.
- Lunch will be served in the cafeterias (in the elementary schools more likely the gyms as they have more space). The middle school will use the performing arts center if they need additional space for safety.
- All (lunch) meal components will be wrapped and served as boxed meals and staff will serve, rather than the **“grab and go” style we will use for breakfast.**
- Students will be required to wear masks while in line and anytime not eating.
- Snacks at the middle and high school will only be served at lunchtime.
- Meals will be prepared and packaged in each school's kitchen.
- Special attention to students with food allergies will be addressed during ordering and distribution of meals.
- Each school will have to look at their lunch schedule and may need to add additional lunch periods.
- All pin pads will be removed from service and students will have to give their ID number to a staff member for them to input.
- Plexiglass will be installed at all registers.
- Lunchroom monitors will be added so students are always supervised to make sure they are wearing masks when appropriate and maintaining social distancing.

Meals for Remote Learners

- Until further guidance from the state, lunches for remote learners will only be available to those students on free/reduced lunch.
- All schools will offer curbside pick-up at each school that adheres to physical distancing requirements.
- One option will be available daily. Options will adhere to National School lunch guidelines.
- APS will evaluate the feasibility of food delivery to students' homes (where needed) once we know our enrollment numbers.

Recess

Elementary and middle school students will continue to have recess as part of their lunch blocks. If they are outside, this will be an opportunity for them to take off their masks. Principals are working with their teams to measure sections of their school's outdoor space to allow students to talk and play safely while adhering to social distancing requirements.

Transportation

According to our family survey, approximately 25% of families said they would allow their children to ride the bus. If that holds true, then we may not have to add transportation runs, but we won't know for sure until we get binding enrolment letters back from families. We may have issues with traffic at drop-off at the schools but have tried to mitigate this issue with staggered start and dismissal times. Many families have decided that their children will get dropped off by a parent, or walk or ride together with another student (high school). DESE transportation guidance was released on July 23rd and included the following guidance:

- One student per seat (family members may sit together)
- Designated seats for students to be filled from the back to the front as students are picked up.
- Strong recommendation to add monitors to busses to supervise and encourage students to follow appropriate safety protocols.
- Bus emptied front to back.
- All students and adults on the bus must wear a mask regardless of age.
- Buses will be disinfected between runs and deep cleaned once a day.
- Children will be assigned seats to assist with contact tracing in the event of exposure or transmission.
- Windows on the bus will be open to provide fresh air.

Air Quality

Since the initial school closure, the District's Maintenance Department has serviced the heating ventilation and air conditioning, (HVAC) of the schools. The service included duct cleaning, disinfection treatment of the duct work, filter replacement with MERV- 8 filters, and operational tests. The district has received pricing for the installation of plasma ionization systems. The

maintenance dept has contracted with ENE for weekly, monthly and quarterly servicing of the HVAC systems at all school buildings.

When school buildings are in use and staff and or students are present the windows will be opened to maximize fresh air exchange. Fans and portable air purifiers will be deployed in smaller spaces (offices) that may not have windows and cannot circulate fresh air.

Further the District has reached out to a pre-qualified state contract vendor to do an assessment of physical space and HVAC systems (including internal air quality assessment, commissioning and recommissioning HVAC systems).

Visitors and Volunteers to our Schools

It is recognized that to mitigate the risk of the spread of the virus, our school environments must limit the influx of outside visitors. Each school will designate an appropriate process for families to pick-up and drop off students during the school day. Visitors to the schools and volunteers will need to be screened and will need to follow the same health and safety protocols as all staff and students including the wearing of masks, hand hygiene, and maintaining appropriate distancing.

Any visitor to the school should make every effort possible to notify the school prior to coming in, and will need to sign-in for potential contact tracing.

Substitute Teachers

In all models of instruction every effort will be made to utilize substitute “teachers” from within the school building- to limit the introduction of people from outside the school community. In those instances where an appropriate substitute cannot be found from within, any person coming in as a substitute will have to be screened upon arrival and will need to follow all health and safety protocols.

School Meetings and School Events

Whenever possible meetings should be held virtually to limit in-person physical contact. It is understood that some meetings may need to be held in-person and in those cases all participants should follow appropriate protocols for screening, face coverings, and distancing. No one should attend an in-person meeting if they have a fever or any other COVID related symptoms.

All large scale school-wide events or gatherings including plays, concerts, or sporting events are postponed and any future events will be held in accordance with the most recent Mass Revised Gathering Order and within the local public health guidelines. Smaller scale events including classroom celebrations should be organized and planned well in advance and will need to be approved on a case by case basis by the building principal. Athletic events will be determined by the MIAA and with the Dept. of Elementary and Secondary Education.

School Safety and Security

School security remains a priority on our school campuses. Therefore all school security and safety protocols including the locking of doors and limited building access points, as well as evacuation, lockdown, and stay in place practices will be followed. Fire drills are still mandated and building evacuations will still take place. In the event of an actual security threat or emergency evacuation, the immediate physical safety of the staff and students will take precedent.

Extra-Curricular Activities and After School Programs

For many students the importance of the connections to others and the importance of extracurricular activities is on par with the academic day. For some it is even more important. In the remote environment opportunities for students to engage in meaningful after school activities will be developed. While not all clubs or sports teams may be able to take place, principals and teachers will consider those clubs and co-curricular activities that may be able to still run. Any in-person activities will need to follow the same safety and health guidelines as the school day. Some of the activities may still be subject to the user-fee structure. Notices about after school activities will be sent out by the individual school principals. (See Appendices for school plans).

Personal Protective Equipment

For the safety of all, students and staff will wear face masks throughout the school day. While the guidance dictates only those students in grades 2-12 wear masks, we are encouraging mask wearing at all grade levels PK-12. Masks should be worn inside the building, inclusive of hallways and bathrooms and especially in areas where physical distancing is not possible. Mask breaks will be scheduled into the school days, and in those cases students should be out of doors and should remain at least 6 feet apart.

Families are responsible for providing a mask/face covering for their student(s), but the schools will have a supply on hand for those students who need them.

Additional PPE will be provided to those in higher risk areas including nurses and teachers in self contained special education programs or in situations where close physical proximity is needed (OT, PT, etc). Additional PPE may include eye protection (goggles), face shields, and gown coverings.

The district has contracted with Cintas Inc to provide scrubs and gown coverings to the nurses and those staff members that may require it.

Students and Staff will receive instruction on the proper use and disposal of PPE. Amesbury Fire Department Asst. Chief will assist us in providing instruction to staff and students.

Each school will promote good hand hygiene and provide instruction to students on the proper way to wash hands. Additional soap dispensers are installed at all handwashing stations, and hand sanitizers will be deployed throughout the school buildings.

Facilities Rental

While the district may continue to rent outdoor space on our fields, we are unable to rent our indoor spaces to outside groups to limit access to the buildings to staff and students.

Travel and Quarantine & Field Trips

Staff and students will adhere to the Massachusetts Travel Order.

Virtual or pre-recorded field trips are permitted. Teachers are encouraged to utilize digital resources to provide virtual field trips.

Teaching & Learning

APS is committed to ensuring our students receive the same engaging, rigorous learning experiences as they have in the past when school was “normal.” After experiencing remote learning this spring, we are much better positioned today to provide structured lessons that will be taught in combination with livestream instruction (synchronous) as well as independent assignments (asynchronous). Our students deserve the highest quality education and our staff deserves professional development to provide them with the skills to provide that education.

Educational Technology

DESE is recommending a 1:1 for all students in the district. While they are not suggesting districts provide chromebooks to every student, they are requiring that we identify those students without a device of their own and provide them with a device. Students who already own a device will be encouraged to use it. Each learning model has its challenges. We believe that we will be able to meet the need for computers in the remote environment, but recognize this may not occur if there is a significant delay in the delivery of new chromebooks. In the hybrid and in-person model we are relying on students to transport their device back and forth from home to school every day. If we disburse our inventory (including newly purchased) to students, there will be few left in the building if students come to school without their devices. This district shares its broadband with the city, so we will have to monitor the situation closely when all students are back in schools with their devices.

Pre-K and 1 students will be issued iPads, and students grades 2-12 (without devices) will be issued a chromebook. Devices will travel between home and school daily and the district will purchase computer bags for school-owned computers. All school-owned devices are filtered by our Sophos UTM Content Filtering software, even outside of school. This content filter is compliant with the Children’s Internet Protection Act (CIPA) as required by law and is regularly updated to prohibit access to inappropriate material.

All school owned devices will be managed by APS’s Technology Team and will be deployed with wireless network settings already in place to ensure they will connect seamlessly when students enter school buildings. As we did in the spring, we will provide instructions to help families connect their device to home networks. Additional assistance is available for families who do not have internet access at home.

The APS Technology Team will continue to provide support for staff and students. Prior to the start of the school year, we will communicate with students, families and staff to request assistance with educational software and devices.

APS will be using Google Enterprise as its learning platform at all schools and grades with the exception of Pre-K, K and 1 who are piloting the use of SeeSaw.

Curriculum

All schools will use the existing APS curricula with a couple of new additions: the elementary schools will be implementing the new literacy program Wit & Wisdom, K-6 will continue to use STMath as a supplement to the Go Math curriculum (started during the summer), and 7th and 8th grade math will be piloting a new math program called Desmos. The continuity of all other curricula will ensure a smooth transition between remote, hybrid and in-person learning.

Professional Development

The Commissioner of Education has announced that the state is reducing the required 180 days of school for students to 170 days. This will allow districts time to prepare for a transition for a return to school. All staff will receive training on the District Reopening Plan prior to the start of the school year. Staff will receive training from school nurses on mitigation procedures, personal hygiene, signs and symptoms of illness, the referral process for students requiring mental health support, and the use and disposal of health and safety supplies. Teachers at the elementary level will be trained on the implementation of the new early literacy program Wit & Wisdom. Teachers in grades K-6 will receive refresher training on the ST Math Program and teachers in grades 7 & 8 will receive training on the new Desmos math program. We will also provide training in the various Google apps. The district is moving from Aspen to SchoolBrains and all teachers districtwide will receive training prior to the start of the school year. Finally, principals are meeting with their school-based teams to gather feedback about both professional development as well as new apps to support student learning that they want to purchase to help with the development of curriculum. We will include any additional recommendations in our planning for PD.

Communication- Staff, Students, & Families

Amesbury Public Schools will:

Communicate Clearly

- Create weekly consolidated communications to students/and parents/caregivers, including meeting times and assignment checklists.
- Establish regular two-way communication with students, staff and families to monitor program effectiveness and adjust support strategies where needed.
- Develop communication plans and strategies that are culturally responsive and accessible, including translation services.

Prepare Educators

- Work closely with educators to collectively plan and problem-solve to understand their experiences and challenges.
- Assign teachers/staff to provide necessary instructional and support roles.
- Provide job-embedded professional development.

Support Parents

- Create ways to regularly communicate with parents in ways that are accessible and culturally responsive. These opportunities should give staff an opportunity to understand parents' experiences and challenges
- Make families aware of the newly designed Remote Learning Website at <https://schools.amesburyma.gov/remote-learning>
- Connect parents to technical support and resources related to student learning.
- Provide explicit expectations for parent responsibilities and offer ongoing resources and support for implementing and monitoring student learning at home.
- Utilize Teaching & Learning newsletter, Teaching & Learning instagram and Teaching & Learning Twitter to keep families updated about on-going changes. (Please see school-based plans for communication plans at the building level).