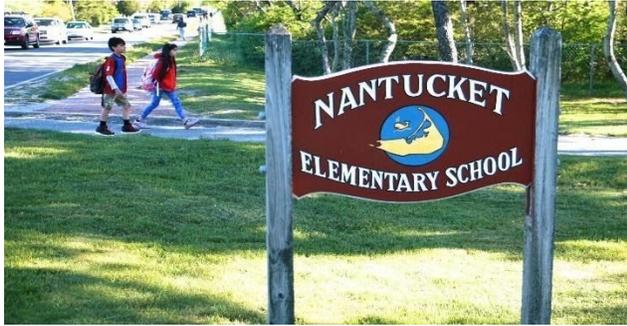


## Nantucket Public Schools



## 2020-21 Reopening of Schools Comprehensive Plan

**DRAFT**



**Dr. Elizabeth Hallett– Superintendent of Schools**

**Presented to the Nantucket School Committee – August 13, 2020**

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## Executive Summary

The following section lays out a brief summary of this comprehensive plan. Further details can be found later in the body of the plan, should you choose to explore further.

- The health, safety, and well being of our students and staff is our top priority. As of August 5, 2020, Nantucket's [COVID-19 metrics](#) are excellent, with less than 1% positive test rate (numbers below 10% are desirable), according to Roberto Santamaria, Nantucket's Director of Public Health. We will be carefully watching Nantucket's health trends and maximum thresholds to consider the safest possible reentry as we approach our reopening dates in September.
- In Nantucket, we are exceeding the State's public health and safety expectations of 3 to 6 feet distancing by asking all students and staff to practice 6 feet of social distancing at all times. Also, students in all grades (PreK-12) will wear masks/face coverings. All health and safety protocols outlined by the State will be put into place to allow for the safest environment possible with training and support of all staff and students prior to and during the first few days of school. Details of these protocols can be found later in the body of this plan.
- In keeping with the State's recent reduction to the required number of school days to allow for additional professional development for teachers, Nantucket plans to welcome students in the following phased entry:
  - September 16: All students will be learning remotely - full school day
  - September 17: Grades 1-12 Cohorts A and B in school (Cohorts C and D remote)
  - September 18: Grades 1-12 Cohorts A and C in school (Cohorts B and D remote)
  - September 21: Pre-Kindergarten and Kindergarten students in school
- We also realize how important the schools are to our communities. In addition to providing education, socialization, and more to our students, our schools also provide much-needed food services and other support for families, and in many cases, an ability for parents and caregivers to work and provide for their families. Schools truly support entire families and communities, and we take that role seriously.
- We believe, in alignment with state guidance and directives, that providing an equitable education for all students means prioritizing in-person learning for our most vulnerable students.
- Nantucket teachers, administrators, and staff have learned a great deal since our school closures in March. We recognize that we may be engaged in this new way of learning for the foreseeable future. As such, we will need to provide plenty of professional development, training and support to teachers and staff as they start the school year. The additional 10 days provided to districts by Commissioner Riley will be used to begin some of this work; there will also be additional days for staff learning and support throughout the fall into 2021.

- Now that we have increased our capacity to address our students' needs in a remote learning environment, you can expect improvements in how we teach students remotely in the fall. The teaching and learning experience in September will be different from the remote learning that NPS students experienced during the emergency closure that began in March. We expect to have opportunities for parents and caregivers to learn more about new technology tools, curriculum supports, Schoology (our new Learning Management System) and other important changes related to hybrid and remote learning.
- As has been communicated consistently since March, we must be able to shift as community and state health metrics change. We will always consider the best and safest possible way to educate our island's children, so we ask for flexibility and fluidity from all stakeholders to this effect.

#### **Disclaimer**

**We reserve the right to change this draft 2020-21 Reopening of Schools Comprehensive Plan at any time.**

## Superintendent Message

August 10, 2020

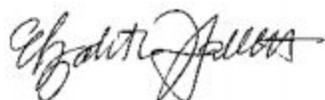
Dear Nantucket School Community,

We are excited about the possibility of opening school in the fall and seeing students, staff and families again. However, we understand that this fall, school will look and feel different. As we plan for the best possible educational model for reopening our schools in September, we want to ensure you that all students in the Nantucket Public Schools can learn and grow in a healthy, safe, nurturing environment every day, and our primary focus continues to be student and staff safety and well-being.

In June, Nantucket Public Schools created a reopening task force that began to examine what school might look like in the fall. On June 25, 2020, Commissioner Riley released the Initial Fall Reopening Guidance from the Department of Elementary and Secondary Education, and our task force committees started reviewing the document and planning to meet the requirement that we develop the three models of return: a return to full in-person learning adhering to safety requirements in the document, a hybrid learning model where students are both in-person and learning remotely, and a full remote learning plan.

Throughout the month of July and into August, we have been hard at work. Our task force committees have grown to over 100 administrators, teachers, staff, parents and community members that have been meeting weekly to collaborate in a variety of areas around planning for reopening. We have created and conducted parent and staff surveys and solicited feedback on our preliminary plan from school councils and our parent/community advisory committee. Our District Leadership Team has met regularly to continue planning, incorporating additional guidance as it was received from DESE. The creation of this draft of the Nantucket Public Schools Reopening Plan was a culmination of guidance from DESE, focused, collegial work by staff and administrators, and feedback from many. Throughout our work, safety of all students and staff has remained the top priority. In addition, we have maintained a strong focus on the social/emotional wellbeing of students and staff and equity of services and support for all. This work has been undoubtedly challenging, but we are committed and dedicated to providing our students and families with a high quality education, no matter the model of teaching. Through the next several weeks, we will continue fine tuning our plans and communicating regularly with all stakeholders. We deeply appreciate all of your involvement, and continued support and patience as we navigate this new school year together.

Sincerely,



Elizabeth Hallett, Ed.D.  
Superintendent of Schools

## Acknowledgements

As can be imagined, “it takes a village” for such a fundamental change in our planning and delivery of education in these unprecedented times. It is important to acknowledge the immense amount of time and energy dedicated to the preparation of this document and to the reopening of our schools.

Thank you to our teachers, teaching assistants, custodians, Educational Support Personnel, bilingual support specialists, IT technicians, administrators, students, families, community leaders, and any other stakeholders who have been part of this process, whether it was filling out surveys, sending emails and other communications, participating in virtual meetings, creating documents, brainstorming, or providing critical feedback. While there is still much work to be done, we are grateful for your dedication and commitment to this process.

**Task Force Committee Groups** - Expectations & Logistics, Teaching and Learning PreK-5, Teaching and Learning 6-12, Social Emotional Learning PreK-12, Facilities K-12, Technology K-12, Health/Safety K-12, Front Office Operations K-12, Communications, Transportation, Food Services, Athletics, and our Parent/Community Advisory Committee.

**School Councils** - Nantucket Elementary School, Nantucket Intermediate School, Cyrus Peirce Middle School, Nantucket High School

**Nantucket School Committee** - Jennifer Iller, Timothy Lepore, Pauline Proch, Steven Sortevik and Zona Tanner-Butler

**District Leadership Team** - Kim Albertson, Martin Anguelov, Amanda Bardsley, Michele Brady, Kelly Cooney, Jennifer Erichsen, Elizabeth Hallett, Michael Horton, Kim Kubisch, Donna Johnson, Adriene Lombardi, Tracy Mailloux, Chris Maury, Evemarie Mcneil, Diane O’Neil, Jennifer Psaradelis, Jennifer Rabold, Tracy Roberts, Mandy Vasil

**Community Partners** - Town of Nantucket Health Department, Town of Nantucket Cabinet, Nantucket Cottage Hospital, Community Foundation for Nantucket, Nantucket Community School, Nantucket Boys & Girls Club

**Other School Districts** - Lexington, Methuen, Fall River, Hillsborough County (FL), Boston, Cape and Islands school districts (*\*many of these districts’ initial reopening plans informed the creation of Nantucket’s plan*)

## Reopening Scenarios

School districts across the Commonwealth and nation are facing unprecedented uncertainty looking ahead to the start of the 2020-21 school year. We created a plan for all possible scenarios, which is designed to support students, staff, and families to toggle as seamlessly as possible between in-person learning, remote learning, and a hybrid model of learning as public health conditions dictate.

Full In-Person Learning	Remote Learning	Hybrid Learning
<p>Definition:</p> <ul style="list-style-type: none"> <li>All students will return to in-person learning in the school building every day (Monday through Friday)</li> <li>Traditional in-person with safety measures in place</li> </ul>	<p>Definition:</p> <ul style="list-style-type: none"> <li>All students participate in remote learning every day (Monday through Friday)</li> <li>As public health conditions permit, some groups of students may attend school in-person</li> </ul>	<p>Definition:</p> <ul style="list-style-type: none"> <li>A portion (approx 60%) of students will return to in-person learning in the school building</li> <li>Cohorts (groups) of students will attend two days per week with three days remote</li> </ul>
<p>Considerations for students:</p> <ul style="list-style-type: none"> <li>Students will wear face coverings throughout the day</li> <li>Students will maintain social distance of 6' at all times</li> <li>Students have the benefit of in-person instruction and assessment</li> </ul>	<p>Considerations for students:</p> <ul style="list-style-type: none"> <li>Students will maintain a consistent schedule for learning</li> <li>Students will attend all classes and meetings remotely as scheduled</li> <li>Students will submit work via internet only</li> </ul>	<p>Considerations for students:</p> <p><i>In addition to Full In-Person and Remote Learning scenarios:</i></p> <ul style="list-style-type: none"> <li>Students need to remember which days to attend school in-person versus remotely</li> <li>Students have the benefit of some in-person instruction and assessment</li> </ul>
<p>Considerations for staff:</p> <ul style="list-style-type: none"> <li>Staff will build a welcoming, safe, and supportive community for students</li> <li>Staff will understand students' learning needs after a period of school building closure</li> <li>Staff will align instructional materials to meet students' needs</li> </ul>	<p>Considerations for staff:</p> <p><i>In addition to Full-In Person scenario:</i></p> <ul style="list-style-type: none"> <li>Staff will build relationships with students and families remotely</li> <li>Staff will maintain instructional coherence</li> <li>Staff will establish an appropriate role for technology</li> <li>Staff will monitor and track students' participation</li> <li>Staff will be asked to work from school unless they have been granted district-approved accommodations</li> </ul>	<p>Considerations for staff:</p> <p><i>In addition to Full-In Person and Remote Learning scenarios:</i></p> <ul style="list-style-type: none"> <li>Staff will maintain curricular coherence between in-person and remote learning</li> <li>Staff will prioritize our most vulnerable students in scheduling</li> </ul>

## Reopening Guidelines and Principles

### DESE Reopening Guidelines & Principles

Commissioner Riley released the [Initial Fall School Reopening Guidance](#) on June 25, 2020 and has continued to regularly update and add additional guidance. NPS has used this to guide our reopening plans.

### NPS Reopening Guiding Principles

The process of developing this plan has been informed by our existing [District Improvement Plan](#) as well as the following guiding principles:

- **Safety first and foremost.** Science and medicine will guide our decision-making when it comes to operational planning regarding health and safety. Educating students, staff, and families about proper health and safety protocols is an integral part of a successful school reopening.
- **Equity and access for all.** We will maintain the same expectations for learning across all models. All educational decisions will continue to be guided by the NPS District Improvement Plan and we will work to ensure equitable access for all. The district will take deliberate steps to support those students who have experienced the most learning loss.
- **Teaching and Learning.** We will continue to provide a high-quality, rigorous, and engaging learning experience for all. We do not want any child in this district to lose a year of instruction and it is imperative that we move the curriculum forward.
- **Social and Emotional.** We value connection and relationships between students, staff, and families. We will be thoughtful about how to support the social-emotional needs of our students as we reopen, and we will be conducting universal screeners for all students at the beginning of the year to assess students' social-emotional needs.
- **Flexibility.** We will design a system that allows us to flexibly shift in response to the needs of the community and the current reality of the pandemic. We will allow families an opportunity to express voice and choice within the system. We understand that the educational model we decide upon affects the lives (personal, professional, familial, health, economic) of those in our community. We also understand that health metrics of the state or Nantucket community may force us to change course within the school year and we need to be prepared to pivot quickly.
- **Communication.** We will be transparent in our decision-making process, being clear about what it is we know and what it is we don't yet know. Effective reciprocal communication between home and school is vital to success as we manage schools amid a pandemic.

## NPS Planning Process and Timeline

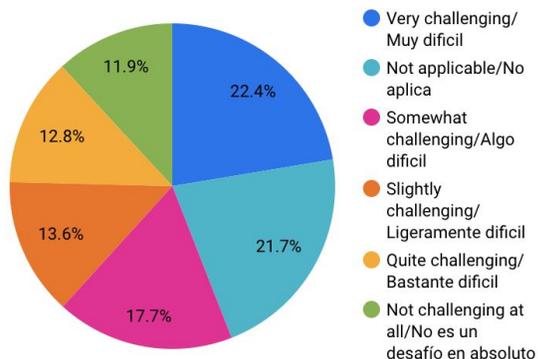
Our planning process began in early June as we gathered information from families and staff regarding their experiences with remote learning in the spring. Attached is the [timeline](#) of planning events and communications, stakeholders involved, and level of engagement/outreach for each event. The August timeline may change due to emerging guidelines from the Commissioner or Governor based on the current status of the pandemic.

## Nantucket Community Feedback

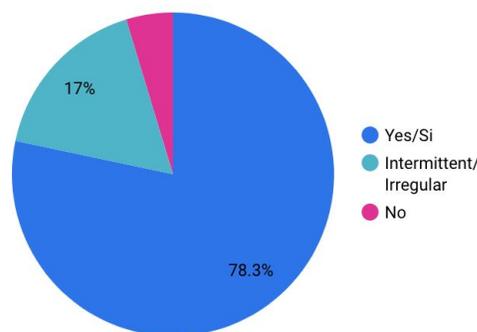
The feedback from parents suggests that the remote experience was challenging. Specifically, 40.1% of respondents said it was very or somewhat challenging to balance their own work with their child/children's work. We recognize that the emergency remote closure was challenging for working parents and we appreciate your partnership. Additionally, of the 447 families that responded to the survey, 78.3% reported that they had sufficient bandwidth, 96% had appropriate access to learning materials, and 76.9% shared that their students knew how to communicate with teachers. This suggests that students had access to regular remote learning educational experiences and access to their teachers. However, only 56.3% of families felt that the feedback provided from teachers to their students was extremely/very helpful, 20.8% felt that the activities and assignments were extremely/very engaging, and only 49.6% said that the expectations for remote learning were extremely/very clear. We recognize that improvements are necessary to any remote learning.

### ***General Home Information and Student Experience (Results from June 18 parent survey on remote learning)***

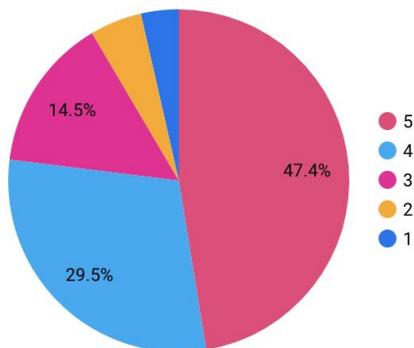
If working from home, how challenging has it been balancing your own work with your child/children's?



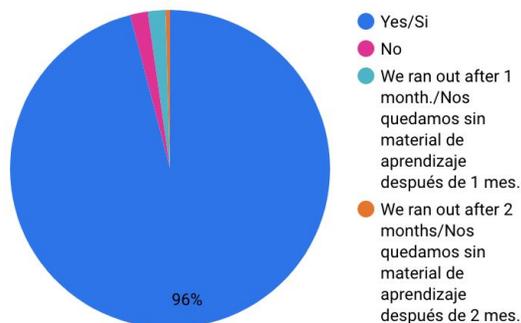
Is there sufficient bandwidth for internet use in your household for multiple users?



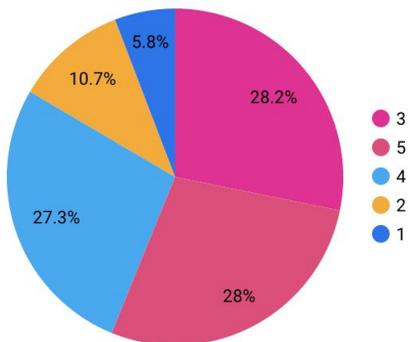
My child/children know how to communicate with teachers.  
(1 - Strongly Disagree, 5 - Strongly Agree)



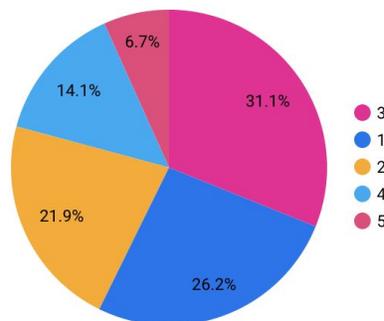
Does your child/children have appropriate access to learning materials (i.e. reading books, textbooks, art supplies, paper, etc?)



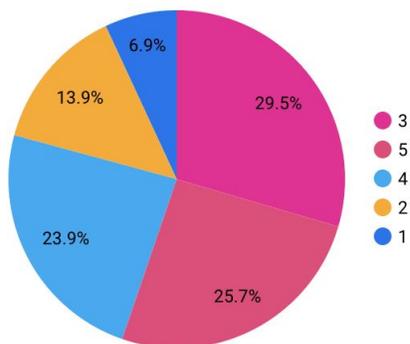
How helpful has the feedback provided by the teacher been for your child's/children's learning been?  
(1 - Not helpful at all, 5 - Extremely Helpful)



My child/children indicate that remote learning activities and assignments are engaging.



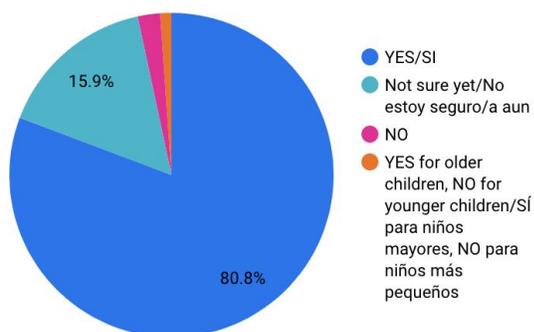
The expectations of remote learning have been clear for our family.  
(1 - Strongly Disagree, 5 - Strongly Agree)



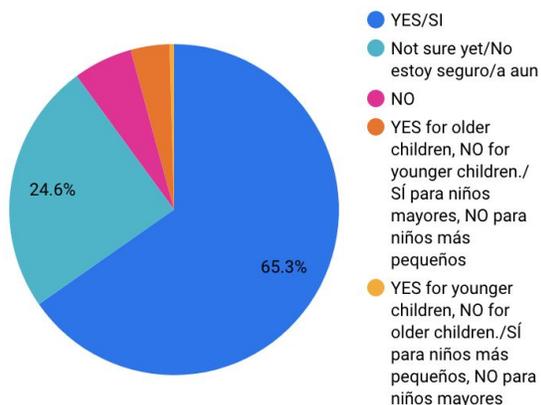
As of the June 18 parent survey on remote learning, the data suggests that most parents would like to see some level of face-to-face instruction in the fall. Specifically, 80.8% of the 447 responding parents reported that they would send their child/children to school for face-to face instruction and 65.3% reported they would send their students to school in a hybrid learning model. Fewer parents (59.7%) reported that they would send their students to school in a remote learning model. We used this information to guide our reopening plan.

**Family Plans for Fall** (Results from June 18 parent survey on remote learning)

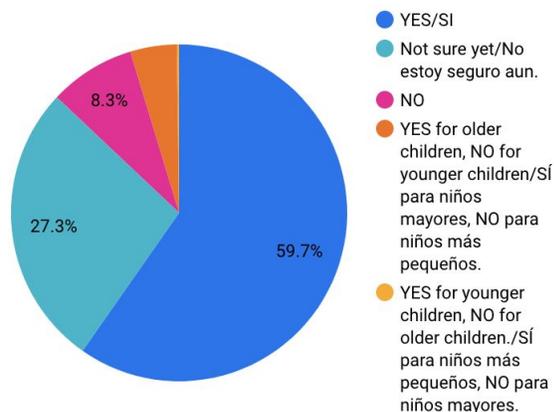
If we return to school in September with face-to-face instruction in the school building (100%), will your child/children attend?



If we return to school in September with a HYBRID learning model of remote learning (50%) and face-to-face instruction (50%), will your child/children attend?



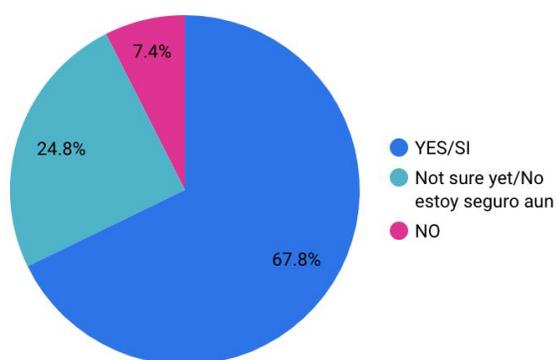
If we return to school in September with a REMOTE learning model (100%), will your child/children attend?



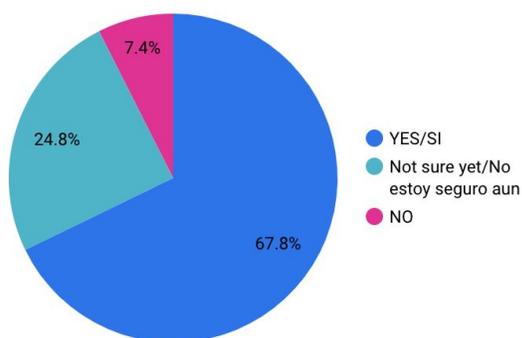
On July 10, we administered another survey to parents based on which educational model they would consider for educating their children: remote or hybrid. We found that of the 739 responses, parent sentiments were exactly equal: that 67.8% of parents would have their children return to NPS if the model were remote learning OR hybrid, 24.8% were unsure, and 7.4% would not have their children return to NPS based on either remote learning or hybrid.

***Family Plans for Fall*** (Results from July 10 parent survey on remote learning)

If we return to school in September with a HYBRID model of remote learning and instruction in the school building, will your child attend?



If we return to school in September with a remote learning model (100%), will your child attend?



We have been using this important data to guide us in our planning and proposal of an educational model for the 2020-21 school year, and we have developed a model of learning that can move between hybrid and remote depending on the health metrics in the community.

## **Feasibility Study for a Full Return to In-Person Learning**

Pursuant to DESE's reopening guidelines, NPS conducted a feasibility study for a full return to in-person learning. The Reopening Task Force completed inventories of each school building looking at available supplies, furniture, sinks, bathrooms, and classroom space (including alternative spaces such as gymnasiums, media centers, and schoolyards). The Task Force identified one-way traveling routes in each building for students and staff to safely enter, move through, and leave in cohorts. Arrival and dismissal procedures were established for each building that considered each school's unique layout and would allow appropriate physical distancing of students at these normally crowded times. The team tested various classroom configurations in each school to determine how many students can safely sit in each room with physical distancing requirements in place. School principals examined school schedules and staffing levels with an eye toward the feasibility of reducing class sizes and minimizing the number of transitions students must make during the day.

The conclusion reached by the District Leadership Team, based on the information collected from the Reopening Task Force committees, is that a return to full-time in-person learning is not feasible for the district at this time. The reasons why fall into three categories: (1) safety of NPS students and staff, (2) academic, social, and emotional wellbeing of NPS students, and (3) financial implications for the town of Nantucket.

### **Safety of NPS Students and Staff**

The safety of NPS students and staff is paramount. The NPS Leadership Team is working every day to prepare our school buildings for a safe return to in-person learning. However, as the public health community continues to learn about COVID-19 and DESE updates and expands its requirements for reopening schools accordingly, we must pivot to meet new demands and logistical challenges. This shifting landscape is not conducive to carefully planning to welcome all students and staff back into school buildings. Doing so would be akin to the state reopening the economy as swiftly as it closed it back in March.

While we can adhere to physical distance requirements for desks and chairs in most classrooms, the number of students within the building sharing bathrooms, arriving and departing, moving in hallways, and moving within classrooms creates significant safety challenges and higher risk situations. Many of the solutions to these challenges led to less in-person instruction, more complicated scheduling for parents and staff, and more potential contact with others throughout the day, which we were focused on mitigating.

Our students and staff deserve a well-planned reopening that includes strict adherence to state and local health and safety protocols. Of course, we will continue to respond and adjust to the latest guidance and requirements as is necessary before schools are reopened fully.

## **Academic, Social, and Emotional Wellbeing of NPS Students**

Students, families, and staff are understandably anxious about returning to in-person learning. The guidelines and restrictions in place to preserve public health create conditions for learning that no one has experience navigating. That anxiety has created an imperative for NPS to assess our students' mental health and provide support and services before we ask them to return to in-person learning on a full-time basis.

Similarly, the abrupt move from in-person learning to full-time remote learning in the spring led to an unfortunate slowdown of learning, the magnitude of which we do not yet fully understand. One certainty is the disproportionate negative impact school building closures had on our most vulnerable students. Screening for and providing intense intervention to address that learning loss is a vital prerequisite to resuming full-time in-person learning.

## **Financial Implications**

NPS students and staff are fortunate to have access to large, well-equipped school buildings. In many communities, the physical space does not exist in school buildings to bring all students back full-time while adhering to distance requirements. In Nantucket, some classrooms are able to fit the number of student desks and chairs, appropriately physically spaced, needed to more or less maintain class sizes at pre-pandemic levels. However, despite the advantages of our physical buildings, the financial consequences of stringent public health requirements remain insurmountable for us.

While some of our classrooms are large enough to provide students with 6 feet of physical distance, some are not. Each building's available instructional spaces were examined for 3 ft, 4.5 ft, and 6 ft distancing. As we have decided to honor the CDC recommendation of 6 feet distance, we would only be able to entertain a hybrid model based on spacing requirements. In order to honor the 6-foot distance between desks, we would have to consider using all possible spaces within our buildings, including nontraditional classrooms such as the gymnasium, auditorium, library, and cafeteria. We would have to consider renting community spaces as well.

Furthermore, more significantly, having students come back in-person at 6 feet would require double the classroom space and therefore double the staff to teach in those rooms at any given moment in time, which would include the need for 54 additional teachers, which at the base rate, would cost over \$3.5 million dollars.

In addition to classrooms, staff, and furniture, a return to full in-person learning with the current public health requirements in place would bring significant new costs associated with transportation (e.g., reduced bus capacity for physical distancing would lead to double-runs or additional buses), handwashing (e.g., purchasing portable sink facilities for classrooms not

outfitted with permanent sinks), and support staff to aid in safe arrival, dismissal, and hallway transition procedures.

Based on DESE transportation guidelines, the cost to transport all eligible students to/from school would increase at an estimated cost of \$903,593 (cost of 14 new drivers, additional hours/overtime for double or triple routes, and/or buses). Further, we would need to add 17 bus monitors (recommended to ensure children are following proper safety guidelines) at an estimated cost of \$408,000. An additional complication we face as a district is a lack of drivers on island, and all current drivers are in a high risk category. If we were to entertain a hybrid model with reduced numbers of students needing transportation, our costs would be much less, and there would be less need for multiple routes or staggered start times.

We also surveyed our teachers/staff and discovered approximately 10%, or 18 of our teaching staff, are unable to report for in-person work when considering those in high risk categories. This will require us to hire an additional 18 substitute teachers at an estimated cost of \$400,000 in addition to the estimated cost of \$1,009,000 for Family Medical Leave Act benefits.

An additional 8 custodial staff will need to be hired to effectively clean all spaces at an estimated cost of \$560,000. Following all DESE required safety protocols there are increased facilities costs estimated at \$375,000, including but not limited to plexiglass, trash barrels, PPE, and lunch carts. It is clear that the costs that would need to be incurred by the district far outweigh the ability to bring all students back safely.

Furthermore, the unique challenge of Nantucket is its lack of access to a pool of qualified staff on-island as well as the challenge of recruiting teachers based on the island's geographic location and lack of affordable housing. Hiring more teachers for additional classrooms needed to maintain safe social distancing, as well as additional bus drivers, substitute teachers, and teaching assistants, presents a great difficulty in attempting to return to a full in-person learning model.

### **Recommendation for School Opening**

We have chosen the hybrid model due to safety considerations; space, staffing, transportation, and financial considerations; and most importantly, the academic, social, and emotional wellbeing of our students. We feel strongly that we need to maintain six feet of distance between students to protect the health and safety of our students and staff.

Due to these challenges, it is not feasible to provide a 100% in-person instruction model. We have historically had difficulty attracting and retaining bus drivers and teachers (including substitutes) because staff need to live on Nantucket, which has a housing shortage and high cost of living. We chose the hybrid model in order to ensure that we are providing as much in-person instruction as possible because we recognize that there are limitations within the remote learning model. It is important to make and keep connections with students, which is best done face-to-face, even in a limited capacity. Most younger students and students with disabilities benefit from face-to-face interventions and interactions. Yet, we need to balance instructional needs with space and staffing consideration. For this reason, we have chosen the hybrid model as our tentative choice of educational model for Nantucket.

NPS sent a commitment survey to all parents/caregivers on August 3, asking them about their intention to return their children to in-person instruction. NPS will assign students to the appropriate cohort based on their preference and school availability. Per [DESE guidance](#), If parents/caregivers would like their child to move from one cohort to another (e.g., in-person to remote or remote to in-person), we ask that they communicate with the district as soon as possible, as it allows for more thoughtful planning by their child's school. Parents/caregivers may elect to move their child from in-person to remote learning at any time. However, it may take up to four weeks to plan for the introduction of a student from remote to in-person learning. During this period, remote teaching and learning will continue for that student.

## A Phased-In Hybrid Model

### A. Phase 1 (week of 9/16)

In an effort to support staff and students' time to get acclimated with new schedules, safety protocols and classes, the week of September 16, 2020 will be structured as a phased opening.

Pre-K and Kindergarten students will be invited to participate in individual meet and greet sessions with their teachers during this week.

- Wednesday, September 16: This will be a remote learning day for ALL NPS students including Cohorts A, B, C and D. All students will receive detailed instruction as to how and when to log into their homeroom or advisory classrooms. Goals for that day will include back to school welcome, introductions, community building, exposure to videos that show students what to expect and protocols they will be asked to follow, as well as any assignments they are expected to complete during the week. Students will be encouraged to come with questions.
- Thursday, September 17: Students in grades 1-12 who are assigned to *Cohorts A and B*, will attend in person to their assigned schools. Cohorts C and D will continue with their remote assignments and may be asked to attend in person sessions remotely.
- Friday, September 18: Students in grades 1-12 who are assigned to *Cohorts A and C* will attend in person to their assigned schools. Cohorts B and D will continue with their remote assignments and may be asked to attend in person sessions remotely.

### B. Phase 2 (week of 9/21)

1. Description - Students in grades 1-12 and NPS staff will begin the Hybrid Learning Schedule on September 21, 2020. Students who have opted for **Cohort D** will follow the remote learning schedule and engage in educational activities remotely.

2. Cohorts A, B, and C

**Cohort A** - This cohort will attend school in-person on Monday and Tuesday as well as Thursday and Friday. They will learn remotely on Wednesdays. Students in Cohort A include students who are identified as English Learners, Students with Disabilities, Economically Disadvantaged students and other students who have been identified by school personnel as needing this cohort for emotional or safety reasons.

**Cohort B** - This cohort will learn in the school building on Monday and Tuesday and be remote on Wednesday, Thursday and Friday.

**Cohort C**- This cohort will learn in the school building Thursday and Friday and remote on Monday, Tuesday and Wednesday.

### 3. Schedules

	Monday	Tuesday	Wednesday	Thursday	Friday
Cohort A	In Person	In Person	Remote	In Person	In Person
Cohort B	In Person	In Person	Remote	Remote	Remote
Cohort C	Remote	Remote	Remote	In Person	In Person
Cohort D	Remote	Remote	Remote	Remote	Remote

#### Hybrid Model for Cohorts A, B and C

Cohorts A, B and C, students will attend their class in person at least two days a week (four days a week for Group A) to participate in standards aligned teaching using high leverage blended pedagogical practices that engage learners in the content and support critical and analytical thinking. This model will allow for students to be spaced with 6 feet distancing. During the three days that students are learning remotely, students will engage in synchronous and asynchronous learning that will be supported by the classroom teacher as well as some specialists, and support staff. During the remote days, students will complete lessons aligned to the same objectives as students who are in person.

One of the benefits of participating in the Hybrid Learning Model is that we will be able to build on what we have learned throughout the spring and summer and convert quickly to a remote teaching and learning model should the health metrics indicate the need to be fully remote.

The needs of students at each grade level vary considerably—just as no two students are alike, neither are two grade spans. Students in elementary school (grades PK-5), middle school (grades 6-8), and high school (grades 9-12), have vastly different needs. The following sample schedules are designed to be responsive to the developmental needs of learners in a particular age group. For each grade span, we provide a general outline of the day for both remote and in-person weeks.

## Draft Schedules for Hybrid Model

\*Special education, ESL, and intervention services will be scheduled throughout the student day. Federal and state regulations surrounding students with disabilities and English Learners will be adhered to based on new DESE Guidelines for these special populations.

<b>DRAFT Elementary - Cohort B - (subject to change)</b>					
	<b>Monday - In Person</b>	<b>Tuesday - In Person</b>	<b>Wednesday - Remote</b>	<b>Thursday - Remote</b>	<b>Friday - Remote</b>
<b>Morning Meeting</b>	<b>Morning Meeting M, T, Th, F</b>				
<b>Reading</b>	Bridge from remote work -Mini-Lesson #1 <i>class discussions, small group work that supports the needs of students.</i>	Mini-Lesson #2 <i>class discussions, small group work that supports the needs of students.</i>	Students use a playlist or checklist to access the recorded mini-lesson #3 and <i>complete assigned independent work</i>	Students use a playlist or checklist to access the recorded mini-lesson #4 and completes assigned independent work (could be assigned using choice boards) this work could also be facilitated by a TA or support staff as available. Check-ins may be provided by teacher.	Students use a playlist or checklist to access the recorded mini-lesson #5 and completes assigned independent work (could be assigned using choice boards) this work could also be facilitated by a TA or support staff as available. Check-ins may be provided by teacher.
<b>Writing</b>	Bridge from remote work -Mini-Lesson #1 <i>class discussions, small group work that supports the needs of students.</i>	Mini-Lesson #2 <i>class discussions, small group work that supports the needs of students.</i>	Students use a playlist or checklist to access the recorded mini-lesson #3 and <i>completes assigned independent work</i>	Students use a playlist or checklist to access the recorded mini-lesson #4 and completes assigned independent work (could be assigned using choice board/padlets) this work could also be facilitated by a TA or support staff as available. Check-ins may be provided by teacher.	Students use a playlist or checklist to access the recorded mini-lesson#5 and completes assigned independent work (could be assigned using choice boards/padlets) this work could also be facilitated by a TA or support staff as available. Check-ins may be provided by teacher.
<b>Specials</b>	<b>Specials</b>		<b>Asynchronous Specials</b>	<b>Synchronous or Asynchronous Specials</b>	
<b>Word Study</b>	Bridge from remote work - Direct Instruction	Direct Instruction and Practice		Asynchronous work (WTW - Online)	Asynchronous work (WTW - Online)

	and Practice - New knowledge and skills			Fundations - Practice	Fundations - Practice
<b>Lunch/ Recess</b>	<b>Lunch</b>				
	<b>Recess</b>				
<b>Math</b>	Bridge from remote work -Recorded Mini-Lesson #1 followed by Math Workshop with the teacher	Recorded Mini-Lesson #2 followed by Math Workshop with the teacher	Recorded Mini-lesson #3 followed by Zearn or playlist	Recorded Mini-lesson #4 followed by Zearn or playlist. Check-ins may be provided by teacher.	Recorded Mini-lesson #5 followed by Zearn or playlist. Check-ins may be provided by teacher.
<b>Science/ Social Studies</b>	Science/Social Studies Instruction - recorded mini-lesson	Hands on Science experience	Science or Social Studies videos/ responses aligned with the skill/concept	Science Videos/responses aligned with the skill/concept - Virtual discussion or jamboard	Social Studies Videos/responses aligned with the skill/concept - Virtual discussion or jamboard

<b>DRAFT Middle School Hybrid Schedule - (subject to change)</b>					
DAY	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Student Cohort</b>	Cohort A in-person Cohort B in-person Cohort C remote		ALL REMOTE	Cohort A in-person Cohort C in-person Cohort B remote	
<b>Homeroom</b>	Homeroom	Homeroom	Remote Learning (Class schedule TBD)	Homeroom	Homeroom
<b>BLOCK 1</b>	Class 1	Class 5		Class 1	Class 5
<b>BLOCK 2</b>	Class 2	Class 6		Class 2	Class 6
(1st LUNCH) <b>BLOCK 3</b> ***** <b>BLOCK 3</b> (2nd LUNCH)	Class 3	Class 7		Class 3	Class 7
<b>BLOCK 4</b>	Class 4	Class 8		Class 4	Class 8

<b>DRAFT High School Hybrid Schedule - (subject to change)</b>					
<b>DAY</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>Student Cohort</b>	<b>Cohort A in-person Cohort B in-person Cohort C remote</b>		<b>ALL REMOTE</b>	<b>Cohort A in-person Cohort C in-person Cohort B remote</b>	
<b>BLOCK 1</b>	Class 1	Class 5	Class 1	Class 1	Class 5
<b>BLOCK 2</b>	Class 2	Class 6	Class 2	Class 2	Class 6
<i>(1st LUNCH)</i> <b>BLOCK 3</b> ***** <b>BLOCK 3</b> <i>(2nd LUNCH)</i>	Class 3	Class 7	Class 3	Class 3	Class 7
			Class 4		
			LUNCH		
			Class 5		
			Class 6		
<b>BLOCK 4</b>	Class 4	Advisory	Class 7	Class 4	Advisory

\*Schedule includes core classes and electives

## Remote Learning Model

Remote learning may occur in two forms during the 2020-21 academic year: Cohort D (students opting for remote learning) and full district remote learning (due to COVID-19 metrics).

Regardless of the model the district at large is operating under, parents have the ability to opt their students into Cohort D. In the sections that follow, we will discuss Cohort D as well as what happens if the full district moves into remote learning.

### Cohort D

This remote learning cohort will be full-time due to choice, personal risk factors, or family risk factors associated with Covid-19. Students in Cohort D will learn remotely (100%) through a combination of synchronous and asynchronous lessons for their classes. These students will not attend any face-to-face sessions. Results from our most recent survey indicate that approximately 8.3% of families prefer full remote learning in the fall, given what we know today about COVID-19. Cohort D schedule will mirror the Hybrid schedule except that all learning will be remote and synchronous times will be offered every day.

### DRAFT Schedules for Remote Learning for Cohort D

\*Special education, ESL, and intervention services will be scheduled throughout the student day. Federal and state regulations surrounding students with disabilities and English Learners will be adhered to based on new DESE Guidelines for these special populations.

<b>DRAFT Elementary Schedule - Cohort D (subject to change)</b>					
	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
8:00-8:30	<b>Morning Meeting - Synchronous and In Person - Streamed</b>				
<b>Reading</b>	Students use a playlist or checklist to access the recorded mini-lesson #1 and completes assigned independent work	Students use a playlist or checklist to access the recorded mini-lesson #2 and completes assigned independent work	Students use a playlist or checklist to access the recorded mini-lesson #3 and completes assigned independent work	Students use a playlist or checklist to access the recorded mini-lesson #4 and completes assigned independent work	Students use a playlist or checklist to access the recorded mini-lesson #5 and completes assigned independent work
<b>Writing</b>	Students use a playlist or checklist to access the recorded mini-lesson #1 and completes assigned	Students use a playlist or checklist to access the recorded mini-lesson #2 and completes assigned	Students use a playlist or checklist to access the recorded mini-lesson #3 and completes assigned	Students use a playlist or checklist to access the recorded mini-lesson #4 and completes assigned	Students use a playlist or checklist to access the recorded mini-lesson #5 and completes assigned

	<i>independent work</i>	<i>independent work</i>	<i>independent work</i>	<i>independent work</i>	<i>independent work</i>
	<b>Specials - Only Remote Asynchronous and Synchronous</b>				
<b>Word Study</b>	Asynchronous work (WTW - Online) Foundations - Practice	Asynchronous work (WTW - Online) Foundations - Practice		Asynchronous work (WTW - Online) Foundations - Practice	Asynchronous work (WTW - Online) Foundations - Practice
<b>Math</b>	Recorded Mini-lesson followed by Zearn or playlist	Recorded Mini-lesson followed by Zearn or playlist	Recorded Mini-lesson followed by Zearn or playlist	Recorded Mini-lesson followed by Zearn or playlist	Recorded Mini-lesson followed by Zearn or playlist
<b>Science/ Social Studies</b>	Science/Social Studies Instruction - recorded mini-lesson -hands-on if possible	Science/Social Studies Instruction - recorded mini-lesson -hands-on if possible		Science/Social Studies Videos/responses aligned with the skill/concept	Science/Social Studies Videos/responses aligned with the skill/concept
2:20-2:50	<b>Check-in with Remote Students - Small Groups</b> <i>*Teachers and support staff will schedule other times within the day to meet with remote students as well.</i>				

<b>DRAFT Middle School Schedule - Cohort D (subject to change)</b>					
DAY	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Virtual Homeroom</b>	<b>Virtual Homeroom</b>	<b>Virtual Homeroom</b>	<b>Virtual Homeroom</b>	<b>Virtual Homeroom</b>	<b>Virtual Homeroom</b>
<b>BLOCK 1</b>	Class 1	Class 5	Remote Learning (Class schedule TBD)	Class 1	Class 5
<b>BLOCK 2</b>	Class 2	Class 6		Class 2	Class 6
<b>BLOCK 3</b>	Class 3	Class 7		Class 3	Class 7
<b>BLOCK 4</b>	Class 4	Class 8		Class 4	Class 8
	<b>Check-in with Remote Students - Small Groups</b> <i>*Teachers and support staff will schedule other times within the day to meet with remote students as well.</i>				

<b>DRAFT High School Schedule - Cohort D (subject to change)</b>					
<b>DAY</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>BLOCK 1</b>	Class 1	Class 5	Class 1	Class 1	Class 5
<b>BLOCK 2</b>	Class 2	Class 6	Class 2	Class 2	Class 6
<i>(1st LUNCH)</i> <b>BLOCK 3</b> ***** <b>BLOCK 3</b> <i>(2nd LUNCH)</i>	Class 3	Class 7	Class 3	Class 3	Class 7
			Class 4		
			LUNCH		
			Class 5		
			Class 6		
<b>BLOCK 4</b>	Class 4	Advisory	Class 7	Class 4	Advisory

**\*Schedule includes core classes and electives**

### **Full District Remote Learning**

In the event that our community surpasses the threshold for allowable COVID-19 cases, the entire district may move to remote learning. Students will maintain their same teachers; however, in-person attendance will not be an option. While we will build off the positives that happened during the emergency closing in the Spring, this will include more robust learning opportunities. The schedules, should the district go to full remote learning, will be the same as the schedule for Cohort D.

## Student Expectations for In-person Learning

### What the School expects from Students with In-person Learning

#### For students in Cohort A, B & C on in-person days

For the 2020-2021 school year, remote learning attendance, participation, and assignments are mandatory and will be graded, just as they are for students attending school in person.

#### Required

- Students will physically come to their school for their learning, depending on which cohort that they are in.
- Students should attend all group/class meetings.
- Students will physically see and interact with their teacher(s) and classmates and follow a class/course schedule each day.
- Students and families must review wellness protocols to ensure students are well and symptom-free prior to coming to school on their in-person days.
- Students will be expected to complete and submit assignments as determined by the assigned teacher.
- Classroom spaces will be arranged to maximize social distance to at least 6 feet and minimize any shared items. In addition, in-person collaborative activities may look different or be lessened to ensure the safety and well being of the school community.
- Lunch schedules will be modified to maximize social distancing and students will remain with learning cohort small groups to eat (could be in classroom or outside).
- Students who are eligible for free and reduced lunch will have access to that on both in-person and remote learning days.
- Large group gatherings will be eliminated.
- Students will wear masks/face coverings during the day and will be provided mask breaks, during the day.
- Students should bring their school-issued devices to school to access their curriculum and assignments via Schoology.
- Students will participate in any local or state assessments as scheduled.

#### Suggestions for Success

- Be ready to participate in the class and on independent work.
- Complete all assignments on or before appropriate due dates.
- Conduct yourself with integrity and honesty when completing assignments.
- Avoid multitasking during class.
- The Code of Student Conduct and traditional school expectations will be appropriately refined to reflect the new school model and will remain in effect for all students. All technology expectations remain in effect.

**What Students can expect from the School with In-person Learning  
For students in Cohort A, B & C on in-person days**

- Students will be provided with grade-level, standards-based instruction that aligns with the expectations outlined in the Massachusetts State Standards and Frameworks, including learning activities that encourage choice and engagement.
- Student course work will be evaluated using assessments which are aligned with the Massachusetts Standards and Frameworks. Students will be provided feedback in an effort to support continued growth and understanding whether work was completed in the remote or in person models.
- Teachers and instructional support staff differentiate and adjust instruction to meet the individual needs for student learning within the remote and in-person settings.
- Teachers will provide student make-up work, flexibility, and support if students are out of school for any reason.
- Students will be issued an electronic device and any associated materials such as books, art supplies, manipulatives, hands-on kits where possible.
- SPED and ESL services will be provided as outlined by state guidance and student specific plans.
- School counseling support services provided for students on campus or remotely as appropriate

## Student Expectations for Remote Learning

### What the School expects from Students with Remote Learning

#### For students in Cohort D and students in Cohorts A, B & C on remote days

For the 2020-2021 school year, remote learning attendance, participation, and assignments are mandatory and will be graded, just as they are for students attending school in person.

#### Required

- When working remotely, students will engage in synchronous and asynchronous learning activities that are aligned with the Massachusetts State Standards and encourage choice and engagement.
- Students will use their school-issued devices to access their curriculum and assignments via Schoology. Live interaction may occur via Zoom or Google Meet, but links will be provided in Schoology.
- Students should adhere to daily attendance guidelines, log in, and attend class during the designated times.
- Students should be dressed appropriately for school.
- Student's workspace should be set up in a school-appropriate location in their house, such as a desk or table.
- Camera should be facing the student. Students should not walk around with their cameras on.
- Microphone should be muted but available when needed to ask or answer questions.
- Students should respond within 24 hours to faculty emails.
- Students will participate in any local or state assessments as scheduled.

#### Suggestions for Success

- Students should develop a daily schedule, including classes and breaks.
- Students should participate in remote classes as they would in person.
- Students should be aware of their surroundings in terms of their laptop cameras.
- Students should be ready to participate in the class and on independent work.
- Students should check email daily and email teachers whenever they have questions or concerns about assignments. They should utilize teacher office hours to seek clarity or questions.
- Students should complete all assignments on or before appropriate due dates.
- Students should conduct themselves with integrity and honesty when completing assignments.
- Students should avoid multitasking during class.
- The Code of Student Conduct and all technology expectations remain in effect.

**What Students can Expect from the School with Remote Learning  
For students in Cohort D and students in Cohorts A, B & C on remote days**

- When working remotely, students will be provided with synchronous and asynchronous learning activities that are aligned with the Massachusetts State Standards and encourage choice and engagement.
- Student course work will be evaluated using assessments which are aligned with the Massachusetts Standards and Frameworks. Students will be provided feedback in an effort to support continued growth and understanding whether work was completed in the remote or in person models.
- Teachers and instructional support staff differentiate and adjust instruction to meet the individual needs for student learning within the remote and in-person settings.
- Students will be assigned a liaison to help facilitate remote learning, and this person will check-in regularly.
- Students will be graded and given feedback on assignments in alignment with the expectations outlined in the Massachusetts State Standards and Frameworks. In addition, students will receive feedback regarding their engagement in remote learning activities.
- Student course work will be evaluated using assessments which are aligned to the standards. Students will be provided feedback in an effort to support continued growth and understanding whether work was completed in the remote or in person models.
- Students will be issued an electronic device and any associated materials such as books, art supplies, manipulatives, hands-on kits where possible.
- Students who are eligible for free and reduced lunch will have access to that on both in-person and remote learning days.
- SPED and ESL services will be provided as outlined by state guidance and student specific plans.
- School counseling support services will be provided for students on campus or remotely as appropriate.

## Special Student Populations

We believe, in alignment with state guidance and directives, that providing an equitable education for all students means prioritizing in-person learning for our most vulnerable students. The Reopening Task Force Teams carefully considered how to ensure students with disabilities, English Learners (ELs), and at-risk students have as much access to in-person learning as possible. The NPS Special Services and English Learner departments along with school-based child study teams have worked tirelessly this summer to plan for a seamless continuation of services and support for the students they serve regardless of learning model.

### Students with Disabilities

On July 9, 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 as much as possible 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.”

NPS will make every effort to continue 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. all documented in remote learning plans.

There will be situations for some of our special 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.” Our NPS staff who will provide direct physical support to students with disabilities will receive training on the use of the additional protective supplies they will need. We have begun

conversations with relevant staff members and will work together to support such students safely.

Families will be an integral part of ongoing discussions in order “to provide input and fully understand how the school or district plans to provide special education services to their children in the new school year.” Special education administrators, team chairs and liaisons will contact families prior to a student’s return to school to discuss how their student’s IEP services will be delivered if different than described in a student’s IEP, “giving particular consideration to potential changes to how and where special education services will be provided.” Using input from the discussion with families, remote learning plans containing specific information about IEP services that will be provided at the start of the 2020-2021 school year will be developed and shared.

### **IEPs/Evaluations**

- When school resumes whether in-person or remotely, annual, initial and re-evaluation meetings that were delayed will be held to review the students’ IEPs.
- Initial and re-evaluation testing that was delayed will be scheduled.
- Timelines for current IEPs and evaluations will be maintained.
- In-person evaluations will continue during the hybrid and remote situations as long as health and safety requirements allow.

### **IEP and 504 Team meetings**

- In order to adhere to safety requirements, all IEP and 504 team meetings will be held remotely, unless an alternate location can be found. 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 for the meeting.
- All meetings will be held remotely if a school/district moves to a full remote learning model.

### **English Learner Education**

Nantucket Public Schools’ English Learners will have access to quality and rigorous English language development through Sheltered English Immersion (SEI) consisting of Sheltered Content Instruction (SCI) and English As A Second Language (ESL) classes. NPS will prioritize in-person learning for groups of students who have been most impacted by the period of school building closure or are considered more vulnerable, as directed by DESE’s [Initial Fall School Reopening Guidance \(June 25\)](#). English Learners are considered part of this group and may be eligible to come to in person school full-time.

English as a Second Language (ESL) classes for English Learners will include a defined minimum time allocation for English Language Development (ELD) instruction within the student's schedule as per [MA DESE Guidance](#). Formative ELD assessments will be created to assist monitoring of student progress in development of reading, writing, listening, and speaking skills. Curriculum in both SEI and ESL classes will be aligned to WIDA and Massachusetts state standards and embed specific supports for students at various English language proficiency (ELP) levels.

### **English Learner Identification**

The English Learner Department 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. NPS will administer the Home Language Survey (HLS) to all new students upon enrollment. Every newly enrolled student whose HLS indicates that a language other than English is spoken at home must be screened for English language proficiency. The NPS will use the WIDA remote screener, which is a remotely administered screening tool that supports the identification of English Learners in a time of school closures. This assessment is designed specifically to enable screening when the student and test administrator cannot share a physical space. Upon completion of the screening, students who are identified as English Learners will be placed in the appropriate ESL classes according to ELD proficiency level. Families will be notified of placement in a timely manner.

### **Communication and Family Engagement**

Federal law requires that schools must communicate information about any program, service, or activity that is called to the attention of multilingual parents in a language they can understand. We are committed to reaching families across all platforms and languages and encourage their contributions to decision-making with respect to their children's education. We will provide opportunities to hear the voices of our EL parent community (e.g., via ELPAC, ZOOM bilingual family meetings) and facilitate culturally-responsive learning opportunities for parents who would like to support their students' learning.

We will continue to use bilingual support specialists and translations of written materials to reach all parents/families. All written and oral communication between the district's personnel and parents of current or former English language learners will be in the parents' primary language or other mode of communication commonly used by the parents, as feasible. Three bilingual specialists provide interpretation and translation services in Spanish. Translated documents include district communications, such as guidance and surveys as well as school based documents. The district contracts with an outside agency for translations and

interpreting of languages other than Spanish. The bilingual support specialists also provide interpretation for students and families to assist in access to educational platforms. The technology department also provides bilingual support in Spanish. The English Learner department will hold regular ZOOM meetings with families to explain policies, procedures and updates as they evolve.

### **At-Risk Students**

Diagnostic assessments administered during the first weeks of school will help teachers understand the learning loss experienced by students as a result of school building closures in the spring. Students who are multiple grade levels behind academically may be afforded the opportunity for increased in-person learning. We will evaluate staff and space capacity once student enrollment counts are firm.

## Operations

### Response to COVID-19 Scenarios

NPS will adhere to all health and safety requirements required by DESE, yet we acknowledge that despite our best efforts, COVID-19 exposure and transmission in school and on buses will still exist. DESE has released detailed guidelines for schools responding to a range of scenarios involving a suspected or confirmed case of COVID-19 in the school community. Rather than reprint those guidelines in full here, we have provided a summary below and encourage all members of the NPS community to review the document at the link above. All schools have identified a second nursing area for isolation purposes per the guidelines.

- Keeping our schools safe starts at the home of each and every NPS student and staff member. If a student or staff member is experiencing any of the symptoms of COVID-19 below, they **MUST** stay home.
  - Fever (100.4° Fahrenheit or higher), chills, or shaking chills
  - Cough (not due to other known cause, such as chronic cough)
  - Difficulty breathing or shortness of breath
  - New loss of taste or smell
  - Sore throat
  - Headache when in combination with other symptoms
  - Muscle aches or body aches
  - Nausea, vomiting, or diarrhea
  - Fatigue, when in combination with other symptoms
  - Nasal congestion or runny nose (not due to other known causes, such as allergies) when in combination with other symptoms
- While specific protocols vary, there are some common elements for each possible COVID-19 scenario:
  - Evaluate symptoms
  - Separate from others
  - Clean and disinfect areas visited by the person
  - Test for COVID-19 and stay at home while awaiting results
  - If test is positive:
    - Remain at home at least 10 days and until at least 3 days have passed with no fever and improvement in other symptoms
    - Monitor symptoms
    - Notify the school and personal close contacts

- 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

Protocols for individual exposure or individual positive tests or potential school closure (partial or full) or district closure can be found in [DESE's Protocols for responding to COVID-19 scenarios in school, on the bus, or in community settings](#).

### **Risk Reduction Strategies for Reopening Schools**

Keeping hands clean is one of the most important factors in staying healthy and preventing the transmission of communicable diseases to others. All staff and students will be expected to:

- Wash or sanitize hands immediately before: leaving home, leaving the classroom or cluster (where sinks are available), eating, touching shared objects, touching one's face, and leaving school
- Wash or sanitize hands immediately after: arriving at school, entering classroom, finishing lunch, touching shared objects, using the bathroom, sneezing or coughing, blowing one's nose, and arriving at home

Touchless hand sanitizer stations will be provided at the entrances of all schools. There are touchless hand sanitizing stands and touchless hand sanitizing stations located throughout each school and there is a bottle of hand sanitizer available for each classroom teacher desk and each office desk. Adults should always supervise the use of hand sanitizer by children.

All students and staff must engage in frequent handwashing or hand sanitizing upon arrival, before and after meals, after bathroom use, after coughing or sneezing and before dismissal. All sinks have running water with soap dispensers available at each. The custodians will ensure each dispenser is fully stocked each day.

### **School Health and Safety Protocols**

We know that following health and safety protocols will be extremely important to mitigate any chance of COVID-19 contagion in our schools. While the sections above have outlined some of these protocols, [here is a link](#) that offers some additional information about procedures that are being designed and will be implemented in the new school year.

### **School Cleaning and Disinfecting**

NPS has undertaken new protocols and routines to ensure that our facilities and surfaces are regularly cleaned, sanitized and disinfected in accordance with health and safety guidelines using industry standard COVID-19 cleaning procedures. The cleaning will be done by the

Facilities Department in all four schools after school hours and continuously throughout the day as needed. It should be noted that our cleaning protocols meet and exceed the CDC guidelines for the cleaning of schools.

Each school and district facility will have identified “touch-points” disinfected at least once per day. Touchpoints include door handles and push bars, sinks, faucets, toilets and countertops, light switches, elevator push buttons, classroom door windows, toilet paper, soap and paper towel dispensers, classroom tables and chairs, stairwell railings, water bottle filling stations, door push plates. This specialized cleaning process will continue throughout the school year.

In addition to the special work outlined above, custodians will be performing their regular daily cleaning, including wiping down surfaces, emptying trash, cleaning restrooms, vacuuming and cleaning floors.

The products we use are Spic n Span, Oxivir disinfection solution, and the Protexus Electrostatic Disinfectant Sprayers. The Protexus Sprayer uses the PureTab tablets for disinfecting efficiency. Due to the electrostatic charging of particles, it provides three times the coverage of traditional spray bottles. It delivers a charged droplet with an attractive force fifteen times greater than gravity. This magnetic attraction to all surface areas ensures consistent, 360-degree application of PurTab disinfecting and sanitizing solution. All cleaning chemicals used are registered EPA disinfectants and are approved for use in schools.

Each classroom will be outfitted with additional sanitation stations and a caddy with a variety of supplies to encourage proper cleaning practices. Each station will include gloves and disinfectant wipes for spot cleaning, along with hand sanitizer. Students and staff will work together to ensure everyone is contributing to a healthy environment by wiping surfaces after classroom instruction is complete.

### **Air Quality**

NPS follows DESE guidance and recommendations related to heating, ventilation, and air conditioning (HVAC) systems. NPS has invested resources to complete the following preparations in each school building:

- Perform a thorough cleaning of the HVAC systems
- Repairing of existing HVAC equipment
- Replacing air filters (scheduled twice per year)
- Maximizing outdoor air quantities to increase outdoor air / ventilation rates
- Adjusting HVAC system schedules to operate additional hours per day

For more information about NPS HVAC systems, evaluation, and maintenance, please click on [this link](#).

In preparation for the opening of school and safe sustained operation throughout this pandemic, NPS commits to the following:

- Execute HVAC preventative maintenance plans as prescribed by the recognized industry standards and preventative maintenance procedures we have established.
- Building maintenance staff will confer with service providers to ensure timely service is delivered to our buildings.
- Ensure we are ever vigilant in checking and increasing outside air rates to dilute contaminants.
- Maintain and review with regularity all preventative maintenance and inspection records to ensure and confirm that duty of care has been provided.
- Replace air filters with greater regularity to reduce COVID-19 transmission potential.
- Identify systems that will benefit by increased filtration without decreasing system operational performance.
- In buildings with windows that open, we will open windows for regular air flow during the day (with the exception of NIS, which has advanced air flow systems that are superior to open windows).

Our HVAC systems are an integral systems component in our safety planning aimed to reduce potential COVID-19 airborne transmission as part of our broad-based infection control strategy.

### **Classroom Configuration**

Classrooms will look different this fall as we set up learning spaces that 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. The front of the classroom will have at least 6 feet of teacher space. Hard to clean items, such as 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.

Students organized in groups/classrooms and other cohorts help mitigate transmission of the virus. Assigned seating is important because it effectively creates even smaller groups within cohorts which minimize transmission. Assigned seats can also assist with contact tracing. Wherever possible, seats should be assigned (including classroom, bus, meals).

### **Food Services**

The 2020-21 school year will require a different approach to school meals, while some students resume in-person attendance and others learn remotely. Of course, even those who are

in-person will not have the level of access to the cafeteria to which they are accustomed. Our goal is to find new, innovative ways to continue to provide every student with meals that meet the National School Lunch Program's meal pattern requirements. The free and reduced meal program will continue to be available to families that qualify, and participation in the program will remain confidential.

**Meals for In-Person Learners.** Students in all schools will participate in an in-class meal service. Students will eat in their classrooms at desks that are spaced six feet apart and facing the same direction. This allows for adequate social distancing so that they can remove masks in order to consume food.

- To the extent possible we will aim to offer two menu options daily (hot and cold). Options will adhere to National School Lunch Program guidelines.
- Teachers can pre-order student meals one day ahead using an online ordering system. Meals for Monday would be ordered Friday.
- Families will also have access to the online ordering system to order meals for their students.
- Special attention to students with food allergies will be addressed during ordering and distribution of meals. All special dietary requests will be prepared and labeled with the student's name and food allergen.
- Meals will be prepared and individually packaged for students in each school's kitchen.
- All meals will be placed in insulated transport bags and labeled by classroom. They will be transported to classrooms by food service staff using carts, and dropped off with the teacher.
- Carts and bags will be fully sanitized by Food Service personnel after each use.
- Meal delivery to classrooms will be based on class schedules and utilizing designated routes through the buildings.
- Facilities staff will create a schedule to clean tables and classrooms throughout the day.
- Students will be reminded that the expectation is to wear face covering up to the point of beginning their meal and immediately upon finishing the face cover will be put back on.
- Any free time/recess after eating commences (within the classroom) will require face coverings to be placed back on.

**Meals for Remote Learners.** Students in all NPS schools that are learning remotely will be offered meals through curbside pick-up that adheres to physical distancing requirements. Student meals will be picked up at a predetermined location from a Food Truck, similar to what

was done last year between March and June. Families will have access to the online ordering system to order meals for their students.

To the extent possible, we will try to offer two menu options daily (hot and cold). Options will adhere to National School Lunch Program guidelines. Hot meals will include instructions for reheating. Cold meals will include food safety instructions.

## **Transportation**

We strongly encourage families to provide transportation to students whenever at all possible.

- One student per bench (family members may sit together). A large bus will hold approximately 23 students at a time, 32 percent of full capacity (please see charts of the large bus below). Our small buses will hold 8 students at a time.
- 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 the appropriate safety protocols.
- Bus to be emptied front to back.
- All students and adults on the bus must wear a mask (regardless of age).
- Windows on buses will be kept open to circulate fresh air.
- It is critical that families and caregivers check students for COVID-19 symptoms each morning before they arrive at the bus stop. This check will serve as the primary screening mechanism for COVID-19 symptoms.
- Bus drivers will be appropriately trained to observe students upon entry. If students appear symptomatic, and a parent/caregiver is present to take them home, they will not be permitted to enter the school bus. If a parent/caregiver is not present to take them home, the student will be spaced at least six feet from other students and referred to the nurse immediately upon arrival at school.
- Everyone waiting at bus stops must wear masks/face coverings that cover the nose and mouth at all times and must maintain physical distancing of 6 feet. Drivers will have extra masks available for students that do not have a mask/face covering or their mask/face covering is damaged.
- Hand sanitizer will be provided to students as they board the bus and as they disembark.
- Busses are to be disinfected between runs and deep cleaned once a day.
- Families are encouraged to seek an alternative means of transportation.

We are working with our current transportation vendor to explore routing, appropriate cleaning protocols, supplies, personal protective equipment, and training.

### **Arrival, Dismissal, Hallway Transitions, and Visitors**

Arrival and dismissal at each building will be planned and executed to maximize safety and efficiency when entering and exiting the building. For maximum safety, arrivals and dismissals may be staggered. More details regarding school schedules will be available in September. Our plans account for the least number of transitions possible each day. To limit COVID-19 exposure and promote social distancing, students will move in cohorts where possible throughout the day, utilizing controlled movement patterns based on signage throughout campus. When students are transitioning from class to class at any point throughout the day, there will be clear travel paths with markers to promote sufficient physical distance, and students will be required to wear masks/face coverings while transitioning. Each building has a unique layout and unique bus loops. As a result, building-based teams are taking the lead in planning travel paths, transition times, and traffic flows that reduce the number of adults and students in any one place during these normally busy times.

DESE and public health guidance encourages schools not to allow visitors in and out of the buildings throughout the day to avoid the chance of additional contacts and contamination. Each building team will create a visitor protocol.

### **Community Programs**

The goal of any additional childcare programming is to provide parents an option for keeping their child at the school in a structured, supervised environment after school hours. We cannot determine at this time what that will look like or even if it is possible, given the safety recommendations and protocols, but please know we are looking at all options and are fully aware of the value of this program for parents. Nantucket Public Schools is partnering with Nantucket Community School and Nantucket Boys and Girls Club to offer after school care for students in PreK-2 and grades 3+, respectively.

### **Wearing Masks/Face Coverings**

Masks are among the most important single measures to contain the spread of COVID-19. All students and staff are required to wear masks/face coverings that adequately cover both their nose and mouth while participating in school, at school-related activities, on school property, and on the bus during school bus transportation. To start the school year, the Facilities Department purchased more than 12,000 masks per school as well as 50 clear face masks that will be available to support any hearing impaired student. Supplies will be replenished as they are used.



## Teaching and Learning

### Educational Technology

NPS will be 1:1 from grades K-12, meaning that all students will be issued a device for use throughout the school day and at home. Kindergarten students will be provided with iPads and grades 1-11 will be provided with Chromebooks. Students in Pre-K will be provided an iPad upon request. Grade 12 will be provided a Chromebook upon request. All devices will be labeled with the assigned student's name and ID and will also be assigned within our device management system. Devices will travel between home and school daily.

All school owned devices are filtered by our Cisco Content Filtering software in school, either Go Guardian or Mosyle, 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 are managed by NPS's Technology Team and will be deployed with wireless network settings already in place to ensure that they will seamlessly connect when students enter school buildings. We will provide families directions to help with connecting Chromebooks to home networks. Additional assistance and resources will be provided for families who do not have internet access at home.

The NPS Technology team will continue to provide support for staff and students. Prior to the start of school, we will share details about the process for students, families, and staff to request assistance with educational technology software and devices. Remote assistance will also be available for staff and students, if needed.

Teachers in NES, CPS and NHS will be provided with new Dell laptops. These laptops will use a docking station while at school and can easily be unplugged from the dock for remote learning. Document cameras have been ordered for use across the district. PD will be provided on best practices in the use of Google Classroom, GoGuardian Teacher and other apps and equipment.

### Learning Platforms

NPS will be utilizing Schoology as our Learning Management System as a platform for all students. Faculty and staff will be trained before the school year begins. Teachers will include training for students as part of orientation to school. We expect to have opportunities for parents and caregivers to learn more about new technology tools, curriculum supports, Schoology (our new Learning Management System) and other important changes related to hybrid and remote learning.

## **Curriculum**

NPS will utilize the same curriculum as in the prior year in all subject areas for the 2020-21 school year in all grades pre-kindergarten through grade 12. NPS will provide grade-level, standards-based instruction that aligns with the expectations outlined in the Massachusetts State Standards and Frameworks. Student course work will be evaluated using assessments which are aligned with the Massachusetts Standards and Frameworks. Students will be provided feedback in an effort to support continued growth and understanding whether work was completed in the remote or in-person models. English Learners will have access to quality and rigorous English language development and Sheltered English Instruction (SEI) through in-person instruction, remote instruction, or a combination of both. Students with disabilities will receive all services documented in their IEPs through in-person instruction, remote instruction, or a combination of both.

## **Professional Development**

Teachers will need significant time at the onset of the school year to prepare for new safety requirements, new learning settings, remote learning tools, schedules, discussions about anti-racist curriculum, review of new pacing guides and assessments for September and topics focused on social emotional learning and trauma. We have begun planning these days to account for staff safety and grade-level-span needs.

NPS will use the 10 days of professional development and planning time for staff granted by DESE, to be held on August 31, September 1, 2, 3, 8, 9, 10, 11, 14, and 15. DESE has waived the 180 required school days this year to 170 for this purpose. NPS will spread our previously planned 4 days of professional development throughout the year, scheduled for September 23, October 7, December 9, and January 13, to provide ongoing support and professional development, in addition to November 2 and 3. Our [2020-21 school calendar](#) was adjusted and approved by the School Committee in August to account for this change and other possible changes to professional development days and other half days.

We will have two grant-funded instructional technology specialists to support our staff and families this year and provide professional development for staff and families. We also recognize that our families need support on how students will be learning remotely with devices and intend to provide family workshops during the month of September.

## **Mental Health Services and Supports and Social Emotional Learning**

NPS formed the Mental Health/SEL Reopening Task Forces Pre-K to 5 and 6 - 12 in June to undertake the planning and resource development required to ensure services and supports offered across the district can continue to function in an in-person, remote, and hybrid learning environment. Committee members included teachers, teaching assistants, administrators, school counselors, and a Board Certified Behavior Analyst (BCBA) representing each school in the district who contributed specialized knowledge and expertise to these teams. Task force members drew from their experience on district or school-based teams (e.g., Grade level teams, Department teams, SEL teams, MTSS/Child Study Teams, Special education teams, Safe and supportive schools team, and Behavioral health team).

Efforts are underway to (1) translate the systems of services and supports that exist while schools are in session to include the remote learning context, (2) develop resources and supports for students, families, and staff to ensure the transition back to school accounts for psychological well being regardless of the reopening model, (3) develop and deliver professional development to support all staff in creating a safe and supportive school and community for all students, and (4) to assess the individual social emotional competencies of students.

Specific outcomes included in the action plan for the overall task force include:

- developing and enhancing social emotional learning instructional practices to foster social emotional development and engagement both in-person and in a remote context;
- enhancing trauma-sensitive practices both in-person and in the remote context to ensure learning supports students who have been exposed to trauma related to COVID-19, and otherwise;
- developing and refining content and SEL curricula to foster awareness of and skills to support overall well-being, including CASEL competencies and social justice and anti-racism topics;
- identifying, purchasing, and implementing systems, tools and practices to support DESSA social competency screening for all with tiered screening for trauma etc., and options for conducting screenings remotely;
- developing resources to direct families, students, and staff to community- and school-based supports and services to address social concerns or mental and health needs; and
- developing behavioral expectations and systems to explicitly reach and reinforce those expectations related to the remote learning setting and an in-person learning context with enhanced safety procedures and new rituals, routines, and requirements.

Each outcome outlined above has been designed to apply to the remote learning, hybrid, and in-person learning contexts. Where applicable, new resources and procedures were developed to ensure services and supports will translate to any context. In this manner, students and families can expect continuity of services if the district shifts to a different learning model in response to public health indicators. Additionally, professional development related to all focus areas under the purview of the overall task force has been developed to support the preparation of all staff in supporting the social emotional well being of students as they reenter schools.

All staff will be prepared to provide universal, preventative supports aimed at fostering social emotional competence and developing skills to manage stress, seek help effectively, and navigate one's social environment; specialized staff will have the resources and systems in place to provide group and individual mental health services, regardless of the learning context adopted by the district. Systems and practices designed to create a safe and supportive learning environment will be a priority for all staff, and this work will be supported through the provision of resources and professional development available at the outset of the year. Additionally, the professional development provided to staff will support identification of students and families who may require support services and a greater awareness of how to refer students and families to appropriate staff. Lastly, staff will gain a greater understanding of the support available to them, including how to seek consultation to effectively navigate crises and manage their own stress in order to be most effective in supporting the growth of students.

## NPS Interscholastic Athletics



### NPS Athletics Philosophy

The philosophy as drafted in our NPS Student-Athlete Handbook states:

“Nantucket Public School considers participation in athletics to be an integral part of the overall educational experience. Athletics provides opportunities for physical, mental, emotional, and social development for all participating student-athletes. The competition of athletics is viewed as a valuable experience because it challenges each student-athlete to strive for excellence, helps each student-athlete discover their physical limits, and requires each student-athlete to work cooperatively as a member of a team. While winning is a natural goal in the pursuit of excellence, the principles of good sportsmanship and enjoyment of competition take precedence at all times and enhance the educational value of all contests.”

With the above philosophy in mind, the NPS athletic department strongly feels that providing an interscholastic athletic program for the 2020 fall season of play is extremely important for the health and well being of a large percentage of our high school and middle school student population.

### 2020 Fall Opening Plan

The MIAA has postponed the start of the 2020 fall season of play to Monday, September 14, 2020 with the hope that actual game play will begin on or about September 25th. As with all in this still evolving process, these dates are subject to change.

Regardless of the start date, we have worked to formulate a draft plan for the opening of athletics for the fall 2020 season of play that is designed to allow athletic training and competition in both a safe and productive manner in the best interests of our participating student-athletes. It is important to note that this plan is only a DRAFT proposal. We are waiting for the final guidelines from state level organizations before we can/will finalize this plan. You can access the opening plan for NPS 2020 Fall Interscholastic Athletics by clicking the link below:

[NPS Athletics - 2020 Fall Interscholastic Athletics Opening Plan / Guidelines](#)

The organizations listed below have been/will be used as the foundation of our decision making process with regards to the formulating of this plan. You can access information for each of these organizations by clicking on the provided links below:

- State of MA: [COVID-19 Information and Resources - Student and Family Support \(SFS\)](#)
- State Athletic Association / MIAA: [MIAA COVID-19 Task Force Page](#)
- National High School Association /NFHS: [NFHS.org](#)

### Concern Resolution

When a parent or caregiver experiences a frustration with their child's school experience, it can be challenging to know where to turn to get help and support. If you are a parent or caregiver interested in solving a problem that involves your child's education or distance learning, our best advice is to first talk with your child's teacher or special education liaison and try to work out the issues together. If you feel that the problem is still unresolved, or you are uncomfortable working directly with those individuals, feel free to reach out to your child's principal, assistant principal, or counselor. If the issue is still unresolved or you would prefer to speak to someone outside of your child's building, please feel free to contact Superintendent Hallett at [Hallette@npsk.org](mailto:Hallette@npsk.org)

## Appendix A: DESE Reopening Guidelines

The DESE publications referenced in this appendix contributed to the development of the NPS reopening plan. NPS expects additional guidance from DESE in the coming weeks and will continue to ensure the district adheres to guidelines and requirements.

- June 25, 2020: [Initial School Reopening Guidance](#). This guide set forth the initial set of health and safety requirements for districts. It is available at the link above in English, Chinese, Haitian Creole, Portuguese, Spanish, and Vietnamese.
- July 9, 2020: [Comprehensive Special Education Guidance for the 2020-21 School Year](#). This guide set forth the requirements for educating students with disabilities during the pandemic.
- July 10, 2020: [Fall Reopening Frequently Asked Questions as of July 10, 2020](#).
- July 17, 2020: [Protocols for Responding to COVID-19 Scenarios in School, on the Bus, or in Community Settings](#). This guide describes what schools will do in response to a confirmed or suspected case of COVID-19.
- July 22, 2020: [Fall Reopening Transportation Guidance](#). This guide describes the health and safety protocols that must be followed on school buses and urges families to utilize alternative forms of transportation to and from school.
- July 22, 2020: [Fall Reopening Facilities and Operations Guidance](#). This guide describes the required protocols related to cleaning, facilities management, and food service.
- July 24, 2020: [Guidance for Courses Requiring Additional Safety Considerations for Fall 2020](#). This guide provides parameters for offering courses in the arts and physical education.
- July 24, 2020: [Remote Learning Guidance for Fall 2020](#). This guide describes requirements for remote learning in the fall, which are very different from those established during the period of school building closures in the spring.
- July 24, 2020: [Guidance on Courses Requiring Additional Safety Considerations and Remote Learning](#). This guide describes the additional safety considerations necessary for offering learning in the arts, including chorus, band, theater, dance, and visual arts, and in physical education.
- July 29, 2020: [Career/Vocational Technical Education Reopening Guidelines](#). This guide provides additional guidance to support the safe reopening of vocational technical schools and comprehensive schools offering vocational technical programs.

- August 3, 2020: [Supplemental Information for Science Courses and Laboratory Work for Fall 2020](#). This guide provides recommendations for science and laboratory work in both in-person and remote settings.