



Let's Get Started!

BARNSTABLE PUBLIC SCHOOLS

Reopening Plan for Bringing Back Barnstable

Contents

Letter from the Superintendent.....	2
Acknowledgements	3
Executive Summary	4
Barnstable Public Schools Reopening Plan.....	6
Academic Calendar.....	8
Healthy Classrooms.....	8
Healthy Schedules	11
Barnstable United Elementary (grades 4-5) Hybrid Learning <i>Sample</i> Schedule:	12
Barnstable Intermediate School Hybrid Learning <i>Sample</i> Schedule:.....	12
Barnstable High School Hybrid Learning <i>Sample</i> Schedule:.....	13
Elementary (K-3) Remote Learning <i>Sample</i> Schedule:	15
Barnstable United Elementary Remote Learning <i>Sample</i> Schedule:	16
Barnstable Intermediate School Remote Learning <i>Sample</i> Schedule:	16
Barnstable High School Remote Learning <i>Sample</i> Schedule:	17
Teaching and Learning: Special Populations	17
Special Education.....	17
Considerations for Specific Populations of Students:	19
Behavioral Health.....	23
Technology.....	25
Healthy School Buildings	26
Healthy School Transportation	30
Protocols for Possible COVID-19 Scenarios.....	31
Appendix A	33
Appendix B	34
Appendix C	35
Appendix D	36
Appendix E	38
Appendix F	40
Appendix G	43
Hybrid Learning Model Information Sheet.....	49
BPS 2020-2021 Calendar (Draft)	Error! Bookmark not defined.

Letter from the Superintendent

August 5, 2020

Dear Barnstable Public School Community,

Nothing is more important than the health, safety and well-being of our students and staff. Planning for the reopening of Barnstable Public Schools during a global pandemic has challenged us to reimagine and reenvision the school experience for all of our learners. Our educators and staff miss their students. And, we know our students miss their teachers and school families. We are all longing for pre-pandemic times when schools were filled with the sounds of teaching and learning.

We recognize that nothing replaces in-person learning, and that our students have been isolated for far too long. The Massachusetts Department of Elementary and Secondary Education (DESE) has asked districts across the Commonwealth to prioritize in-person learning. DESE developed their reopening approach after a “thorough review of current medical literature” and “discussion with many stakeholders including infectious disease physicians, pediatricians, and other public health experts” from the Harvard’s Chan School of Public Health, Brigham and Women’s Hospital, the Massachusetts COVID-19 Command Center’s Medical Advisory Board, and the Massachusetts Chapter of the American Academy of Pediatrics.

Beginning in May, we convened working groups to begin planning for reopening BPS schools. Dedicated stakeholders have spent countless hours these past months in order to develop reopening scenarios and recommendations. We will reopen Barnstable Public Schools with three learning models - in-person, hybrid and remote. Our plans remain fluid and flexible so that we can act in accordance with public health data, scientific evidence, and medical advice from experts in the community. Because nothing is more important than the health, safety and well-being of our students and staff, we will pivot among and between the models as necessary. Now more than ever we appreciate your support, patience and understanding as we navigate the challenges of reopening schools.

Sincerely,

Dr. Meg Mayo-Brown, Superintendent of Schools

Acknowledgements

Reimagining school during a global pandemic is no small task. It is only through collaboration, optimism, and innovation that new ideas are born. I want to thank those who serve on our Reopening Steering Committee, those who lead task force subcommittees, and all who participate on our various committees, for your commitment to the Barnstable School Community. Moreover, our recently launched Parent/Caregiver Committee on Reopening has provided us with valuable insight and perspective.

Steering Committee Members: Kristen Harmon, Gina Hurley, Dylan Pauly, Pat Clark, Jim Anderson, Mike Wojkowski, Kathi Amato, Mery Faial-Zaynounge, Matt Scheufele, Beth Forbes, Cathy Milne, Nikki Caucci, Brooke Styche, Steve Kaser, David Kanyock, Mike Lambros, Bill Cole, Gareth Markwell, Pam Ciborowski, Mo Lovett, Madeline Noonan, Barbara Dunn and Mike Judge.

Curriculum, Instruction, and Assessment (CIA) Task Force: Kristen Harmon (Chair), Gina Hurley, PK-12 Principals, Brooke Styche, Kathy Astrauckas, Bethann Orr, Barbara Dunn

Elementary Working Group – Kari Morse (Chair), Catherine Zinni, Kathleen Giorgio, Dylan Bissonnette, Mike Wojkowski, Kathy Amato, Mery Faial-Zaynounge, Matt Scheufele, Beth Forbes, Cathy Milne, Nikki Caucci, Kim White, Kelly Lawrence, Miriam Loisell, Terri O’Hara, Maggie Donahue, Mary Beth Capobianco, Tara Ewald

Secondary Working Group – Jen Perry (Chair), Eric Bruinooge, Jim Anderson, Pat Clark, Joel Villegas, Jen Caron, Tina Crook, Kaitlyn Chamness-O’Connor, Ginny Turner, Alicia Couture, Scott Pyy, Erin Eastman, Julie Lariviere, Mike Smith, Jennifer Mullin

Physical Learning Environments Mike Lambros (Chair), Pam Ciborowski, Steve Kaser, Nikki Caucci, Matt Scheufele, Kathy Amato, Beth Forbes, Mery Faial-Zaynounge, Cathy Milne, Eric Curry, Valerie Smith, Dan Case, Brooke Styche, Stacy Hadfield, Stacy Brackett, Michelle Fravel, Meghan Swanson

Operations - David Kanyock (Chair), Mike Lambros, Sandy Gifford, Nathan (Five Star), Dave Badot, Steve Kaser, Gareth Markwell, Dylan Gerald, Shawn Wenzel, James Anderson, Moira Bundschuh

Special Education - Eric Bruinooge (Co-Chair), Catherine Zinni (Co-Chair), Stacy Campasano, Stephanie Markwell, School-Based Team Chairs, Melissa McCarthy-Kraus, Dylan Pauly, Gina Hurley, Pamela Troutman, Chris Viens, Kathy Bent, Linda Letourneau

Behavioral Health - Gina Hurley (chair), Prek-12 Principals, Joel Villegas, Kathy Astrauckas, SEAD coaches, school counselors, social workers, school psychologists, nurses, Wendy Hesse, Jim Buckman, Moira Bundschuh

COVID Protocols - Pam Ciborowski (Chair), Valerie Smith, Wendy Hess, Beth Deneen, Dan Case, Steve Kaser, Hope Taylor, Melisa Peters, Dave Kanyock, Brooke Styche, Eric Curry, Bob Donehey

Educator and Staff Support - Bill Cole (Chair), Susan Atkins, Kristen Harmon, PK-12 Principals, Brooke Styche, Barbara Dunn

Co-curricular activities - Scott Pyy (Chair), Scott Thomas, Steve Kaser, Jim Anderson, David Schroeter, Keith Caldwell, Wendy Johnson

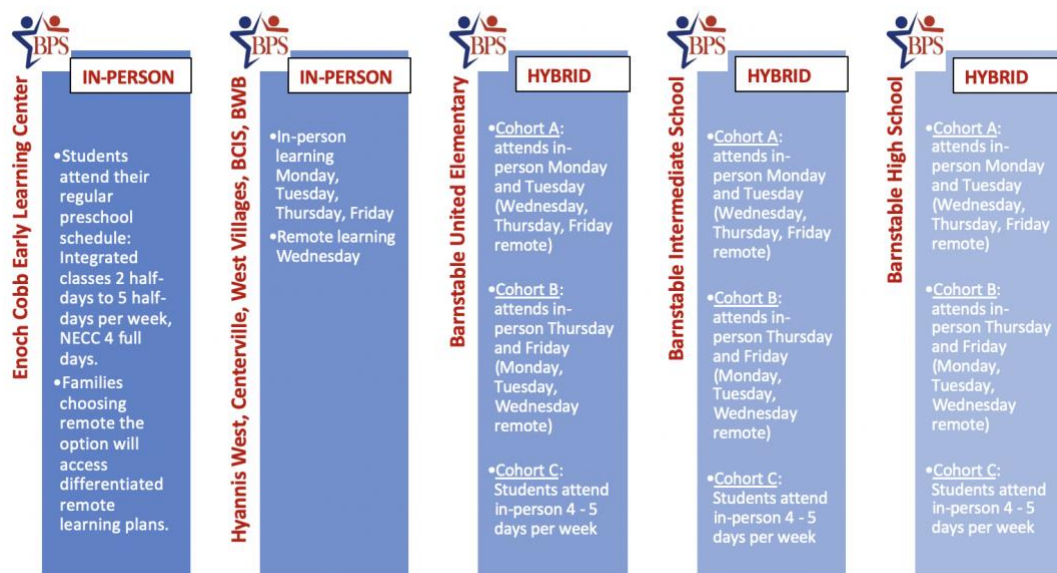
Finally, thank you to all of our staff, educators and families for providing information through surveys and emails. Your input continues to shape our reopening plans. Your voice matters.

-With gratitude
Dr. Meg Mayo-Brown

Executive Summary

Barnstable Public Schools will reopen this fall with **three learning models**: in-person, hybrid and remote. Given our commitment to health and safety, we are exceeding state guidelines for physical distancing. All grade levels will provide at least six feet of physical distancing, combined with a coordinated set of practices (hand hygiene, respiratory etiquette, cleaning and disinfecting, masks/face coverings, and cohort grouping) in order to prioritize the health and safety of students, faculty, staff, and families.

Learning models. We have prioritized in-person learning for our youngest learners at grades PK-3, so that they may attend school four days per week. In order to maximize health and safety protocols, grades 4-12 will attend in-person learning through a hybrid model described below.



Cohort A. Students assigned to Cohort A will attend in-person learning on Monday and Tuesday, and will engage in remote learning on Wednesday, Thursday and Friday.

Cohort B. Students assigned to Cohort B will attend in-person learning on Thursday and Friday, and will engage in remote learning on Monday, Tuesday and Wednesday.

Cohort C. [DESE guidance](#) establishes expectations for prioritizing student groups for full time in-person learning. These student groups include (1) Students with disabilities and English learners, particularly those with more intensive needs; (2) Students whose parents/caregivers report that they do not have access to reliable internet or a suitable learning space at home (particularly students experiencing homelessness or housing insecurity and students in foster care or congregate care); (3) Students who are significantly behind academically; (4) Students who were disengaged and/or who struggled significantly during previous remote learning periods; and (5) Early learners (grades PK-5). Additionally,

Barnstable Public Schools is prioritizing the children of our staff members for Cohort C in order to assist our educators in returning.

Cohort D. Students in Cohort D receive all instruction and services remotely. The remote learning program is available for individual students who require or choose a remote learning option, symptomatic students who need a short-term remote learning option during isolation, asymptomatic students who come into contact with a COVID-19 carrier and need a short-term remote learning option during isolation, and for all students in the event of future classroom or school closures due to COVID-19. [DESE guidance](#) states, “Parents/caregivers have the option to choose a district’s remote learning program for their child’s instruction if they prefer – with the understanding that the remote learning program may not provide as robust offerings as, or replace the full benefits of, learning in person.”

Academic Calendar. In order to provide as much time as possible for educators and staff to prepare for the return of students to in-person learning, we will request that the School Committee change the calendar to have students start on September 16, 2020. The academic calendar includes a phased-in approach to reopening which includes a two-week period of remote learning, a two-week period of reduced days, and full implementation of the in-person/hybrid model on October 13. Additionally, all students will engage in remote learning on Wednesdays. *The phased-in approach assumes positive public health metrics and air quality assessments within school buildings.*

Student Placements in Cohorts. We anticipate that we will announce student cohorts on August 23rd. In the coming days, parents/guardians will be asked to commit to either an in-person/hybrid or remote model. If a remote model is selected, opting in to an in-person/hybrid will only be available at the start of a new term.

Transportation. Due to physical distancing requirements on busses, our ridership capacity has been significantly reduced to approximately 24 students per bus. We anticipate that we will be able to accommodate transportation requests for students in grades 4-12 due to the hybrid model. At this point, we anticipate that we can transport only those K-3 students who receive transportation as a legal requirement (residing two or more miles from school). We will continue to assess our capability to transport K-3 students to see if we can accommodate more ridership.

Protocols. The district has developed numerous health and safety protocols. We have relied on guidance from the CDC, MA DPH, DESE and local public health and medical experts to inform our protocols. The intent of the protocols is to protect our students, staff and community. As a result of the protocols, school will look and feel different. We will work with our staff, students and families to ensure that we develop a culture of following the protocols in order to protect one another.

Barnstable Public Schools Reopening Plan

The Barnstable Public Schools Task Force on Reopening Schools has developed a fall reopening plan aligned with [guidance](#) from the Department of Elementary and Secondary Education (DESE). DESE developed its reopening approach after a “thorough review of current medical literature” and “discussion with many stakeholders including infectious disease physicians, pediatricians, and other public health experts” from the Massachusetts General Brigham Health System, the Massachusetts COVID-19 Command Center’s Medical Advisory Board, and the Massachusetts Chapter of the American Academy of Pediatrics. When considering how to reopen schools, DESE and the [American Academy of Pediatrics](#) strongly advocate that “all policy considerations for the coming school year should start with a goal of having students physically present at school.” Dr. Fisher, President of the Massachusetts Chapter of the American Academy of Pediatrics and Dr. Nelson, Infectious Disease Specialist at Massachusetts General Hospital, have shared their views on school reopening in a short [video](#).

The Massachusetts DPH COVID-19 [Dashboard](#) provides a number of metrics related to COVID-19. Faculty, staff, and families can view public health trends in Massachusetts by county and town. John Hopkins University (JHU) publishes [COVID-19 testing trends in each state](#). Data indicate that the [rate of positive tests](#) in Massachusetts has remained below 5% for the past two months.

The Massachusetts Commissioner of Education’s guidance essentially tells us that *in-person learning is an essential service*. Therefore, we will implement a coordinated set of practices (hand hygiene, respiratory etiquette, cleaning and disinfecting, masks/face coverings, physical distancing, and cohort grouping) in order to provide the essential service of in-person learning when feasible while protecting the health and safety of students, faculty, staff, and families.

The safety and well-being of students, families, educators, and staff has been and will continue to be our top priority. Because public health is its priority, DESE has asked each district to plan for three possible scenarios in the upcoming school year. The first scenario, ***in-person learning***, assumes that current positive public health metrics hold and that as a community, we commit to following critical health requirements. The second scenario, ***hybrid learning***, assumes the district cannot meet health and safety requirements with all students in school simultaneously. In the hybrid model, cohorts of students alternate between in-person and remote learning. The third scenario, ***remote learning***, assumes COVID-19 requires widespread school closures and all instruction must be offered remotely. Remote learning may also be an option for some students who are unable to return to school. DESE has stated that “parents/caregivers can choose to send their children to in-person school or keep them at home learning remotely.” ***We are planning for three scenarios because we will implement the plan that aligns with the most current public health data for our region/community. We are prepared to be flexible and act in accordance with the data.***

At the end of May, Barnstable Public Schools launched a [Reopening Task Force](#). Concept papers from organizations such as AFT, NEA, and others call for a reopening design process that includes the perspective of various stakeholders to promote transparency and joint decision-making. To this end, BPS launched a number of [Task Force Subcommittees](#) to engage educators and staff in reopening plans. The

work of the subcommittees is supported by a district Steering Committee. The purpose of the **Steering Committee** is to finalize the reopening plan, based on the work of the Task Force Subcommittees. Specifically, the Steering Committee will:

- Ensure the coherence of the reopening plan
- Maintain and strengthen equity for BPS students
- Consider long term priorities for the district
- Provide diverse perspectives based on the steering committee members' experiences
- Provide district context and expertise
- Finalize the plan and communicate out to other stakeholders

Our BPS reopening plan integrates [COVID-19 planning considerations from the American Academy of Pediatrics](#). We take the health and safety of our students, families, faculty, staff, and community seriously. We have also organized our reopening plan within the framework provided by [Schools for Health: Risk Reduction Strategies for Reopening Schools](#). We have created a checklist to track our implementation of recommendations from the report.

The timeline for developing our district learning models and approval of plans is as follows:

Date	Activity
May	Launch Reopening Steering Committee and Task Force Subcommittees
May	Launch Summer Learning Subcommittee
June - August	Development of learning models
June	Administer end-of year parent survey
June-August	Engage in collective bargaining with BTA
July	Administer educator and staff reopening survey
July	Launch Parent/Caregiver Advisory Committee on Reopening
July	Administer transportation survey
July 31, 2020	Submit feasibility plan to DESE
July 26 - August 3, 2020	Administer parent/guardian survey on learning models
August 5, 2020	School Committee Meeting to review plan
August 10, 2020	Final plan due to DESE

Academic Calendar

The Barnstable Public Schools 2020-2021 [calendar](#) is available on the district [website](#). Educators and staff return to school Monday, August 31st. **In order to provide as much time as possible for educators and staff to prepare for the return of students to in-person learning, we will request that the School Committee change the calendar to have students start on September 16, 2020.** Additionally, all students will engage in remote learning on Wednesdays. The Commissioner has reduced the 180-day and student learning time requirements for the 2020-2021 school year to 170-days and 850 hours (for elementary schools) and 935 hours (for secondary schools) so long as districts begin providing instruction to students no later than September 16, 2020. Changes to the calendar are subject to School Committee approval. The Superintendent of Schools will email parents and families any information regarding changes to the academic calendar.

The district, pending School Committee approval, will implement a phased-in approach to reopening.

Phase	Description	Duration
I	All students begin remote instruction on September 16	2 weeks
II	Beginning September 28, students begin a reduced schedule of 4 hours per day on Monday, Tuesday, Thursday, and Friday. Wednesday is a remote learning day.	2 weeks
III	Beginning October 13, students attend a full school day based on cohort assignments. Wednesdays remain a remote learning day for all students.	Ongoing

**The above assumes positive public health metrics and air quality assessments within school buildings.*

Healthy Classrooms

Guiding principles

- Require all students grades 2-12 to wear masks, and encourage masks for grades PK-1. All adults are required to wear masks.
- Provide opportunities for frequent hand washing/sanitizing.
- Implement physical distancing to protect students and staff.
- Maximize cohort grouping to slow transmission chains.
- Implement protocols for transitions, meals, cleaning/disinfecting, and materials.

- Prioritize staying at home when sick.

COVID-19 Screening: Checking for symptoms each morning by families and caregivers is critical and will serve as the primary screening mechanism for COVID-19 symptoms. Schools will provide information to families in their primary language to support them in conducting this symptom check and families should not send their children to school if they exhibit COVID-19 symptoms. Although screening procedures are not required at the point of entry to the school, school staff (as well as bus drivers) will observe students throughout the day and refer students who may be symptomatic to the school nurse.

Mask/Face Coverings: *Students in grade 2 and above are required to wear a mask/face covering that covers their nose and mouth.* Students in preschool, kindergarten and grade 1 will be encouraged to wear a mask/face covering as directed by their classroom teacher. Face shields may be an option for those students with medical, behavioral, or other challenges who are unable to wear masks/face coverings. Transparent masks may be the best option for both teachers and students in classes for deaf and hard of hearing students. They may also be useful for teachers and younger students who rely on visual / facial cues. *Adults, including educators and staff, are required to wear masks/face coverings.* Exceptions to mask/face covering requirements must be made for those for whom it is not possible due to medical conditions, disability impact, or other health or safety factors. All students K-12 are required to wear masks on school busses.

Hand Hygiene: Students and staff are required to exercise hand hygiene (hand washing or sanitizing) upon arrival to school, before eating, before putting on and taking off masks, and before dismissal. When handwashing, individuals should use soap and water to wash all surfaces of their hands for at least 20 seconds, wait for visible lather, rinse thoroughly, and dry with an individual disposable towel. If handwashing is not feasible, hand sanitizer with at least 60 percent ethanol or at least 70 percent isopropanol content will be available. Hand sanitizer should be applied to all surfaces of the hands and in sufficient quantity that it takes 20 seconds of rubbing hands together for the sanitizer to dry. Hand sanitizer will be placed at key locations such as building entrances, cafeteria, and classrooms.

Classroom Spaces: Schools will clear out classrooms and other spaces in the school building (cafeteria, auditorium, library, etc.) of any non-essential items or furniture to maximize available space and will fully maximize space by keeping only what is truly essential in each room. Schools will be aware of their fire code and safety guidelines as they work to maximize space within classes, ensuring that desks are not blocking means of egress in the event of a fire, and that desks are adequately spaced from radiators or other heating or cooling elements.

Physical distancing - schools will ensure students in grades PK-12 are seated 6 feet apart.

Additional safety precautions are required for school nurses and any staff supporting students with disabilities in close proximity, when distance is not possible. These precautions include eye protection (i.e., face shield) and a mask/face covering. Precautions may also include gloves and disposable gowns.

or washable outer layers of clothing depending on duration of contact and especially if the individual may come into close contact with bodily fluids.

Meals/Eating Areas: As eating requires masks to be off, there is a physical distancing requirement of 6 feet minimum between students at all times. While it is preferred to use classroom or cafeteria spaces for meals, it may not be feasible given physical distancing requirements. Schools may need to explore alternatives with where students will eat their meals/snacks. Drinking fountains that require contact for use will be closed. Motion activated or touchless drinking fountains are acceptable, with adult supervision, for use only when filling cups, water bottles, or other containers.

Mask breaks: Schools will identify space(s) to provide the opportunity for cohort-based mask breaks through the day. Outdoor areas are preferred when feasible, and mask break areas will be set-up so that all individuals in the space are at least 6 feet apart. Hand washing or hand sanitizing will be required upon entering and leaving this space.

Recess (grades PK-7): Schools will designate outdoor spaces to separate student cohorts and support physical distancing while still providing recess opportunities. Schools may use their playgrounds with monitoring to ensure physical distancing and masking. If schools use their playgrounds, then additional signage or closing portions of the playground will be used to support distancing. Additionally, if playground equipment is used, schools will implement cleaning routines, especially for high touch surfaces made of plastic or metal materials, that meet district-approved standards and protocols. Students will be required to use washing facilities or hand sanitizer upon entering and leaving recess spaces.

Transitions: Schools will map out clear paths for students as they enter/exit the building, and will establish separate entrances and exits for different groups of students to support physical distancing. The paths will recognize the varied ways students will arrive at and depart from school including biking, walking, car drop offs, and buses. Students will be required to use hand washing facilities or hand sanitizer upon entering the school building.

Schools will utilize strategies (signage, marking, and monitoring) to designate physical distancing and indicate direction of travel in interior and exterior areas of school property. Schools will develop a plan for transitions between classes to avoid crowding in hallways, such as grade-by-grade or other cohorts of students. Hallway time will be monitored to ensure students wear masks, maintain distances, and do not linger in the hallway. Use of lockers is prohibited for the fall.

Sharing materials: Sharing materials is discouraged, but when shared, they must be cleaned before being used by other students. To the extent possible, schools will limit sharing of electronic devices, toys, games, learning aids, art material and other items that are difficult to clean or disinfect. Limit the use of supplies and equipment to one group of children at a time, and clean and disinfect items between uses. Library books may be checked out if students clean their hands before and after use and if students only

select books from the shelves, instead of the return area. Books and other paper-based materials are not considered a high risk for transmission and do not need additional cleaning procedures.

COVID-19 Isolation Room: Each school will identify an isolation room to be used when a student or staff member with presenting COVID-19 symptoms needs to be separated. The isolation room must be separate from the nurse's office or regular space for providing medical care. A student who shows COVID-19 symptoms during the school day should be moved to the specific room pre-designated for medical-related isolation until they can be picked up by a family member. Masks/face coverings are always strictly required in this space. Care will be taken so as not to unnecessarily disclose student health status to other teachers or students in accordance with the Family Educational Rights and Privacy Act and Americans with Disabilities Act policies.

Healthy Schedules

In-person learning assumes that current positive public health metrics hold and that as school communities we commit to critical health and safety requirements. In-person learning is available to our preschool through grade three classrooms.

Hybrid learning, assumes the district cannot meet health and safety requirements with all students in school simultaneously. In the hybrid model, cohorts of students alternate between in-person and remote learning.

Remote learning assumes COVID-19 requires widespread school closures and all instruction must be offered remotely. Remote learning may also be an option for some students who are unable to return to school.

Hybrid learning in grades 4-12. The district is implementing a [hybrid model](#) in grades 4-12 in order to maintain physical distancing. In this model students will alternate between in-person and remote learning. Each school will isolate two distinct cohorts of students who attend school on different days. The sample schedules below provide examples of in-person, synchronous and asynchronous learning will be incorporated into the district's hybrid model. Additionally, the weekly schedule for our hybrid learning plan utilizes Wednesdays for professional development and collaborative planning for staff for half of the day. The other half of the day is dedicated to additional time for teachers to provide targeted support for students who are struggling with course content.

The sample schedules below are intended to provide our current planning for hybrid learning.

Barnstable United Elementary (grades 4-5) Hybrid Learning *Sample* Schedule:

Hybrid Sample Schedules

BUES

= asynchronous/independent work = synchronous

Time	M – T – Th - F	Wednesday
7:50 – 8:20	Arrival	8:00 - 11:00 Educator Group A Professional Development Collaboration Time Educator Group B Provide synchronous small group support for students
8:20 – 8:50	Morning Meeting	
8:50 – 9:50	ELA Synchronous learning time to include (but not limited to): attendance, overview of plan for the class period, mini-lesson, class discussion (the instructional component would be recorded for students to access asynchronously as needed) Remainder of class period – synchronous and asynchronous learning opportunities for students – synchronous small groups, and independent learning opportunities	
9:50 – 10:10	Morning Break – mask and movement break	Asynchronous science lessons for students
10:14 – 11:14	Math Synchronous learning time to include (but not limited to): attendance, overview of plan for the class period, mini-lesson, class discussion (the instructional component would be recorded for students to access asynchronously as needed) Remainder of class period – synchronous and asynchronous learning opportunities for students – synchronous small groups, and independent learning opportunities	
11:16 – 12:16	Lunch/Recess /Physical Activity	Lunch (11:00 - 11:30)
12:18 – 1:08	Enrichment Synchronous learning time to include (but not limited to): attendance, overview of plan for the class period, mini-lesson, class discussion (the instructional component would be recorded for students to access asynchronously as needed) Remainder of class period – synchronous and asynchronous learning opportunities for students – synchronous small groups, and independent learning opportunities	11:30 - 2:30 Educator Group B Professional Development Collaboration Time Educator Group A Provide synchronous small group support for students Asynchronous social studies lessons for students
1:10 – 1:30	Afternoon Break - mask and movement break	
1:30 – 2:10	Intervention - Small group targeted support or extensions for students who are in-person and remote.	
2:10 – 2:40	Dismissal	

Barnstable Intermediate School Hybrid Learning *Sample* Schedule:

BIS

= asynchronous/independent work = synchronous

TIME	M -Tu -Th - F	Wednesday
7:50 – 8:20	Arrival	8:00 - 11:00 Educator Group A Professional Development Collaboration Time Educator Group B Provide synchronous small group support for students
8:20 - 8:40	Advisory - students login and participate in synchronous Advisory Meeting	
8:45 - 9:35	Math - remote students login for attendance, review of daily agenda, and synchronous mini-lesson	
	Math – review, independent practice, demonstration of understanding	
9:35 – 9:45	Mask Break	Lunch (11:00 - 11:30)
9:50 - 10:40	ELA - remote students login for attendance, review of daily agenda, and synchronous mini-lesson	
	ELA – review, independent practice, demonstration of understanding	
10:45 - 11:35	Lunch & Recess/Physical Activity	
11:40 - 12:30	Social Studies - remote students login for attendance, review of daily agenda, and synchronous mini-lesson	11:30 - 2:30 Educator Group B Professional Development Collaboration Time Educator Group A Provide synchronous small group support for students Could establish educator groups by content area and split specialists across groups to increase access for students
	SS – review, independent practice, demonstration of understanding	
12:35 - 1:25	Science - remote students login for attendance, review of daily agenda, and synchronous mini-lesson	
	Science – review, independent practice, demonstration of understanding	
1:25 – 1:35	Mask Break	
1:40 - 2:30	Enrichment - remote students login for attendance, review of daily agenda, and synchronous mini-lesson	
	Enrichment – review, independent practice, demonstration of understanding	
2:30 – 2:50	Dismissal	

Barnstable High School Hybrid Learning *Sample* Schedule:

BHS

= asynchronous/independent work
 = synchronous

	Monday	Tuesday	Wednesday (all students fully remote)	Thursday	Friday
7:05 – 7:20	Arrival – Cohort A		7:20 – 10:20	Arrival – Cohort B	
7:20 – 8:45	A Block Direct Instruction for all students – both in-person and remote Independent or small group work and time for mask break	D Block Direct Instruction for all students – both in-person and remote Independent or small group work and time for mask break	Educator Group A Targeted small group support for Class A,B,C and office hours Office Hours – 7:20 – 8:00 Class A: 8:10 – 8:50 Class B: 9:00 – 9:40 Class C: 9:50 – 10:20	A Block Direct Instruction for all students – both in-person and remote Independent or small group work and time for mask break	D Block Direct Instruction for all students – both in-person and remote Independent or small group work and time for mask break
8:55 – 10:20	B Block Direct Instruction for all students – both in-person and remote Independent or small group work and time for mask break	E Block Direct Instruction for all students – both in-person and remote Independent or small group work and time for mask break	Educator Group B – professional development and collaboration time	B Block Direct Instruction for all students – both in-person and remote Independent or small group work and time for mask break	E Block Direct Instruction for all students – both in-person and remote Independent or small group work and time for mask break
10:35 – 12:20 Includes lunch	Intervention/Flex Time (targeted small group support) D block – 10:35 – 11:15 Lunch 11:15 – 11:45 E block – 11:50 – 12:20	F Block Direct Instruction for all students – both in-person and remote Independent or small group work and time for mask break	Lunch 10:20 – 11:00 11:00 – 2:00 Educator Group A - professional development and collaboration time Educator Group B – Targeted small group support for Class A,B,C and office hours	Intervention/Flex Time (targeted small group support) F block – 10:35 – 11:15 Lunch 11:15 – 11:45 G block – 11:50 – 12:20	F Block Direct Instruction for all students – both in-person and remote Independent or small group work and time for mask break
12:30 – 1:55	C Block Direct Instruction for all students – both in-person and remote Independent or small group work and time for mask break	G Block Direct Instruction for all students – both in-person and remote Independent or small group work and time for mask break	Class A: 11:00 – 11:40 Class B: 11:50 – 12:30 Class C: 12:40 – 1:20 Office Hours – 1:20 – 2:00	C Block Direct Instruction for all students – both in-person and remote Independent or small group work and time for mask break	G Block Direct Instruction for all students – both in-person and remote Independent or small group work and time for mask break

Remote learning. Remote learning this spring took place during school closures ordered by the Governor, and districts were not required to fully meet the student learning time requirements. [This will change for the fall.](#) Districts are required to meet the structured learning time requirements, whether they are providing instruction in-person, remotely, or in a hybrid model.

Regardless of the learning model (in-person, hybrid, or remote), the minimum school year for Massachusetts districts is 170 days, and students must receive a minimum of 850 hours (for elementary schools) and 935 hours (for secondary schools) hours of structured learning time for elementary and secondary students, respectively. Additional requirements are as follows:

Attendance - Schools and districts must take daily attendance whether a student is in person or remote.

Synchronous and Asynchronous Learning - DESE requires that remote learning programs include regular, two-way communication between students, educators, and families to ensure students and families have meaningful opportunities to connect regularly with staff. **Students must have regular, consistent opportunities to access live, synchronous instruction, student-to-student interaction, collaborative assignments/projects, teacher feedback, and other needed supports** (e.g., semi-weekly office hours, individual check-ins with students bi-weekly,

etc.), as they are critical for student academic growth and meaningful student and family engagement.

Grades - Districts must assess all students based on the district's and educator's performance criteria for students during the 2020-21 academic year. This performance criteria must be consistent across in-person, hybrid, and remote learning environments. For example, if students typically receive a letter grade (A-F) for a particular course, students who are participating remotely must also receive a letter grade. Although Barnstable's grading policy will be implemented across all scenarios, we will consider exemptions for students under extreme circumstances (e.g., students in households with family members experiencing significant health issues related to COVID-19) and ensure they receive the appropriate support and wraparound services to accelerate learning.

Parents and caregivers should expect that remote learning for the fall will be very different from what students experienced during our emergency school closure in the spring. In addition to the requirements noted above, students will follow a daily schedule that aligns to their regular in-person schedule so as to provide a familiar structure for students. Students will be expected to participate in their daily schedule through a combination of synchronous and asynchronous learning experiences. The synchronous portion of the daily lessons will include attendance-taking, providing an overview of the learning plan for the class period, and a synchronous mini-lesson or class discussion. The asynchronous portion of the class period would be an opportunity for students to work independently or in small groups to complete assigned tasks. This would also be a time for the teacher to work synchronously with small groups of students to provide targeted support as needed.

The weekly schedule for our remote learning plan utilizes Wednesdays for professional development and collaborative planning for staff for half of the day. The other half of the day is dedicated to additional time for teachers to provide targeted support for students who are struggling with course content. There will also be time built into Wednesdays for teachers to reach out to families of students who are disengaged from the remote learning model and partner with families to reconnect students to the virtual classroom. Further, for students who continue to be disengaged from remote learning, school administrators and school counsellors will provide a second level of support for teachers and students to increase engagement in remote learning.

The majority of our educators will be using Google Classroom to post the weekly learning plans for their classes. We will have a few of our elementary staff continuing to use SeeSaw as the LMS and a few of our secondary staff utilizing Schoology as their LMS. Learning plans will outline instructional opportunities for students – both synchronous and asynchronous – connected with priority content standards as identified by grade level curriculum teams who are completing this work over the summer. The learning plans will also identify a variety of options for students to select from to demonstrate their understanding of the targeted standards. These assessments of student understanding will be used for assigning student grades.

For our students who opt into remote learning, the main difference will be teacher assignment. Students who opt-in to remote learning will be assigned to a remote only educator. At the PK – 3 level, we will group students by grade level, into class sizes comparable to our typical classroom assignments. Our students for grades 4 and 5 would be assigned to a pair of teachers who would serve as a remote only ‘pod’ – this would align to our typical in-person structure at this level. Students in grades 6 – 12 will be assigned multiple remote teachers in the various core content and enrichment areas, again to align to what they students would experience in an in-person setting. Students who opt for remote only will be expected to remain with remote learning until the end of the grading period, at which time they can request to return to in-person/hybrid.

The sample schedules below are intended to provide our current planning for remote learning.

Elementary (K-3) Remote Learning *Sample* Schedule:

Elementary

= asynchronous/independent work = synchronous

	Monday	Tuesday	Wednesday	Monday	Monday
9:00 – 9:30	Morning Meeting – 30 minutes (synchronous)	Morning Meeting – 30 minutes (synchronous)	Synchronous for All: 9:00-9:30 Morning Meeting	Morning Meeting – 30 minutes (synchronous)	Morning Meeting – 30 minutes (synchronous)
9:30 – 9:50	Break	Break	9:30-10:00 Second Step Lesson	Break	Break
9:50 – 10:50	ELA (60 min.) - 20 min. Direct instruction/ synchronous, taped for asynchronous - 40 min. 2 Small groups/ independent learning	ELA (60 min.) - 20 min. Direct instruction/ synchronous, taped for asynchronous - 40 min. 2 Small groups/ independent learning	10:00-10:10 Direct Instruction for Learning Plan (incorporates Science/Social Studies) *Enrichment/additional teachers/ counselors - partner with a homeroom for Wednesday (Morning Meeting and Second Step) and then hold drop in time.	ELA (60 min.) - 20 min. Direct instruction/ synchronous, taped for asynchronous - 40 min. 2 Small groups/ independent learning	ELA (60 min.) - 20 min. Direct instruction/ synchronous, taped for asynchronous - 40 min. 2 Small groups/ independent learning
11:00 – 12:00	Math (60 minutes) - 20 min. Direct instruction/ synchronous, taped for asynchronous - 40 min. 2 Small groups/ independent learning	Math (60 minutes) - 20 min. Direct instruction/ synchronous, taped for asynchronous - 40 min. 2 Small groups/ independent learning	10:10-12:00 Continue morning with drop in time for student support. .	Math (60 minutes) - 20 min. Direct instruction/ synchronous, taped for asynchronous - 40 min. 2 Small groups/ independent learning	Math (60 minutes) - 20 min. Direct instruction/ synchronous, taped for asynchronous - 40 min. 2 Small groups/ independent learning
12:00 – 1:00					
1:00 – 1:50	Enrichment (50 min) - 20 min. Direct instruction/ synchronous, taped for asynchronous - 30 min. Small groups/ independent learning	Enrichment (50 min) - 20 min. Direct instruction/ synchronous, taped for asynchronous - 30 min. Small groups/ independent learning	PD and Application of PD (1.5 hours) Collaboration (1 hour) Asynchronous Learning Time for students	Enrichment (50 min) - 20 min. Direct instruction/ synchronous, taped for asynchronous - 30 min. Small groups/ independent learning	Enrichment (50 min) - 20 min. Direct instruction/ synchronous, taped for asynchronous - 30 min. Small groups/ independent learning
2:00 – 3:00	Intervention/Targeted Support - synchronous small groups	Intervention/Targeted Support - synchronous small groups	*Students incorporate 30 min. Silent reading time on Wednesdays	Intervention/Targeted Support - synchronous small groups	Intervention/Targeted Support - synchronous small groups
3:10 – 3:30	Closing Circle	Closing Circle		Closing Circle	Closing Circle

Barnstable United Elementary Remote Learning *Sample* Schedule:

BUES

= asynchronous/independent work
 = synchronous

Time	M – T – Th – F	Wednesday
8:20 – 8:50	Morning Meeting	
8:50 – 9:50	ELA Synchronous learning time to include (but not limited to): attendance, overview of plan for the class period, mini-lesson, class discussion (the instructional component would be recorded for students to access asynchronously as needed) Remainder of class period – synchronous and asynchronous learning opportunities for students – synchronous small groups, and independent learning opportunities	Educator Group A - professional development (1.5 hours) - Collaboration time (1 hour) Educator Group B - Small group synchronous support for students - Additional opportunity for students to meet with counselors
10:14 – 11:14	Math Synchronous learning time to include (but not limited to): attendance, overview of plan for the class period, mini-lesson, class discussion (the instructional component would be recorded for students to access asynchronously as needed) Remainder of class period – synchronous and asynchronous learning opportunities for students – synchronous small groups, and independent learning opportunities	- Students work on asynchronous social studies lessons
11:16 – 12:16	Lunch/Physical Activity	
12:18 – 1:08	Enrichment Synchronous learning time to include (but not limited to): attendance, overview of plan for the class period, mini-lesson, class discussion (the instructional component would be recorded for students to access asynchronously as needed) Remainder of class period – synchronous and asynchronous learning opportunities for students – synchronous small groups, and independent learning opportunities	Educator Group B - professional development (1.5 hours) - Collaboration time (1 hour) Educator Group A - Small group synchronous support for students - Additional opportunity for students to meet with counselors
1:30 – 2:20	Intervention - Small group targeted support	
2:20 – 2:50	Engagement Time - educators reaching out to families to work with students who have not been engaging consistently with remote learning.	- Students work on asynchronous science lessons

Barnstable Intermediate School Remote Learning *Sample* Schedule:

BIS

= asynchronous/independent work = synchronous

TIME	M – T – Th – F	Wednesday – asynchronous day
Schedule will align to in-person school schedule	Advisory – 30 minutes – synchronous meeting	Educator Group A - professional development (1.5 hours) - Collaboration time (1 hour)
	Math 20 – 30 minutes synchronous	Educator Group B
	30 – 40 minutes asynchronous with opportunities for synchronous small group	- Small group synchronous support for students - Four 40 minutes blocks of time for teachers to meet with students - Additional opportunity for students to meet with counselors and other support staff.
	ELA 20 – 30 minutes synchronous	
	30 – 40 minutes asynchronous with opportunities for synchronous small group	
	Lunch/Physical Activity	Lunch
	Social Studies 20 – 30 minutes synchronous	Educator Group B - professional development (1.5 hours) - Collaboration time (1 hour)
	30 – 40 minutes asynchronous with opportunities for synchronous small group	Educator Group A
	Science 20 – 30 minutes synchronous	- Small group synchronous support for students - Four 40 minutes blocks of time for teachers to meet with students Additional opportunity for students to meet with counselors and other support staff.
	30 – 40 minutes asynchronous with opportunities for synchronous small group	
Enrichment 20 – 30 minutes synchronous		
30 – 40 minutes asynchronous with opportunities for synchronous small group		
Engagement Time – Educators reaching out to families to work with students who have not been engaging consistently with remote learning.		

Barnstable High School Remote Learning *Sample* Schedule:

BHS

■ = asynchronous/independent work ■ = synchronous

	Monday	Tuesday	Wednesday	Thursday	Friday
Times will align to actual High School schedule	A Block (85 min) 30 minutes of synchronous mini-lesson/direct instruction Remaining 55 minutes is a blend of synchronous and asynchronous student activity	D Block (80 min) 30 minutes of synchronous mini-lesson/direct instruction Remaining 50 minutes is a blend of synchronous and asynchronous student activity	AM – Asynchronous Day Educator Group A Targeted small group support for Class A,B,C and office hours Office Hours – 40 minutes Class A: 40 minutes Class B: 40 minutes Class C: 40 minutes Educator Group B – Professional Development (1.5 hours) Collaboration Time (1 hour)	A Block (80 min) 30 minutes of synchronous mini-lesson/direct instruction Remaining 55 minutes is a blend of synchronous and asynchronous student activity	D Block (80 min) 30 minutes of synchronous mini-lesson/direct instruction Remaining 50 minutes is a blend of synchronous and asynchronous student activity
	B Block (85 min) 30 minutes of synchronous mini-lesson/direct instruction Remaining 55 minutes is a blend of synchronous and asynchronous student activity	E Block (80 min) 30 minutes of synchronous mini-lesson/direct instruction Remaining 50 minutes is a blend of synchronous and asynchronous student activity		B Block (85 min) 30 minutes of synchronous mini-lesson/direct instruction Remaining 55 minutes is a blend of synchronous and asynchronous student activity	E Block (80 min) 30 minutes of synchronous mini-lesson/direct instruction Remaining 50 minutes is a blend of synchronous and asynchronous student activity
	Lunch				
	Intervention/Flex Time D block – 40 min Synchronous small group support	F Block (80 min) 30 minutes of synchronous mini-lesson/direct instruction Remaining 50 minutes is a blend of synchronous and asynchronous student activity	PM – Asynchronous Day Educator Group B Targeted small group support for Class A,B,C and office hours	Intervention/Flex Time F block – 40 min Synchronous small group support	F Block (80 min) 30 minutes of synchronous mini-lesson/direct instruction Remaining 50 minutes is a blend of synchronous and asynchronous student activity
	E block – 40 min Synchronous small group support			G block – 40 min Synchronous small group support	
	C Block (85 min) 30 minutes of synchronous mini-lesson/direct instruction Remaining 55 minutes is a blend of synchronous and asynchronous student activity	G Block (80 min) 30 minutes of synchronous mini-lesson/direct instruction Remaining 50 minutes is a blend of synchronous and asynchronous student activity	Office Hours – 40 minutes Class A: 40 minutes Class B: 40 minutes Class C: 40 minutes Educator Group A – Professional Development (1.5 hours) Collaboration Time (1 hour)	C Block (85 min) 30 minutes of synchronous mini-lesson/direct instruction Remaining 55 minutes is a blend of synchronous and asynchronous student activity	G Block (80 min) 30 minutes of synchronous mini-lesson/direct instruction Remaining 50 minutes is a blend of synchronous and asynchronous student activity
	Engagement time – educators reaching out to families to work with students who have not been engaging consistently with remote learning.				

Teaching and Learning: Special Populations

Special Education

Guiding Principles

- To 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 these students through in-person instruction, remote instruction, or a combination of both.
- To provide all services documented in student's IEPs through in-person, hybrid, or remote instruction.
- To prioritize in-person instruction for students with disabilities, particularly students with complex and significant needs and preschool-aged students.

Barnstable Public Schools is committed to providing 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 these students. In accordance with [DESE Guidance on Fall 2020 Special Education Services](#), students with disabilities,

particularly preschool-age students and those with significant and complex needs, will be prioritized for receiving in-person instruction during the 2020-2021 school year. These students will receive as much in-person instruction as is feasible within the health and safety parameters in effect at each particular time. If in-person instruction cannot be provided and students with disabilities must receive instruction remotely in full, or in part, through a hybrid model, they will receive special education instruction and related services necessary to provide FAPE through an Instruction and Services model of delivery (e.g., structured lessons, video-based lessons, etc.). An Instruction and Services model includes tracking attendance and participation, remote learning aligned to state standards, the grading of student work, and two-way communication with parents and caregivers.

The Barnstable Public Schools are planning for the unique needs of students with disabilities, including but not limited to access to services in the least restrictive environment. Special education services, including related services, may be provided remotely by specialists in the general classroom. This may take the form of small group “stations” in the classroom, where service providers who are in another location “skype” into the classroom to provide instruction. Paraprofessionals may be assigned to specific cohorts / classrooms to facilitate the provision of remote services in the general classroom. Alternatively, in some cases, small groups of students may travel as a classroom cohort to other settings to receive direct services. Students with complex and significant needs who are educated in a substantially separate setting may also have providers “skype” into the classroom to provide services.

When school resumes in-person, with health and safety requirements in place, general education, special education, and English language education staff members will collaborate in order to determine the unique modifications that will be necessary to ensure the least restrictive environment (LRE) is in place for students with disabilities. This will require careful planning and scheduling.

Monitoring Student Progress. Barnstable Public Schools will continue to issue Progress Reports at least as often as report cards or progress reports are provided for students without disabilities, in accordance with [603 CMR 28.07\(3\)](#). Progress Reports will be sent to families, guardians and state agencies involved with the student through mail, email, student information systems, or online communication platforms, and translated into the language of the home when required.

Educators and service providers will collect data and use this data to monitor the student’s progress to develop Progress Reports. If there are periods of remote learning, educators, service providers, parents, and students should review a student’s IEP and identify the types of data that can be collected from the student, family, and home environment. Staff can reimagine their roles in a hybrid or remote context, e.g., by using a tracking sheet to collect data from student videos, interviewing parents and students, or using assessments.

Initial Evaluations, Reevaluations and IEP Team Meetings. DESE recognizes that due to the closure of school buildings and settings and the unexpected suspension of in-person education in March, annual review Team meetings, evaluations and/or parts of evaluations may have been postponed. As we plan to return to in-person services and instruction, Barnstable Public Schools will continue to work with

families to complete assessments and hold TEAM meetings. During the first weeks of school, specific discipline groups (Occupational Therapists, School Psychologists, Physical Therapists, Speech and Language Pathologists, etc.) will develop procedures to ensure safety during testing (example: clear masks, multiple sets of manipulatives, covers for testing books, etc.). Evaluators will continue to examine the need for direct, in-person testing, versus other forms of data collection (rating scales, surveys, interviews, etc.) in an effort to reduce the need for in-person assessment as much as is feasible. IEP and other TEAM meetings will be conducted remotely with a standard format across buildings. Barnstable Public Schools will continue to follow the direction on meeting special education timelines as described in the Department's [Implementation of Special Education Timelines During the COVID-19 State of Emergency](#).

IEP Teams will continue to conduct annual review Team meetings as they are due, in accordance with [603 CMR 28.04 \(3\)](#). Districts are advised to update the IEP as though the student will be attending school full time in-person; however, given the unpredictable nature of the COVID-19 virus, schools and districts must be prepared to be adaptable in their approach to delivery of IEP services, based on the current health information and trends at that time. As was the case when schools closed in March, any changes to service delivery should be documented in writing to the parent.

It is important to note that a change in the delivery of services due to a school's change in learning model, in-person, hybrid or remote, as a result of COVID-19 does not result in a change in placement. The services outlined in the IEP remain and are considered "stay-put." Barnstable Public Schools will maintain open communication and collaboration with families as they respond to the trajectory of the virus and make decisions about the opening and/or closing of school buildings and settings and the learning models to be utilized.

Staffing, Specialized Safety Supplies/PPE and Training. The district has developed health and safety protocol, including protocol for PPE use and training for staff who service students with high needs and other students for whom effective social distancing may not be possible. Protocol include screening and monitoring, toileting, and proper use of PPE. District staff will receive training prior to the start of school, and additional training specific to special education staff will be provided as necessary.

Considerations for Specific Populations of Students:

Students with high risk medical conditions. District nursing staff will contact the parents or caregivers of all students known to have high risk medical conditions and support parents to assess the risks of in-person learning. For students who have high risk medical conditions and cannot attend school in person, remote services will be provided. Additionally, the district will seek to develop protocol, upon receipt of additional DESE guidance, for the possibility of delivering in-home services to students with disabilities who because of high risk medical conditions are not able to access on-site services.

Students who are deaf or hard of hearing. Barnstable Public Schools will provide clear masks or shields for staff and students who interact with students who are deaf or hard of hearing, and as necessary consult with specialists to facilitate effective communication with students who are deaf or hard of hearing.

Students with significant developmental disabilities such as autism or intellectual impairment.

Barnstable Public Schools will embed specially designed instruction focused on physical distancing, mask wearing, hand washing and other aspects of the DESE health and safety guidance into student learning activities to address student tolerance and comprehension issues to increase student acceptance and independent participation in these skill sets.

Considerations for Preschool-Age Students. Preschool-age students with disabilities have been identified as a high priority group for in-person services. The district will seek to develop a protocol, upon receipt of additional DESE guidance, for delivering services for pre-school-age students with disabilities who because of high risk medical conditions are not able to access on-site services.

Communication with Families. Barnstable Public Schools will provide general information on its website, and any new, general information, including but not limited to information pertaining to changes in service delivery methods during conditions requiring remote learning, will also be shared with the district's SEPAC. Such communication will include changes to learning models (i.e., from hybrid to remote); and information about any health and safety practices specific to special education. District special education administrators will meet at regular intervals with representatives of the SEPAC and attend SEPAC meetings. The district will continue to survey parents as a method of obtaining input, and will continue to disaggregate results for special education.

Information specific to individual students and their special education services. If services are to be delivered differently than is indicated in a student's IEP, teachers or IEP liaisons will contact parents to discuss how the IEP services will be delivered, and parents will be notified in writing with specific information about how services will be provided. The district will continue to use district personnel, contracted service translation providers, and/or website translation tools to communicate with families who use a language other than English.

Considerations for Students with Disabilities - In-Person Learning. Services for special education students will be reviewed for each student to determine how best to provide services during each phase of the reopening plan. In some instances, students may come out of their classroom to receive instruction from a special education teacher or service provider. Services can also be provided within the student's general education classroom setting virtually to minimize movement and staff going into the classroom. Other services and support can be provided by staff who are assigned to the student's specific classroom. Communication and collaboration with teachers, staff and families will allow Barnstable Public Schools to meet the needs of all special education students.

Training for educators will be provided to those who will provide direct physical support to students with disabilities on the use of the additional protective supplies they will need, including appropriately donning and doffing disposable gowns, face shields, etc.

Barnstable Public Schools will partner with parents to support a smooth transition to re-opening of school, given the introduction of the new physical distancing protocols and schedules. It is particularly important that educators work closely with parents of children who experience difficulty with changes in routine (for example, students with autism) or children who experience anxiety with such changes.

Considerations for Students with Disabilities - Hybrid Learning. When planning for hybrid learning models, consideration for continuing to maximize in-person learning for students with disabilities should be prioritized. Preschool-aged students with disabilities and students with significant and complex needs will be considered for continuous in-person learning to the greatest extent possible (Cohort C). The District will follow DESE guidance in making determinations of which students are considered as having complex and significant needs. For example, even if most students are not in school each day, Barnstable Public Schools will make every effort to schedule small groups of students with significant and complex disabilities for daily in-person instruction. Where appropriate, peers without disabilities may also be included to ensure inclusionary services.

Learning and services provided remotely via a hybrid learning model will follow the guidance provided in the section on Remote Learning. Similarly, learning and services provided in-person will follow guidance provided in the section on full time In-person learning while meeting the current health and safety requirements.

Considerations for Students with Disabilities - Remote Learning. For school year 2020-2021 Instruction and Services must include the following components:

- A regular and consistent schedule of classes, interventions, services and therapies as required by the student's IEP, offered synchronously or asynchronously;
- Structured learning time designed so that the student can access state standards;
- Frequent interactions with teachers and other staff members to ensure participation.

The consistent schedule of classes, interventions, services and therapies must include time spent interacting directly with teachers and related service providers on a regular basis, as well as some independent work time, as appropriate, and opportunities for interacting with classmates. Synchronous remote lessons may be provided video conferencing. Students might also benefit from asynchronous pre-recorded videos of lessons to follow at home.

For students with disabilities attending school remotely, remote instruction and special education services, will follow a schedule as similar to a traditional school schedule as is practical and feasible under remote conditions. For students who require physical materials for effective home learning, preparations will be made to provide materials in the case that remote learning becomes necessary. A schedule of remote paraprofessional support will be developed for students who require such service as per their IEPs.

For students receiving the majority of their daily instruction through special education, teachers and therapists should assign supplemental work (beyond lessons taught synchronously or asynchronously) during the school day that can be accomplished independently with guidance from and accountability to the teacher or service provider.

Considerations for English Learners - In- Person Learning. Services for English learner (EL) students will be reviewed for each student to determine how best to provide services during each phase of the reopening plan, including placement in Cohort C. ESL instruction is a priority in scheduling, and the majority of academic instruction will be with an ESL teacher. (The instructional focus for SLIFE students will be on building foundational skills necessary to develop English language acquisition.) ELA/Social Studies and Science topics will be embedded in the ESL classes/instruction. EL students will receive individualized support in both English and home language, and intervention blocks will be built into the daily schedule, along with additional targeted support opportunities on Wednesdays (asynchronous day). The district will prioritize culturally and linguistically responsive teaching environments consistent with students' level of English language proficiency and academic needs. Additional attention will be given to preparing students for transitioning to remote, so they are ready should the need arise.

Considerations for English Learners - Hybrid Learning. EL students at the elementary level (grades K-3) will attend in person learning. At grades 4-12, newcomer EL and SLIFE students will be assigned to Cohort C. This group of students will attend in-person four days a week. EL students who are not identified for Cohort C will receive two days of in-person instruction from their ESL teacher specific to their needs/level. On their remote days, they will receive these supports both synchronously and asynchronously. District interpreters and liaisons, along with ESL teachers will regularly connect with families to identify additional needs for students during remote learning. The district will ensure that students have working devices and internet access.

Considerations for English Learners - Remote Learning. Barnstable Public Schools will provide English learners with access to academic content and facilitate student progress towards English language proficiency as outlined in [DESE guidelines](#). Students will be provided with synchronous and asynchronous instruction from their assigned ESL teacher specific to their needs/level. ESL teachers will collaborate with content/classroom teachers about scope and sequence of content instruction. EL students will participate in small group synchronous and asynchronous ESL and math instruction. Math instruction facilitated by Interventionist, taught by dual-certified staff, or co-taught with an ESL teacher. The district will provide explicit support and instruction around virtual learning for student and families. District interpreters and liaisons, along with ESL teachers will regularly connect with families to identify additional needs for student during remote learning, and the district will ensure that students have working devices and internet access.

Behavioral Health

Guiding principles

- Prioritize efforts to address the mental and behavioral health needs of students through universal instruction and tiered interventions
- Emphasis on positive student-adult connections and supportive relationships
- Provide engaging instruction to prevent disengagement that can lead to behavior problems
- Recommendations for practice are culturally sensitive and ensure equity and access for all students

Tier 1. (The implementation of) universal behavioral and mental health instruction and supports in general education will include explicitly teaching behavior expectations, especially those new expectations related to health and safety, such as physical distancing, mask wearing, and hand washing. PreK-7 will continue to teach a universal SEL curriculum. There will be an emphasis on building and establishing positive relationships and connections with students, and, in grades K-7 using the Responsive Classroom approach.

Tiers 2 and 3. The district will implement a universal SEL screener (TS Gold, DESSA, SOS) in grades preK-7, 8, 10, and 12 to help determine who may need an SEL intervention. Other data, such as staff and family input, academic performance, attendance, conduct, will help to determine interventions.

Trauma-Sensitive School Culture. Each school will spend the first six weeks of school focusing on building relationships with students. This will include using positive teacher language to establish high academic and behavioral expectations, getting students excited about schoolwork by offering engaging academics, and teaching the classroom and academic routines that enable a collaborative learning environment to thrive. Professional development will be provided to educators to support their work in developing positive connections with students.

Engaging Instruction. Administrators and coaches will work with staff to develop lessons that are engaging and allow students to demonstrate understanding in a variety of ways. Shared lesson planning and use of technology will be encouraged, especially in hybrid and remote models of instruction.

Embedding PBIS into the Curriculum. Teachers should explicitly teach the behavioral expectations of the school and their class using the PBIS matrix. New safety expectations (masks, handwashing, physical distancing, etc.) should also be explicitly taught and regularly modeled for students in all schools. These new safety expectations should be considered new learning and thus will need to be taught and reviewed often with students. Schools with regularly scheduled morning meeting and advisory time can embed this teaching into these blocks.

Professional development for all staff on using reinforcing, reminding, and redirecting language will be provided.

Building SEL Competencies. PreK to 7 schools will continue to teach their universal SEL curriculum. Principals will invite staff who are training in Collaborative Problem Solving and Responsive Classroom to provide small or large group professional development to staff ideally the first few weeks of school. SEAD coaches will work with curriculum leaders/administrators on embedding SEL into content lesson plans.

Engaging and Connecting with Families. This work is starting this summer by seeking family input (i.e. surveys) and providing community updates. Upon re-opening, the district and each school will develop a cadence of regular communication with families using various methods (i.e. phone, email, text, social media). Educators will also develop a cadence of communication with students and/or families using a variety of platforms. To the extent possible communication with caregivers will be in their home language, and streamlined so that families and students are not overwhelmed with information. The district is exploring workshops and training for families on the use of the various communication tools and learning platforms. The district will continue to use teleconferencing for meetings as needed or when preferred by families. Input from families and students throughout the year should continue to be sought (i.e. surveys).

Promoting Equity and Inclusion re: Behavioral and Mental Health. In order to fully engage in behavioral and mental health supports and services, schools will prioritize social-emotional learning and the building of relationships. Working in conjunction with teachers, our counselors, nurses, school psychologists, social workers, and deans will use a defined protocol to identify and provide interventions for students needing behavioral and mental health services. Using data, schools will develop tiered interventions, and connect families to community agencies as needed.

Specialized Instructional Support Personnel (SISP). In conjunction with administration and school-wide educators, SISP will promote a whole district culture that focuses on mental health and ways to manage feelings through engagement and establishing routines that support student well-being. This includes providing interventions that address absenteeism, anxiety, social skills, behavior expectations, parent/guardian concerns, and teacher concerns; and referring to community agencies/resources.

Community Agencies/Resources. The SISP staff will, with support from district administration, develop and maintain a live document of community agencies/resources. When appropriate, SISP staff will attend agency meetings to hear and share information regarding policies and procedures. SISP staff will continue to meet with district administration for collaboration, consultation, and program development.

Professional Development. In order to address the components above, professional development for staff is needed. Some topics and resources may include:

1. 51A/child abuse reporting
<https://cfclms.blob.core.windows.net/unrestricted/cpu/Module2K5/scormcontent/index.html#/> and <http://51a.middlesexcac.org/user/login>

2. Self-care <https://gtlcenter.org/sites/default/files/Educator-Resilience-Trauma-Informed-Self-Care-Self-Assessment.pdf> and EAP <https://www.theeap.com/>
3. Trauma Sensitive Schools <https://safesupportivelearning.ed.gov/building-trauma-sensitive-schools> and <https://www.kqed.org/mindshift/55679/four-core-priorities-for-trauma-informed-distance-learning>
4. Addressing Race and Trauma <https://www.schoolcounselor.org/asca/media/PDFs/FINAL-Race-and-Trauma-in-the-Classroom-Factsheet.pdf>

Technology

Barnstable Public Schools will be providing every student with a device to ensure equitable access to instruction - both remote and in-person - for the upcoming school year. When schools closed in March, Barnstable facilitated a large-scale distribution of Chromebooks, approximately 2600 devices. Students used the district devices to access remote learning through the spring and continue to use them over the summer to access a number of remote summer learning opportunities being offered by the district.

Many of these devices were at 'end of life' and will need to be replaced for the Fall. In addition, a recent parent survey indicated that there are close to 500 families who did not opt for a Chromebook in the spring, who will need one for September. In order to accommodate these needs, the district has committed funding to ensure that the district will be 1:1 from PK - 12 this Fall. Our PK - 2 students will be issued iPads while our grades 3 - 7 students will be issued new Chromebooks. The high school was already 1:1 and had newer Chromebooks so we will only need to issue new devices to our incoming 8th graders. With the anticipated delay in the delivery of the new iPads and Chromebooks, students will likely have to begin the year with their currently issued devices - so there is some concern about their reliability.

The family survey also indicated that some of our families still do not have internet access, while others have internet, but the service is unreliable. The district will be purchasing hot spots and internet 'subscriptions' for these families so connectivity will not be an issue for students when accessing remote learning.

Where the district will largely be implementing a hybrid model of instruction, teachers will be provided with document cameras as a primary tool for synchronous instruction. These devices will also allow teachers to record their lessons easily for students to access at a later time in the event they are not able to access the live lesson, or need to see or hear the lesson more than once. The majority of our teachers will be using Google Classroom as their learning management system. For those teachers who have not previously used Google Classroom and instead were using Seesaw (elementary) or Schoology (secondary), they will be able to continue to use these platforms for the coming year.

Recognizing that both hybrid and remote learning will require teachers to plan and instruct differently using some new technologies, Barnstable will be utilizing many of the opening professional development days to support teachers on the effective use of their devices, introducing staff to new digital resources (i.e. Nearpod, Screencastify, Kami), and utilizing the various features in Google Meet to facilitate remote learning.

Healthy School Buildings

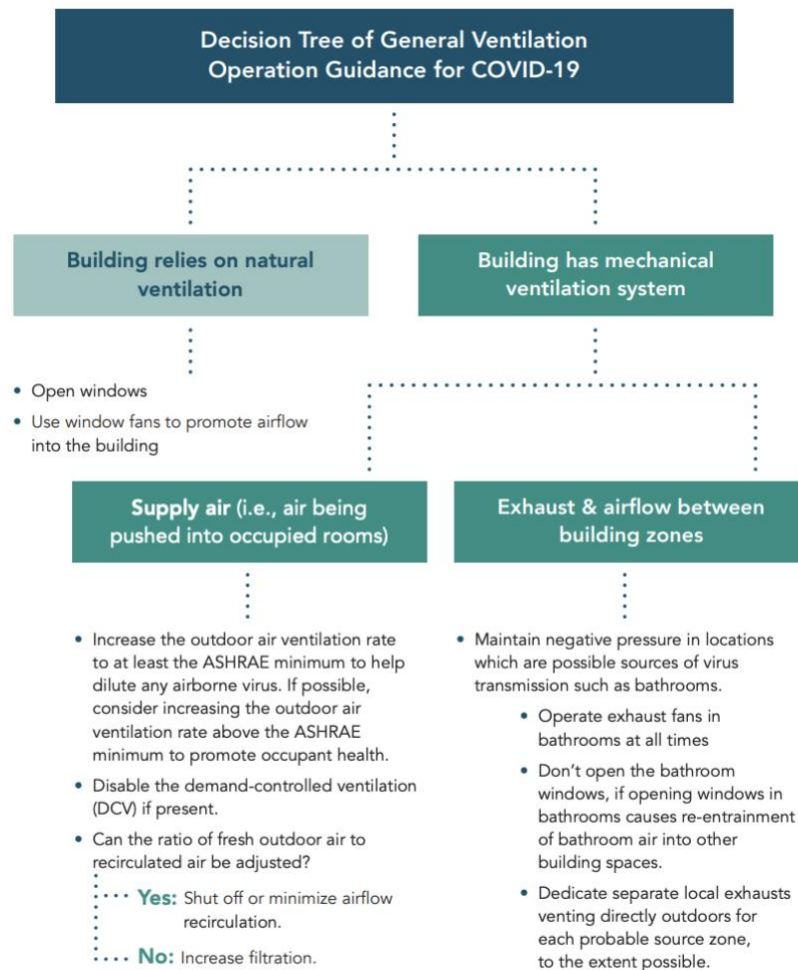
Ventilation. Appropriate mask usage remains the best defense against all forms of respiratory transmission. Schools can further mitigate airborne transmission by increasing outdoor air ventilation or filtering air that is recirculating within a room or building. From a facilities and operations perspective, it is important to determine the best approach for each school site given differences in ventilation capabilities.

Barnstable Public Schools has different ventilation and HVAC systems and capabilities across our nine school sites. The district has taken several steps to increase ventilation and improve air quality in our buildings and classrooms. Our practices reflect recommendations from [Schools for Health: Risk Reduction Strategies for Reopening Schools](#). These recommendations include installing air filters in unit ventilators with an appropriate MERV rating, using air purifiers with HEPA filters, and offering students opportunities to learn and be outdoors when possible. The district will complete a comprehensive inspection, cleaning, disinfecting, and repair of all systems prior to students returning to school. School principals are identifying outdoor spaces for learning and mask breaks for students.

- Schools with automated HVAC systems will operate with open dampers to allow as much fresh air in as possible without affecting recommended temperature and humidity levels.
- Schools without automated HVAC systems will operate with a combination of mechanical ventilation and open windows to maintain maximum ventilation without affecting recommended temperature levels.
- Schools will be supplemented with portable air cleaners as required.
- All HVAC and UV system filters will be upgraded to MERV 8 and 10 or greater wherever possible.
- HVAC preventative maintenance will be performed quarterly.

[Schools for Health: Risk Reduction Strategies for Reopening Schools](#) recommends the following:

Bringing fresh outdoor air into a room can dilute and/or displace any present airborne virus, which thus reduces the probability that someone breathes enough infectious aerosol to become infected. As an ideal, holding class outdoors provides the freshest air and most effective dilution of any infectious airborne SARS-CoV-2. As the next best solution, mechanical ventilation systems in buildings can forcibly bring outdoor air inside and then distribute that fresh air to different areas of the building (p. 32).



Cleaning and Disinfecting Schedules. Recent [DESE Guidance](#) establishes expectations to ensure facilities are properly cleaned and disinfected each day following the guidelines below:

Cleaning and disinfecting should occur at least daily for shared spaces and furniture. For high-touch surfaces (e.g., door handles, light switches, water fountains, toilet seats) *cleaning and disinfecting should occur three to four times per day and/or between uses.*

Desks: Desks should be cleaned at least daily. For situations when cohorts of students move between classrooms or where meals are eaten at desks, cleaning of desks must take place between classes and before and after meals.

Electronics: Schools may consider putting a flat, wipeable cover on electronics that are difficult to clean (e.g., keyboards). Follow manufacturer's instruction to determine the appropriate disinfectant solution and how to properly clean and disinfect. If there is no guidance, use alcohol-based wipes or sprays containing at least 60 percent ethanol or 70 percent isopropanol. If shared, electronics must be cleaned between use by students or custodial staff.

Outdoor play areas: High-touch surfaces made of plastic or metal should be cleaned and disinfected at least daily or between use by custodial staff.

Responsibility: Dedicated custodial staff should handle all disinfection requiring chemicals for facilities (e.g., classrooms, bathrooms, mask break areas) and high-touch objects (e.g., door handles, light switches, water fountains). For other surfaces, determine cleaning responsibility on a case-by-case basis. For shared and high-touch items such as desks, cleaning responsibility may be shared by students, if the task is age appropriate and safe.

Use of bathrooms: Schools will assign specific bathrooms to cohorts of students to limit shared spaces, and will plan and communicate ways to support physical distancing in bathrooms, such as closing every other bathroom sink or stall and limiting the number of students in the bathroom. Schools will put up signage communicating proper handwashing techniques in all bathrooms, and ensure bathrooms are always stocked with soap and paper towels. To support touchless exit, schools will place a trash can and paper towels by the bathroom door to allow students and staff to avoid touching the door handle directly.

Visitors: Visitors to any school building must call the school first to notify them of the reason to enter the building. During the phone call, visitors will be discouraged to come to the school unless absolutely necessary. If parents/guardians are dropping off a personal item for their child(ren) they will need to notify the main office. Upon arrival there will be a box near the front entrance that they can leave the item. The item will be taken into the school and the student called to the main office to pick it up. If a visitor has been given permission to enter the building, they will need to follow all of the safety guidelines which are posted at the entrances.

1. Face masks are required for all visitors
2. Social distancing of 6 feet
3. Use of hand sanitizer upon entering the school
4. Staying home if they are not feeling well

Any visitor entering a school will be required to sign in/out in the main office, so there is a record of entry and exit for safety reasons and in case contact tracing is necessary.

Health and Safety/PPE Supplies. The district has ordered standard healthcare supplies in accordance with DESE [guidance](#). Additional safety precautions are required for school nurses and any staff supporting high-intensity students in close proximity, when distance is not possible. These precautions include eye protection and a mask/face covering. Precautions may also include gloves and disposable gowns or a washable outer layer of clothing depending on the duration of contact and especially if the individual may come into close contact with bodily fluids.

Staff Sharing Work Spaces. Staff who share work spaces should consistently follow the preventative guidance measures including physical distancing, wearing a face covering/mask, and frequent handwashing or use of hand sanitizer. If staff are using desks in the same room, they must be at least 6 feet apart and not facing each other. Space across the front of the room between staff and students

should be 7 feet. If items need to be shared staff should use hand-sanitizer before and after touching any shared materials. If materials and equipment can be disinfected it should be done before sharing. Any shared common spaces including but not limited to the copy room, break room, library, gym, and cafeteria: staff should use hand sanitizer before and after entering a shared space or using a desk or other shared item. Custodial staff will clean/disinfect shared spaces daily. In any shared common space, there will be COVID capacity signage to abide by. Once a room is at capacity, other alternative spaces should be considered.

- Prep periods: it will be up to individual staff to choose whether they remain in their classroom or seek an alternative space. If choosing to remain in their classroom, staff will be possibly exposed to another cohort.
- Teachers eating lunch in classrooms: teachers can eat lunch in their classrooms, but they should not congregate in one classroom as they would become a cohort if someone tests positive for COVID.
- Guidelines for general education classrooms and staff moving around in the space: Staff need to strive to keep 6 feet away from each other within a classroom. Direct interactions with students should be brief (less than 10 minutes) if possible and all should be wearing a mask.

Eating areas for students: As students will be unmasked to eat, there is a strict requirement of 6 feet of physical distance between each student. Based on current CDC recommendations, it is preferable for students to eat in classroom spaces. This may not be feasible for all sites, given classroom sizes, room scheduling, and physical distancing requirements. Schools may need to explore alternative options for students to eat their meals.

Eating in the classroom: Based on CDC recommendations, it is preferable for students to eat in classroom spaces. Meals can be delivered to classrooms, or students can bring food back from the cafeteria to eat. Schools may consider having half of the class take an outdoor mask break or recess time while the other half eats and then switching these groups to enable 6 feet of distancing. Additional staff may be needed to supervise, as the students are in two separate spaces in this model. The desks and other surfaces that students are using for meals should be cleaned between groups. Cleaning includes using an [approved EPA disinfectant](#) on these surfaces and then appropriately disposing of the materials used to wipe down the surfaces. Custodial staff or students may perform this surface cleaning, if appropriate.

Eating in the cafeteria: If a single large lunchroom is to be used for eating (and is not utilized for classroom space), spaces will be clearly marked where cohorts and students can sit. Students must maintain 6 feet of distance when unmasked. Students may not mingle with other cohorts. The tables and other surfaces that students are using for meals should be cleaned between groups. Cleaning includes using an [approved EPA disinfectant](#) and then appropriately disposing of the materials used to wipe down the surfaces. Custodial staff or students may perform this surface cleaning, if appropriate.

Eating in alternative spaces: Outdoor meal consumption can be an effective way to ensure physical distancing, weather permitting. The benches and other surfaces that students are using for meals must be cleaned between groups. Cleaning includes using an [approved EPA](#)

disinfectant and then appropriately disposing of the materials used to wipe down the surfaces. Custodial staff or students may perform this surface cleaning, if appropriate.

Healthy School Transportation

Guiding Principles

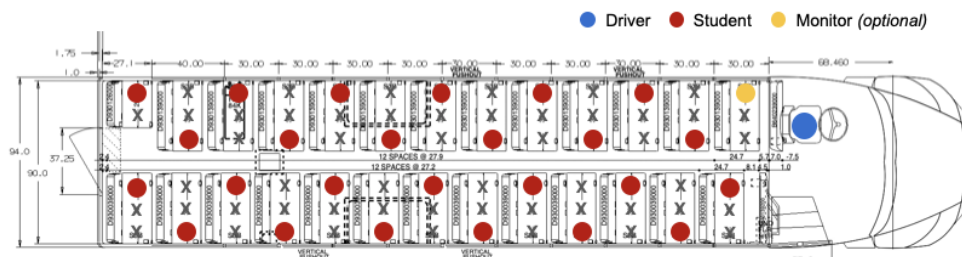
- Required masks/face coverings for all students and adults.
- Required hand sanitizing upon boarding the bus.
- Assigned seating for all riders. Physical distancing of 2 riders per row.

We have developed transportation procedures in accordance with DESE [Guidance for School Transportation](#).

Masks/face coverings: All students (PK-12) and adults are required to wear masks on busses, and while waiting at bus stops. Exceptions to mask/face covering requirements may be made for those for whom it is not possible due to medical conditions, disability impact, or other health or safety factors.

Hand hygiene: All buses will have touchless hand sanitizing units where students will be required to use upon boarding the bus.

Seating: All students will be assigned seats, which will be their seat on the bus, every time they ride the bus. Students will sit one person per bench, alternating sides per row; children from the same household may sit together on one bench. Students may not eat, sing, shout, or share items while on the bus.



Ventilation - Bus windows must remain open at all times unless not possible due to extreme weather conditions. Even in cold or rainy weather, bus windows should be kept open at least partially (a couple of inches), if possible.

Screening: Parents/caregivers are expected to assess their child's health on a daily basis and not send them on the bus if they are ill. Schools will provide information to families in their primary language to

support them in conducting this symptom check and families should not send their children to school if they exhibit COVID-19 symptoms. Bus drivers and monitors will receive training from our school nurses on screening for COVID-19 symptoms. In grades K-7, a parent or caregiver must be present when a child boards the bus in the morning. If any student presents with symptoms, the student will not be permitted to board the bus. The parent or caregiver must contact the school nurse before bringing their child to school. If a student becomes ill with COVID-19 during the school day, the student will not be permitted to ride the school bus home.

Cohort ridership: Groups of students will be kept to the same bus to the greatest extent possible, minimizing contact.

Disinfecting/Sanitizing: Buses will be cleaned and disinfected thoroughly after each morning route and after each afternoon route using EPA-approved disinfectants. High-touch surfaces including buttons, handholds, pull cords, window latches, rails, steering wheels, door handles, shift knobs, dashboard controls, and stanchions, will be cleaned first and most frequently.

Protocols for Possible COVID-19 Scenarios

On July 17, 2020, DESE released [guidance](#) to address possible COVID-19 scenarios in schools, on the bus and in the community. The guidance provides more information and protocols to answer the following questions:

- What should a district do if there is a symptomatic individual – at home, on the bus, or at school?
- What should a district do if someone in the school community tests positive for COVID-19 – be it a student, teacher, staff, or bus driver, or one of their household members or close contacts?
- Who should get tested for COVID-19 and when?
- In what circumstances would someone need to quarantine (when they have been exposed but are not sick) or isolate (when they are sick)?
- What should school districts do to monitor COVID-19 spread in their communities?

The chart below summarizes the key actions in each of the scenarios.

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

Event	Location of Event	Testing Result	Quarantine
Individual is symptomatic	<p>If an individual is symptomatic <u>at home</u>, they should stay home and get tested.</p> <p>If an individual student is symptomatic <u>on the bus or at school</u>, they should remain masked and adhere to strict physical distancing. Students will then be met by the nurse and stay in the medical waiting room until they can go home. They should not be sent home on the bus.</p> <p>If an individual staff member is symptomatic at school, they should find coverage for their duties and then go home and get tested.</p>	Individual tests <u>negative</u>	Return to school once asymptomatic for 24 hours
		Individual tests <u>positive</u>	Remain home (except to get medical care), monitor symptoms, notify the school, notify personal close contacts, assist the school in contact tracing efforts, and answer the call from local board of health or MA Community Tracing Collaborative. Most people who have relatively mild illness will need to stay in self-isolation for at least 10 days <u>and</u> until at least 3 days have passed with no fever and improvement in other symptoms.
		Individual <u>is not tested</u>	Remain home in self-isolation for 14 days from symptom onset
Individual is exposed to COVID-19 positive individual	<p>If an individual is <u>at home</u> when they learn they were in close contact with an individual who tested positive for COVID-19, they should stay at home and be tested 4 or 5 days after their last exposure.</p> <p>If an individual is <u>at school</u> when they learn they were in close contact with an individual who tested positive for COVID-19, they should be masked for the remainder of the day (including K-1 students) and adhere to strict physical distancing. At the end of the day, they should go home and should not take the bus home. They should stay at home and be tested 4 or 5 days after their last exposure.</p>	Individual tests <u>negative</u>	Return to school, if asymptomatic or once asymptomatic for 24 hours
		Individual tests <u>positive</u>	Remain home (except to get medical care), monitor symptoms, notify the school, notify personal close contacts, assist the school in contact tracing efforts, and answer the call from local board of health or MA Community Tracing Collaborative. Most people who have relatively mild illness will need to stay in self-isolation for at least 10 days <u>and</u> until at least 3 days have passed with no fever and improvement in other symptoms.
		Individual <u>is not tested</u>	Remain home in self-quarantine for 14 days from exposure

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

Masks are among the most important single measures to contain the spread of COVID-19. We require students second grade and above and all staff to wear masks that *adequately cover both their nose and mouth*.

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

Physical distance greatly reduces the risk of transmission. As COVID-19 is transmitted through respiratory droplets, putting distance between yourself and others reduces risk. **Cohorts/assigned seating.** Students organized in groups/classrooms and other cohorts help mitigate transmission of the virus. Assigned seating is important because it effectively creates even smaller groups within cohorts which minimize transmission. Assigned seats can also assist with contact tracing. Wherever possible, seats should be assigned (including classroom, bus, meals).

Appendix A

Protocol: Screening Upon School Entry

Screening upon entry: Checking for symptoms each morning by families and caregivers is critical and will serve as the primary screening mechanism for COVID-19 symptoms. Schools should provide information to families in their primary language to support them in conducting this symptom check and families should not send their children to school if they exhibit COVID-19 symptoms.

Information about COVID symptoms, transmission, and other safety guidance will be provided to staff, students and parents/guardians prior to school reopening.

Screening procedures are not required at the point of entry to the school. However, school staff (as well as bus drivers) should observe students throughout the day and refer students who may be symptomatic to the school healthcare point of contact.

As noted in previous guidance, temperature checks are not recommended as screening for all students due to the high likelihood of potential false positive and false negative results.

Each school will determine the limited number of entrances so that a staff member can be present to remind students and others when entering the building of the signage related to safety guidelines such as hand washing/hand sanitizer, social distancing, wearing a mask (as appropriate), and staying home if not feeling well.

If any student or staff entering the building appears ill or states they are not feeling well, they should be directed immediately to see the nurse.

Reference: DESE Initial Fall School Reopening Guidance, June 25, 2020

Appendix B

Protocol for Mask/Face Coverings

Masks/face coverings: As the primary route of transmission for COVID-19 is respiratory, masks or face coverings are among the most critical components of risk reduction.

At this time, our initial requirements and related DESE guidance are as follows:

Students in grade 2 and above are required to wear a mask/face covering that covers their nose and mouth. Students in kindergarten and grade 1 should be encouraged to wear a mask/face covering. Face shields may be an option for those students with medical, behavioral, or other challenges who are unable to wear masks/face coverings. Transparent masks may be the best option for both teachers and students in classes for deaf and hard of hearing students. They may also be useful for teachers and younger students who rely on visual / facial cues.

Adults, including educators and staff, are required to wear masks/face coverings.

Exceptions to mask/face covering requirements must be made for those for whom it is not possible due to medical conditions, disability impact, or other health or safety factors.

Mask breaks should occur throughout the day. Breaks should occur when students can be six feet apart and ideally outside or at least with the windows open. Further guidance on mask breaks including duration and frequency will be forthcoming, as well as more information about properly removing and putting on masks.

Masks/face coverings should be provided by the student/family, but extra disposable face masks should be made available by the school for students who need them. Reusable masks/face coverings provided by families should be washed by families daily. Districts and schools with families experiencing financial hardship and unable to afford masks/face coverings should endeavor to provide masks for students through grant funds described earlier in this document.

Masks/face coverings are required to be worn by everyone on the bus during school bus transportation.

Transparent face coverings provide the opportunity for more visual cues and should be especially considered as an alternative for younger students, students who are deaf and hard of hearing, and their teachers.

Reference: DESE Initial Fall Reopening Guidance, June 25, 2020

Appendix C

Protocol for Hand Washing and Hand Sanitizing

Hand hygiene: Handwashing and hand sanitizing. Handwashing removes pathogens from the surface of the hands. While handwashing with soap and water is the best option, alcohol-based hand sanitizer (at least 60 percent ethanol or at least 70 percent isopropanol) may be utilized when handwashing is not available. As has always been the case, handwashing should be used whenever hands are visibly soiled and after using the bathroom.

DESE initial requirements and related guidance are as follows:

Students and staff are required to exercise hand hygiene (handwashing or sanitizing) **upon arrival to school, before eating, before putting on and taking off masks, and before dismissal.**

Handwashing: When handwashing, individuals should use soap and water to wash all surfaces of their hands for at least 20 seconds, wait for visible lather, rinse thoroughly, and dry with an individual disposable towel.

Hand sanitizing: If handwashing is not feasible, hand sanitizer with at least 60 percent ethanol or at least 70 percent isopropanol content can be used. Hand sanitizer should be applied to all surfaces of the hands and in sufficient quantity that it takes 20 seconds of rubbing hands together for the sanitizer to dry. Hand sanitizer will be available at key locations (e.g., building entrances, cafeteria, classrooms).

Reference: DESE Initial Fall School Reopening Guidance, June 25

Appendix D

Protocol for Physical Distancing

Physical distancing: Physical distancing is another important practice that helps mitigate transmission of the virus. There is no precise threshold for safety; indeed, studies suggest that physical distancing of three feet or more leads to reduced transmission, with additional distance providing additional protection. It is important to note that six feet distancing is emphasized in public health advisories especially when no mask/face covering is worn. We encourage districts and schools to aim for six feet of distance between individuals where feasible. **At the same time, a minimum physical distance of three feet has been established *when combined with the other measures outlined in this list of safety requirements*.**

DESE initial requirements and related guidance are as follows:

Distancing requirements: Barnstable Public Schools should aim for a physical distance of six feet when feasible, and three feet is the minimum distance allowed.

Classroom and facility configuration: To the extent possible, aim for desks to be spaced six feet apart (but no fewer than three feet apart) and facing the same direction.

Alternative spaces in the school (e.g., cafeteria, library, and auditorium) should be repurposed to increase the amount of available space to accommodate the maximum distance possible. In these larger spaces, establishing consistent cohorts/classes with separation between the cohorts/classes provides another option to maximize these spaces safely.

Additional safety precautions are required for school nurses and/or any staff supporting students with disabilities in close proximity, when distance is not possible: These precautions must include eye protection (e.g., face shield or goggles) and a mask/face covering. Precautions may also include gloves and disposable gowns or washable outer layer of clothing depending on duration of contact and especially if the individual may come into close contact with bodily fluids.

Student groups: To minimize the number of students who would potentially be exposed in the event of a COVID-19 event, to the extent feasible, elementary schools should aim to keep students in the same group throughout the day and middle and high schools are encouraged to minimize mixing student groups to the extent feasible.

Our initial requirements and related guidance are as follows:

Cohorts: Schools should divide students into small groups that remain with each other throughout the day, with smaller cohort sizes preferred. Schools should look for ways to isolate cohorts of students and prevent inter-group contact to the extent feasible.

Capacity: There are no required maximums on cohort or group sizes, so long as schools adhere to the physical distancing requirements above. (This guidance for the fall will replace previous summer guidance at the start of the school year, assuming positive health metrics hold.)

Reference: DESE Initial Fall School Reopening Guidance, June 25, 2020

Appendix E

Protocol: Students/Staff who become ill at school

DESE will provide additional guidance on the Process for Handling COVID-19 Positive Cases in the School Community, including when a school or classroom would need to close. July 8, 2020

- If a student or staff member becomes ill at school, it is important to isolate them as quickly as possible to reduce the chance of transmission of illness to others.
- The staff member who suspects a student is ill should call the nurses office immediately and the nurse will determine whether they will go to the classroom or have the student go to the nurse's office. The student should have a face covering/mask on.
- The student with suspected COVID-19 should wear a mask and be brought by a nurse to the COVID-19 Medical Waiting room (sick/isolation) room for assessment, or outside as per nurse's judgement (weather dependent).
- The nurse will don required PPE as needed. The ill student or staff member will be assessed in the sick/isolation room.
- A nurse will complete an assessment of illness to determine if isolation or an immediate call to 911 is required. A nurse will stay with the student or staff member providing support until EMS arrives.
- If a child exhibits symptoms of illness the nurse will call the parent to inform of assessment findings and ask the parent if there has been any known exposure to illness.
- The parent/guardian or designee will need to pick up the child immediately.
- The ill student's parent/guardian or staff member should call their healthcare provider for further directions.
- Custodial staff should wait 24 hours before cleaning and disinfecting to minimize potential for other employees being exposed to respiratory droplets. If waiting 24 hours is not feasible, wait as long as possible. During this waiting period, open outside doors and windows to increase air circulation in these areas. Custodial staff should follow the [CDC cleaning and disinfection recommendations](#) for cleaning the exposed area.
- The School Nurse will call the local public health to determine close contacts within the school as needed for contact tracing for strongly suspected cases of COVID-19. She will work with them regarding any other guidance regarding possible exposures and who may need to self-quarantine within the building.
- Students or staff member will need a medical note stating they are cleared to return to school if they test positive for COVID-19 or if they are strongly suspected of having it.
- BPS nursing and administration should follow the [Public Health Recommendations for Community-Related Exposure](#).

- Parents/Guardians should follow [CDC-recommended steps](#) for return to school. Students should not return to school until they have met the criteria to [discontinue home isolation](#) and have consulted with a healthcare provider and state or local health department.
- If a student or staff member is confirmed to have COVID-19, BPS nursing and administration should inform close contacts of their possible exposure to COVID-19 while maintaining confidentiality as required by the Americans with Disabilities Act.
- **If a student or staff member calls out ill and notifies the school that they are ill at home and have COVID-19 symptoms, the nurse will instruct them to call their health care provider and take guidance from the local public health department.**

Appendix F

Protocol for Shared Materials (additional Guidance may be forthcoming)

Reference: Fall Reopening Facilities and Operations Guidance, July 22, 2020:

Shared items

Limit sharing: Sharing materials is discouraged, but when shared, they must be cleaned before being used by other students. To the extent possible, limit sharing of electronic devices, toys, games, learning aids, art material and other items that are difficult to clean or disinfect. Limit the use of supplies and equipment to one group of children at a time, and clean and disinfect items between uses.

Library books may be checked out if students clean their hands before and after use and if students only select books from the shelves, instead of the return area. Books and other paper-based materials are not considered a high risk for transmission and do not need additional cleaning procedures.

Hand hygiene: Frequent hand washing or sanitizing, including before and after using shared materials, is an important control strategy that should be reinforced when objects and materials will be shared.

Purchase additional items: Consider what supplies might need to be available on an individual basis, and purchase additional items to minimize sharing (e.g., assigning each student their own art supplies), as feasible.

Storage: Keep each student's belongings separated from others' and in individually labeled containers, cubbies, or areas. Similar to locker usage, make sure to stagger access to these areas to maintain physical distancing if used.

Reference: Guidance for Courses Requiring Additional Safety Considerations for Fall 2020, 7/24/20:

Courses that involve regular sharing of equipment

Many courses and activities use equipment and materials that are regularly shared between students, including music, visual arts, and physical education. The sharing of equipment and materials (e.g., building blocks, computers) is permitted with the following modifications.

Require students to wash hands, wear masks, and maintain distance

- Students should wash or sanitize hands before and after using equipment; frequent handwashing is likely the best way to protect against transmission from surfaces.
- Students must be 6 feet apart and wear a mask. (BPS) Masks must cover the nose and mouth and be on at all times if students are using shared equipment.

Minimize and modify shared equipment usage

- **Consider lesson plans that minimize the use of shared equipment.** If feasible, reduce class sizes for classes requiring equipment to reduce the need for equipment sharing.

- **If feasible, procure additional pieces of equipment in order to limit sharing.** This may not be possible for more expensive equipment (e.g., cameras) but may be possible for other types (e.g., some art supplies).
- **Assign specific students to specific pieces of equipment or workstations** (e.g., computers, art stations) that they can use for each class session. This is similar to having assigned seats in classrooms so that specific students are always near the same other students.
- **If there is not enough equipment for each student to have their own, consider creating cohorts, e.g., having students work in pairs or small groups** and keeping those groups the same.
 - One student can physically touch the equipment (e.g., camera) and the other students can play roles that do not involve physically touching the equipment (e.g., arranging items to be photographed).
 - If it is possible for the students to wipe down/clean the equipment part of the way through class, students can switch roles. Otherwise, students can swap roles in the next class session.
- **Equipment that touches the eyes or mouth (e.g., cameras) can be shared if a disposable protective cover is added** and students do not directly breathe into the item (for example, woodwind instruments cannot be shared). Disposable protective covers should be removed, disposed of and replaced with a new cover between uses, and the equipment should be cleaned between uses by students or custodial staff.
- **Instruments that do not come into contact with the mouth (e.g., piano) can be shared** if cleaned by students or custodial staff between uses. Woodwind or brass instruments (e.g., flute, saxophone, trumpet, clarinet) cannot be shared.
- **Do not share equipment or objects that are hard to clean and disinfect** (e.g., any materials with fabric or irregular surfaces such as stuffed animals or playdough).
- **Increase shared equipment cleaning**
- **Shared equipment should be wiped down before and after each use** (so there are ideally two wipe-downs between each student's use). Students or custodial staff could wipe down/clean equipment as appropriate.
 - An EPA approved disinfectant should be made available in each room for this purpose. Sufficient inventory of cleaning/disinfectant supplies should be maintained at all times.
 - Teachers play an important role in proper equipment hygiene. In the classes in which students wipe down/clean their own equipment, teachers should demonstrate how to properly wipe down/clean equipment, reinforce the importance of this practice, and supervise cleaning to ensure it is done correctly.
 - Post signage in all areas with shared equipment reminding students to wipe it down/clean it before and after use.

- **Additionally, shared equipment should be cleaned and disinfected at least daily** as part of building cleaning schedules. Frequently touched surfaces (e.g., handles, buttons) should be cleaned multiple times a day.

Appendix G

**Protocol: Guidance for Courses Requiring Additional Safety Considerations for Fall 2020
(7/24/20, Note: may be revised. Youth sports issued early August, 9/14/20 MIAA youth sports)**

Introduction

- Arts: Chorus, band, theater, dance, and visual arts
- Physical education

Importance of the arts and physical education

The arts, physical education, and other enrichment courses are an integral part of the learning experience for every student at every grade level. We strongly encourage schools and districts to continue providing these classes to students this fall.

Adaptations to these courses, however, are necessary to support the safety of students and staff.

Even though these activities require additional logistics, we are confident that they can and should continue this fall, as outlined in the following pages.

In this document, we focus on guidance for courses that require enhanced health and safety measures due to increased respiration or sharing of equipment, and we include guidance specific to each type of course. These guidelines are designed to reduce the risk of virus transmission.

Core health and safety practices

In our Initial Fall Reopening Guidance, we put forth the goal of the **safe** return of as many students as possible to in-person school. **This requires us to establish a new culture of health and safety in our schools this fall. It is not one mitigation strategy, but a *combination* of several strategies that will substantially reduce the risk of transmission.**

The core health and safety strategies are summarized below. For more detailed information, please see other DESE guidance, including the Initial Fall Reopening Guidance and Facilities and Operations Guidance).

- **Stay at home if not well.** All students and staff should stay home if they are not feeling well, have any COVID-19 symptoms, or are in a household with someone who has recently tested positive COVID-19.
- **Masks are among the most important measures to contain the spread of COVID-19.** We require all staff and students second grade and above to wear masks, and younger students are strongly recommended to wear masks.
- **Physical distance greatly reduces the risk of transmission.** In general, 6 feet is the recommended distance between individuals where feasible. The minimum distance required is 3 feet, which is medically permitted when wearing masks.

- **Hand hygiene is critical.** We require frequent handwashing or hand sanitizing.
- **Create cohorts and assign seats.** As feasible, cohorts of the same students taking part in the same activity should be created. Smaller cohorts are preferred when feasible.
- **Maximize ventilation.** For the courses and activities outlined in this guidance, ventilation, including holding classes outdoors, can be an important consideration.

General guidance for courses requiring additional safety considerations

Courses that require enhanced health and safety measures

Chorus, singing, brass or woodwind instrument use, physical education activities, dance, and theater require enhanced health and safety measures, because they may involve increased respiration.¹ Research into optimal ways to maximize safety in these types of activities is ongoing. As a result, in consultation with our medical advisors, our guidance at this time is intentionally conservative and recommends modifications to minimize these elevated risks.

We strongly encourage these courses and activities be held fully or partially online if possible. If they are held in person, we strongly encourage – and at times require – these activities to occur outdoors.

Safety requirements for these activities are as follows:

For chorus, singing, musical theater, and using brass or woodwind instruments:

- **If outdoors, with masks encouraged if possible,** these activities can occur with at least 10 feet of distance between individuals.

Note: At this time, these activities are not permitted indoors. For non-musical theater:

- **If outdoors, with masks encouraged if possible,** these activities can occur with 6 feet of distance between individuals.
- **If indoors, with masks required,** these activities can occur with 6 feet of distance between individuals.

Note: These activities cannot occur indoors without a mask.

For physical education activities and dance:

- **If outdoors, without masks,** these activities can occur with 10 feet of distance between individuals.
- **If outdoors, with masks required,** these activities can occur with 6 feet of distance between individuals.
- **If indoors, with masks required,** these activities can occur with 6 feet of distance between individuals.

Note: These activities cannot occur indoors without a mask.

Courses that involve regular sharing of equipment

Many courses and activities use equipment and materials that are regularly shared between students, including music, visual arts, and physical education. The sharing of equipment and materials (e.g., building blocks, computers) is permitted with the following modifications.

Require students to wash hands, wear masks, and maintain distance

- Students should wash or sanitize hands before and after using equipment; 2 frequent handwashing is likely the best way to protect against transmission from surfaces.
- Ideally, students must be 6 feet apart. When wearing masks, 3 feet is the minimum distance allowed between students (seat edge to seat edge). Masks must cover the nose and mouth and be on at all times if students are less than 6 feet apart or using shared equipment.

Minimize and modify shared equipment usage

- **Consider lesson plans that minimize the use of shared equipment.**³ If feasible, reduce class sizes for classes requiring equipment to reduce the need for equipment sharing.
- **If feasible, procure additional pieces of equipment in order to limit sharing.** This may not be possible for more expensive equipment (e.g., cameras) but may be possible for other types (e.g., some art supplies).
- **Assign specific students to specific pieces of equipment or workstations** (e.g., computers, art stations) that they can use for each class session. This is similar to having assigned seats in classrooms so that specific students are always near the same other students.
- **If there is not enough equipment for each student to have their own, consider creating cohorts, e.g., having students work in pairs or small groups** and keeping those groups the same.
 - One student can physically touch the equipment (e.g., camera) and the other students can play roles that do not involve physically touching the equipment (e.g., arranging items to be photographed).
 - If it is possible for the students to wipe down/clean the equipment part of the way through class, students can switch roles. Otherwise, students can swap roles in the next class session.
- **Equipment that touches the eyes or mouth (e.g., cameras) can be shared if a disposable protective cover is added** and students do not directly breathe into the item (for example, woodwind instruments cannot be shared). Disposable protective covers should be removed, disposed of and replaced with a new cover between uses, and the equipment should be cleaned between uses by students or custodial staff.
- **Instruments that do not come into contact with the mouth (e.g., piano) can be shared** if cleaned by students or custodial staff between uses. Woodwind or brass instruments (e.g., flute, saxophone, trumpet, clarinet) cannot be shared.
- **Do not share equipment or objects that are hard to clean and disinfect** (e.g., any materials with fabric or irregular surfaces such as stuffed animals or playdough).

Increase shared equipment cleaning

- **Shared equipment should be wiped down before and after each use** (so there are ideally two wipe-downs between each student's use). Students or custodial staff could wipe down/clean equipment as appropriate.
 - An EPA approved disinfectant should be made available in each room for this purpose. Sufficient inventory of disinfectant supplies should be maintained at all times.
 - Teachers play an important role in proper equipment hygiene. In the classes in which students wipe down/clean their own equipment, teachers should demonstrate how to properly wipe down/clean equipment, reinforce the importance of this practice, and supervise cleaning to ensure it is done correctly.
 - Post signage in all areas with shared equipment reminding students to wipe it down/clean it before and after use.
- **Additionally, shared equipment should be cleaned and disinfected at least daily** as part of building cleaning schedules. Frequently touched surfaces (e.g., handles, buttons) should be cleaned multiple times a day.

Specific guidance by type of course

Chorus and singing instruction

Singing carries a relatively higher risk of virus transmission because voice projection generates respiratory droplets. Chorus and singing must use the guidance for courses that require enhanced health and safety measures.

- Consider what mask types may be most comfortable for singing and whether these masks can be provided to students.
- When outdoors, staff should monitor student volume to prevent harm to students' vocal cords.
- Consider pursuing musical pieces that are at a lower volume. The lower the volume, the less projection required. Consider, also, the volume of any background music. The higher the volume of background music, the more vocalists will need to project to be heard.
- All students should face in one direction instead of facing one another. Avoid singing in a circle or semicircular formation.
- Students and teachers should avoid sharing materials (e.g., music stands) when feasible. Any sharing of equipment should follow the equipment sharing guidelines.
- When it is not possible to continue with singing instruction based on the guidelines – for instance, when activities cannot be held outdoors due to inclement weather or in colder seasons – courses could focus on other aspects of music instruction, such as history of music, music theory, or vocal anatomy. These courses could also be conducted virtually.

Theater

Singing and voice projection, both common in theater, carry a relatively higher risk of virus transmission.¹⁰ Musical and non-musical theater courses and activities must use the above guidelines for courses that require enhanced health and safety measures.

- Intentionally select artistic works that may facilitate reduced in-person interaction, such as those that involve smaller casts or that are easily rehearsed outdoors.¹¹ As one example, Concord Theatricals has created a list of such works.
- Avoid sharing equipment as feasible. Any sharing of equipment, including props, set pieces, rails, and voice amplification equipment, should follow the equipment sharing guidelines. Do not share makeup or anything that comes into close contact with mouth or eyes (e.g., microphones). Avoid sharing costumes and wigs.¹³
- Any rental equipment should be thoroughly disinfected upon receipt and before returning and regularly cleaned and disinfected, as with other equipment.

Band and the use of musical instruments

As is the case for chorus and singing, some musical instruments carry a relatively higher risk of virus transmission. Instruction for brass and woodwind instruments must follow the guidelines for courses that require enhanced health and safety measures.

- As noted earlier, instruction for musical instruments that require air blowing (e.g., flute, oboe, clarinet, trumpet, saxophone, trombone) can only occur outdoors when individuals are at least 10 feet apart. These instruments should never be shared.
- Instruction for musical instruments that do not involve air blowing (e.g., strings, percussion, piano) may continue indoors or outdoors as long as health and safety requirements are met. If needed, these instruments can be shared between students in accordance with the above guidance on shared equipment.
- Students should be encouraged to clean their instruments regularly, especially the mouthpiece and high-touch surfaces, such as finger pads.
 - For cleaning guidelines specific to each instrument, the National Federation of State High School Associations, the National Association for Music Education, and the National Association of Music Merchants Foundation have published COVID-19 Instrument Cleaning Guidelines.

Dance

While dance does not typically involve vocalization, it is a physically intense activity, similar to physical education, and can result in an increased risk of transmission due to increased respiration. Dance courses and activities must use the guidelines for courses that require enhanced health and safety measures. In addition:

- Prioritize forms of dance that allow for adequate distancing;¹⁴ dances reliant on close-proximity partners must be adapted to maintain physical distancing requirements.
- All sharing of equipment should follow the shared equipment guidance.
- Keep music at a volume that minimizes the need for the instructor to project their voice.

Physical education

This section contains guidance for physical education classes during the school day. With physical activity, individuals tend to breathe more heavily and speak louder, which increases the potential for

dispersal of respiratory droplets. Physical education classes should follow the guidance for courses that require enhanced health and safety measures and equipment sharing and follow these guidelines:

- No physical education classes can have activities with close physical contact.
- Physical education should prioritize activities that do not require shared equipment. For example, consider agility training exercises, bodyweight strength training (such as push-ups), yoga, track and field, running, step aerobics, or racquet activities (as long as racquets are disinfected before and after use).
- Prioritize outdoor activities, whenever possible.
- Students should wash or sanitize hands before and after physical education. Particular attention should be paid to washing and sanitizing hands before and after masks are removed and put on, if applicable.
- No sharing of water bottles, towels, mouth guards, helmets or other equipment that comes into contact with the nose or mouth is allowed.
- If feasible, close communal areas, including athletic locker rooms. If not feasible, stagger locker assignments and access such that students who need to use lockers at the same time (e.g., those in the same physical education class) will be able to maintain physical distancing. Athletic locker rooms should be cleaned and disinfected at least daily.
- As part of the school cleaning/disinfecting protocols, frequently clean and disinfect high-touch surfaces (e.g., any equipment used) between uses and at least daily.

Visual arts

Visual arts courses and activities may involve the sharing of specialized equipment among students, such as paint brushes, paints, and cameras. Visual arts courses and activities must follow the guidance on equipment sharing. Additional suggestions for visual arts courses and activities include:

- Pay particular attention to adding disposable protective covers to shared cameras and any other equipment that requires close eye or mouth contact.
- Adapt curricula when feasible to avoid expensive equipment (such as printers) that students need to share.
- Prioritize activities that require minimal supplies, such as sculpting clay, or create individual art kits with assigned supplies (e.g., colored pencils, markers) to use for the semester.
- Emphasize any elements of courses that could involve outdoor time such as drawing outdoors or nature photography.
- Change the focus of activities to avoid shared equipment use (e.g., switching a visual art class from screen printing to a focus on charcoal drawings where individual supplies can be used each class).
- Assign small student groups, e.g. create cohorts, at the beginning of the semester for visual arts courses which last for the entire semester. For example, consider assigning one student per camera to a photography assignment, with other students studying a famous photographer for one unit, and then switch these groups of students for the next unit.



INFORMATION SHEET HYBRID LEARNING MODEL

Our goal for the fall is to reopen Barnstable Public Schools by prioritizing the health and safety of our students and staff. Our reopening plans are informed by guidance from the Department of Elementary and Secondary Education (DESE), and advice from our public health experts and medical community. In order to safely bring back our students we are committed to 6' of physical distancing in our learning spaces, along with measures including the requirement of masks and hand hygiene. A Hybrid Model of Learning is necessary at BUE, BIS and BHS to meet our goal of healthy classrooms.

On defined days, some students learn remotely and others learn at school. This limits the number of students in classrooms, on buses and in the hallways at one time.

STUDENTS WILL BE IN 4 COHORTS

COHORT A Attends school on Monday and Tuesday; remote learning on Wednesday, Thursday and Friday.

COHORT B Attends school on Thursday and Friday; remote learning takes place on Monday, Tuesday and Wednesday.

COHORT C Will include groups of students to be determined. These students will attend school on Monday and Tuesday and Thursday and Friday; remote learning takes place on Wednesday.

COHORT D Are students who are choosing to learn remotely 100% of the time.

- Student placement in Cohorts A, B and C will be announced on August 23. At that time, we will also share the process for requesting a change to your child's assigned in-person learning days.
- All students will learn from home on Wednesdays so schools can be thoroughly cleaned and disinfected; and teachers and staff can participate in professional development and plan.
- All teachers and support staff members will be working from school every day.

HYBRID LEARNING MODEL SCHEDULE

	Attends school		Remote Learning		
	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
COHORT A	●	●	●	●	●
COHORT B	●	●	●	●	●
COHORT C	●	●	●	●	●
COHORT D	●	●	●	●	●
Teachers & Support Staff	●	●	●	●	●

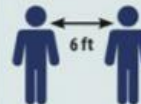
In Order to Reopen All BPS Schools Must:



Phased in school start



Provide daily teacher/student interactions



Maintain appropriate social distancing



Establish a process for health checks



Require face coverings for staff and students



Regularly clean and disinfect schools and buses



Promote correct hand hygiene and respiratory etiquette

Hybrid Learning Model Information Sheet

BARNSTABLE PUBLIC SCHOOLS 2020-2021 CALENDAR

www.barnstable.k12.ma.us

AUGUST						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

SEPTEMBER						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

13 Days

OCTOBER						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

21 Days

NOVEMBER						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

15 Days

DECEMBER						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

17 Days

JANUARY						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

19 Days

FEBRUARY						
S	M	T	W	T	F	S
1	2	3	4	5	6	
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

15 Days

MARCH						
S	M	T	W	T	F	S
1	2	3	4	5	6	
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

22 Days

APRIL						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

16 Days

MAY						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

20 Days

JUNE						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

14 Days

Students = 170 Days
Teachers = 183 Days

PHASED-IN OPENING

AUGUST

31st -- Staff Day/No School for Students

SEPTEMBER

1st - 3rd - Staff Day/No School for Students

4th - Schools Closed for Staff and Students

7th - Labor Day/No School

8th - 15th - Staff Day/No School for Students

16th - First Day of School for Students
(REMOTE except for NECC)

28th - Reduced Day Learning Model Begins

OCTOBER

12th - Columbus Day/No School

13th - Full Implementation of Learning Model Begins

NOVEMBER

11th - Veterans' Day /No School

23rd & 24th - Staff PD Days/No School for Students

25th - 27th - Thanksgiving Recess/No School

DECEMBER

8th - Pre K - 7 Parent Conferences/Half Day for Students

10th - Pre K - 7 Parent Conferences/Half Day for Students

24th - 31st - Holiday Recess/No School

JANUARY

1st - Holiday Recess/No School

4th - School Reopens from Holiday Recess

18th - Martin Luther King Day/No School

FEBRUARY

15th - 19th - Winter Vacation/No School

MARCH

17th - Staff PD Days/No School for Students

APRIL

2nd - Good Friday/No School

19th - 23rd - Spring Vacation/No School

MAY


31st - Memorial Day/No School

JUNE

5th - BHS Graduation

18th - Last Day of School/Half Day

25th - Last Day of School/Half Day - (Includes 5 Inclement Weather Days)

 = No Students on Wednesdays
(Remote Learning Only)

 = No School/Holiday Vacation

 = Half Day for Students

Approved by the School Committee on August 5, 2020

