

NHS Student Remote and Hybrid Learning Plan

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GENERAL OVERVIEW

Due to the global pandemic, our school community is required to shift our plans for the 2020-2021 academic year to prioritize wellness and safety for all. The Governor of Massachusetts along with the Massachusetts Department of Elementary and Secondary Education provided guidance and requirements for local school districts to comply with in order to plan for reopening our buildings after months of a state-wide school closure. The Northampton High School administration and staff are committed to ensuring that all students continue to receive a high-quality education. We have developed this school-specific return to school plan to supplement the district's plan and provide clarity for high school-specific protocols.

This plan presents a hybrid and remote model for returning to school as directed by the state. Each return to school plan has been carefully thought out by the administration, teachers, ESPs, clerical staff, counselors and facility management with input from our Student Council and families in our PTO. However, we acknowledge that this is brand new for everyone involved, so we hope that families provide feedback or questions for areas that are unclear. We are not able to shift the expectations that are mandated by the DESE. However, we are open to discussing adjustments to our new policies and procedures to ensure we are providing the most engaging, supportive, and academically-rigorous atmosphere while still complying with required safety measures as well as contractual requirements for our staff. Any of these learning models will require a strong partnership between our caregivers and the school to ensure the most positive experience for our students. We are looking forward to learning and growing together. As always, we appreciate your support and understanding as we navigate this new school year.

The district reopening plan is available on the NPS website and linked here:

[For Northampton Public Schools 2020 School Reopening Plan](#)

Sincerely,

Lori Vaillancourt
Northampton High School Principal

LEARNING MODELS

REMOTE LEARNING MODEL

What is a remote learning model?

- Students will stay at home and meet with their teachers through daily online video conferences based on a regular and consistent schedule of classes, interventions, and services.
- Students will participate in at-home learning activities, independent work, and small and large group discussions with classmates.

What activities can be expected during synchronous instruction?

Some activities may include but are not limited to:

- Small and large group discussions with classmates
- All students and teacher on the same google document, analyzing and editing together
- Virtual labs with the teacher observing experiments from an "instructor hub"
- Students doing examples of a problem with a shared screen or on google sheets and the teacher providing feedback
- Teachers will be available during synchronous time for students to access. However, students may be off screen completing assignments or activities.

What activities can be expected during asynchronous instruction?

- Working in student groups to complete a task
- Watching a video that explains a learning objective in more detail
- Peer editing an essay
- Conducting a lab or experiment and journaling about the process

How will students be grouped in a remote model?

- Students are assigned to one of three groups: A, B, or C based on the letters of their last name.
 - A Group-Last name A-G
 - B Group- Last name H-O
 - C Group- Last name P-Z
- During a remote learning model some teachers will assign different groupings based on curricular and instructional focus and student needs.

Remote Learning Class Schedule

Class/Time	M	T	W	T	F
Period 1 8:00–9:15	8:00–9:15 <u>Full class:</u> virtual class instruction	8:00–8:20 <u>Full Class:</u> Login, Attendance, Instruction	Period 1 <u>Full virtual class:</u> 8:00–8:30	8:00–8:20 <u>Full Class:</u> Login, Attendance, Instruction	8:00–8:20 <u>Full Class:</u> Login, Attendance, Instruction
		8:20–9:15 <u>A Group:</u> virtual class <u>B/C Groups:</u> breakout, guided study	Period 2 <u>Full virtual class:</u> 8:33–9:03	8:20–9:15 <u>B Group:</u> virtual class <u>A/C Groups:</u> breakout, guided study	8:20–9:15 <u>C Group:</u> virtual class <u>A/B Groups:</u> breakout, guided study
Period 2 9:20–10:35	9:20–10:35 <u>Full class:</u> virtual class instruction	9:20–9:40 <u>Full Class:</u> Login, Attendance, Instruction	Period 3 <u>Full virtual class:</u> 9:06–9:36	9:20–9:40 <u>Full Class:</u> Login, Attendance, Instruction	9:20–9:40 <u>Full Class:</u> Login, Attendance, Instruction
		9:40–10:35 <u>A Group:</u> virtual class <u>B/C Groups:</u> breakout, guided study	Period 4 <u>Full virtual class:</u> 9:39–10:09	9:40–10:35 <u>B Group:</u> virtual class <u>A/C Groups:</u> breakout, guided study	9:40–10:35 <u>C Group:</u> virtual class <u>A/B Groups:</u> breakout, guided study
Flex 10:40–11:15	Flex Period 1 or specialists 10:40–11:15	Flex Period 2 or Specialists 10:40–11:15	Flex by appt. w/ teacher 10:12–10:47	Flex Block Period 3 or Specialist 10:40–11:15	Flex Period 4 or Specialist 10:40–11:15
Lunch 11:15–11:55	Lunch 11:15–11:55		Lunch 10:47–11:15	Lunch 11:15–11:55	
Period 3 11:55–1:10	11:55–1:10 <u>Full class:</u> virtual class instruction	11:55–12:15 <u>Full Class:</u> Login, Attendance, Instruction	11:20–2:30 Student Independent Study Teacher Collaboration	11:55–12:15 <u>Full Class:</u> Login, Attendance, Instruction	11:55–12:15 <u>Full Class:</u> Login, Attendance, Instruction
		12:15–1:10 <u>A Group:</u> virtual class <u>B/C Groups:</u> breakout, guided study		12:15–1:10 <u>B Group:</u> virtual class <u>A/C Groups:</u> breakout, guided study	12:15–1:10 <u>C Group:</u> virtual class <u>A/B Groups:</u> breakout, guided study
Period 4 1:15–2:30	1:15–2:30 <u>Full class:</u> virtual class instruction	1:15–1:35 <u>Full Class:</u> Login, Attendance, Instruction		1:15–1:35 <u>Full Class:</u> Login, Attendance, Instruction	1:15–1:35 <u>Full Class:</u> Login, Attendance, Instruction
		1:35–2:30 <u>A Group:</u> virtual class <u>B/C Groups:</u> breakout, guided study		1:35–2:30 <u>B Group:</u> virtual class <u>A/C Groups:</u> breakout, guided study	1:35–2:30 <u>C Group:</u> virtual class <u>A/B Groups:</u> breakout, guided study

HYBRID LEARNING MODEL

What is a hybrid learning model?

- This model combines in-building teaching and learning with online learning and teaching time.

How are students grouped in a hybrid model?

- Students are assigned to one of three groups: A, B, or C based on the letters of their last name.
 - A Group-Last name A-G
 - B Group- Last name H-O
 - C Group- Last name P-Z

Are teachers, students or caregivers able to change the student groupings?

- Significant conflicts may warrant a change in groupings. Please notify your student's counselor or administration if you need to change a student grouping.
- Changes may be allowed for the following conflicts:
 - Class size is too large based on last name groupings.
 - To accommodate students or siblings living in the same home with different last names.
 - To support participation in a dual enrollment course.
 - To make up time after a significant absence.

HYBRID LEARNING SCHEDULE

Class/Time	M	T	W	Th	F
Period 1 8:00–9:15	8:00–9:15 <u>Full class:</u> virtual class instruction <u>Groups A/B/C/R</u>	8:00–8:30 <u>Online Groups A/B/C/R</u> Attendance, virtual mini lesson <u>A Group:</u> in building	Period 1 <u>Full virtual class: Groups A,B,C,R</u> 8:00–8:30	8:00–8:30 <u>Online Groups A/B/C/R</u> Attendance, virtual mini lesson <u>B Group:</u> in building,	8:00–8:30 <u>Online Groups A/B/C/R</u> Attendance, virtual mini lesson <u>C Group:</u> in building,
		8:30–9:15 <u>A Group:</u> in building <u>B/C/R Groups:</u> breakout, guided study, ESP support	Period 2 <u>Full virtual class: Groups A,B,C,R</u> 8:33–9:03	8:30–9:15 <u>B Group:</u> in building <u>A/C/R Groups:</u> breakout, guided study, ESP support	8:30–9:15 <u>C Group:</u> in building <u>A/B/R Groups:</u> breakout, guided study, ESP support
Period 2 9:20–10:35	9:20–10:35 <u>Full class:</u> virtual class instruction <u>Groups A,B,C,R</u>	9:20–9:50 <u>Online Groups A/B/C/R</u> Attendance, virtual mini lesson <u>A Group:</u> in building	Period 3 <u>Full virtual class: Groups A,B,C,R</u> 9:06–9:36	9:20–9:50 <u>Online Groups A/B/C/R</u> Attendance, virtual mini lesson <u>B Group:</u> in building	9:20–9:50 <u>Online Groups A/B/C/R</u> login, Attendance, virtual mini lesson <u>C Group:</u> in building
		9:50–10:35 <u>A Group:</u> in building <u>B/C/R Groups:</u> breakout, guided study, ESP support	Period 4 <u>Full virtual class A, B, C, R</u> 9:39–10:09	9:50–10:35 <u>B Group:</u> in building <u>A/C/R Groups:</u> breakout, guided study, ESP support	9:50–10:35 <u>C Group:</u> in building <u>A/B/R Groups:</u> breakout, guided study, ESP support
Period 3 10:40–11:55	10:40–11:55 <u>Full class:</u> virtual class instruction <u>Groups A,B,C,R</u>	10:40–11:10 <u>Online Groups A/B/C/R</u> Attendance, virtual mini lesson <u>A Group:</u> in building	Flex Block All GROUPS drop-in 10:12-10:47 Student Independent Study w/ ESP Support Drop-in Teacher Collaboration	10:40–11:10 <u>Online Groups A/B/C/R</u> Attendance, virtual mini lesson <u>B Group:</u> in building	10:40–11:10 <u>Online Groups A/B/C/R</u> Attendance, virtual mini lesson <u>C Group:</u> in building
		11:10–11:55 <u>A Group:</u> in building <u>B/C/R Groups:</u> breakout, guided study, ESP support		11:10–11:55 <u>B Group:</u> in building <u>A/C/R Groups:</u> breakout, guided study, ESP support	11:10–11:55 <u>C Group:</u> in building <u>A/B/R Groups:</u> breakout, guided study, ESP support
Period 4 12:00–1:15	12:00–1:15 <u>Full class:</u> virtual class instruction <u>Groups A,B,C,R</u>	Online Groups A/B/C/R Attendance, virtual mini lesson <u>A Group:</u> in building		12:00–12:30 <u>Online Groups A/B/C/R</u> Attendance, virtual mini lesson <u>B Group:</u> in building	12:00–12:30 <u>Online Groups A/B/C/R</u> Attendance, virtual mini lesson <u>C Group:</u> in building
		12:30–1:15 <u>A Group:</u> in building <u>B/C/R Groups:</u> breakout, guided study, ESP support		12:30–1:15 <u>B Group:</u> in building <u>A/C/R Groups:</u> breakout, guided study, ESP support	12:30–1:15 <u>C Group:</u> in building <u>A/B/R Groups:</u> breakout, guided study, ESP support
Grab and Go Meals 1:15-2:00	Lunch	Grab and Go Lunch & Breakfast for next day		Grab and Go Lunch and breakfast for next day	
Flex (online) 2:00-2:30	Virtual Flex A/B/C/R groups Drop in	Virtual Flex for B/C/R Group Drop in		Virtual Flex for A/C/R Group Drop in	Virtual Flex for A/B/R Group Drop in

Home Learning Plan

Because of the global pandemic and every family's individual needs, we acknowledge that some students may elect to learn from home for the entire school year. The administrative team will work with caregivers and students to ensure that families have the resources for effective home learning. Per DESE, "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."

What academic instruction is available for students choosing home learning only?

- Students unable or uncomfortable entering the building in a hybrid or all-in model will work with school counselors and administration to develop a personalized, blended learning plan.
- Caregivers may choose between a hybrid model and home learning model as they feel comfortable.
- Students may also choose to return to a home learning model as they feel comfortable
- The blended learning model may include:
 - NHS synchronous and asynchronous virtual classes
 - Dual enrollment in GCC, HCC, or Smith College (11th and 12th grade only)
 - Virtual work-study and internship programs with an assigned mentor (11th 12th grade only)
 - Edgenuity classes with staff support
- Students will be supported by NHS staff and have access to virtual drop-in office hours (depending on enrollment in remote learning students may be cohorted into a remote learning group for tutoring, academic advising, and social connections)
- Students will continue to have access to school counselors, adjustment counselors, and other staff via online platforms.

TECHNOLOGY

Detailed information and links to technology services are available on the NPS technology website

<http://www.northamptonschools.org/project/tech-support/>

What remote learning platform will students and teachers be using?

- Students have or will be provided with a school-issued Google account,
- All teachers will set up a **Google Classroom** for each of their courses for the 20-21 school year. This way, all students will use the same format and platform for work assignments, submission, and communication regardless of the model of learning we are in (remote, hybrid, or in-person).

How often should students check their Google email account?

- All students are expected to use this account and to monitor their email at least once per day, Monday-Friday, during the school year.
- Under a remote learning model, students will be expected to check their email more often on weekdays in order to be in frequent communication with their teachers.

How do I access technology/Chromebook support?

- Complete a help ticket on the technology page of the NPS website:
<http://www.northamptonschools.org/project/tech-support/>

TEACHING, LEARNING & GRADING

What will be graded?

- Summative assessments, assignments focused on assessing student outcomes and understanding, will be graded. Summative assessments include evaluations of listed standards, tests, quizzes, projects, and some lab work.

What will not be graded?

- Formative assessments, assignments focused on assessing student development, will not be graded. Formative assessments include homework assignments, exit tickets, monitoring, and some lab work.

What does a standards-based approach look like?

- Students will receive a grade for their assessments (tests, projects, essays, labs, etc) and a final grade for the course. Grades will be included in their overall grade point average.
- Feedback and grading is primarily and intentionally linked to specific learning objectives rather than assignments or work products. That is, a “grade” describes a student’s proficiency in a particular skill or concept that is part of the course. It does not describe the overall performance on a particular test or unit or compliance with certain behaviors (such as turning in work or participating in class).
- It is essential that both teachers and students understand what is to be learned and demonstrated. This content should be composed and clearly communicated between these stakeholders prior to any summative assessment. This may include not only a list of learning objectives, but also scoring rubrics or guides for evaluation, etc.
- Having feedback or grades aligned with specific learning objectives provides more information about what a student has learned than an overall, points-based percentage. Such an overall grade is generally reserved for the conclusion of a course, while feedback during the learning process is intentionally linked to the learning objectives.

Habits of Work and Learning (HOWL)

Habits of Work and Learning (referred to as HOWLs) are a set of **academic mindsets** and **character traits** on which life-long success is built. These mindsets will be specifically taught and emphasized throughout the school year as we work to develop a culture of inquiry where students are active and engaged learners. NHS teachers and staff have determined our HOWLs based on our school and district values. At minimum teachers will report on HOWL once a quarter in ASPEN. However, informal feedback will be given to students regularly. This may include students’ self-assessments of HOWLs in each class or reporting HOWLs at the end of each class, once a week, or at the end of each unit.

HOWLs RUBRIC

In addition to assessments on unit standards, teachers also report on the same three Habits of Work and Learning (HOWLs). HOWLs are not used to determine a student's final course grade but are used to determine a variety of needed supports so that students can succeed in learning.

Rating	Description
Consistently	Students demonstrate this HoWL practice regularly.
Occasionally	Students sometimes demonstrate this HOWL practice but need reminders to continue to improve this habit.
Rarely	Students rarely demonstrate this HOWL practice and need frequent reminders and additional support to succeed in this habit.

Consistently	Occasionally	Rarely
Preparation - Preparation is readiness. To the best of their abilities, students who are ready to learn will: <ul style="list-style-type: none"> ● arrive to class on time. ● arrive to class with all necessary materials. ● enter class and follow a start-of-class routine. 		

Consistently	Occasionally	Rarely
Participation - Participation is involvement. To the best of their abilities, students who are actively engaged in classroom activities will: <ul style="list-style-type: none"> ● communicate in ways that are productive and respectful of the learning environment. ● focus on learning and complete classwork. ● remain present throughout class. ● follow classroom and school policies. ● engage in group discussion and activities. 		

Consistently	Occasionally	Rarely
Responsibility and Perseverance - Responsibility is accountability. To the best of their abilities, students who are accountable for what they can control will: <ul style="list-style-type: none"> ● make choices that will influence their goals, achievements, and success. ● meet all due dates by anticipating deadlines and collaborating with teachers for additional support or extra time, as needed. ● utilize available supports and resources (flex block, office hours). ● improve work in response to feedback. ● initiate tasks and work independently to the best of their abilities. ● practice skills and study at home. 		

Flex Block

What is Flex block?

- Flex block is a designated period of time when students can access a teacher for extra support.
- Each flex block is scheduled with a specific class period (see schedule)
- Students may make appointments to attend Flex block with counselors, specialists or special education teachers.
- Due to ASPEN, we won't be taking attendance in Flex block but it is required. Students may then leave for scheduled appointments.
- On 1/2 days Flex blocks are by appointment only.

Student Support: *Special Education, Section 504, English Language Learners*

In-Building Remote Learning (Optional)

Who has access to in-building support during the remote learning model?

- Students with complex needs (special education students, students in foster care, English language learners, and students without access to the internet).

What is the schedule for students in the building during remote learning?

- Students will work in an assigned learning lab within the building.
- Students will follow their schedule virtually.
- If applicable, students will receive in-person services during their strategies course or by appointment with their service provider.

Where in the building will special education students go when they are not receiving their SE services?

- Students will work in socially distanced, supervised, common areas (learning labs).
- If applicable, students will participate and receive services in their strategies classes.

Who will be supporting students working in the building during remote learning?

- NHS general and special education teachers, counselors, and ESPs will be identified as "in-building teachers". These teachers will work only with students attending in-building learning. They will not be teaching both virtual and in-person classes during the remote model.

How will special education students be supported during remote learning?

- During a remote only model, students will follow the online schedule (posted above).
 - Special education teachers will interact with, monitor, and provide academic support to students.
 - ESPs, special education teachers, and certified teachers will be available for drop in office hours during remote learning.
- Special education teachers will communicate with general education teachers to monitor progress and to collaborate about ways to best support their students in attaining competency in all targeted standards/skills.

Will students who receive special education, 504, or EL support receive their related services?

- The district is committed to providing students with disabilities the related services they require to access the learning opportunities offered during remote learning.
- Related service providers will communicate directly with families to develop plans that will allow them to deliver their special education services in ways that are both effective and safe.

- Students with 504 Plans will continue to receive accommodations during the remote and hybrid learning model.
- General education teachers will offer students appropriate accommodations to ensure equitable access to all learning opportunities.
- English language learners and former English language learners will continue to receive targeted instruction in English with the appropriate amount of support in their home language.
- Teachers will continue to consider student strengths and needs, such as their current level of proficiency in English and the academic areas where they need the most support. Remote learning opportunities and services will be provided in collaboration with their ELL teacher.

What is the plan for completing special education evaluations?

- The district will prioritize evaluations that were postponed due to school closure for completion.
- The district will resume assessments and follow DESE timelines for upcoming evaluations.

How will Team Meetings be conducted?

- IEP meetings will be conducted remotely, and families will be provided with needed technology to participate.

SOCIAL & EMOTIONAL SUPPORT, ACTIVITIES, CLUBS, SPORTS

We recognize that students may have undergone significant trauma during this school closure. We are currently reviewing universal mental health screenings as part of our effort to support students upon their return. Students' emotional and social well being are a significant concern and we are determining the best types of interventions to use.

What Social Emotional Learning (SEL) supports will be available for students?

- Students will have access to school counselors and adjustment counselors.
- SEL skills will be embedded within daily instruction.

How do students access non-academic clubs and activities during remote learning?

- Student activities and clubs will be offered.
- Faculty advisors will post club information on the NHS website as well as updates in daily announcements.
- NHS staff is currently working on class meetings, virtual assemblies, concerts, and talent shows.

Will athletics be offered during remote learning?

- At this time we are uncertain of the status of athletics. The MIAA has given some guidance. Districts are now waiting for the school committee to determine if athletics will run during a remote model.
- All information will be shared as soon as it is made available.

RE-OPENING ACTIVITIES

What will be offered for new student orientation?

- A video will be created that will include a tour of the building, interviews with 9th grade teachers, introductions of administrators, counselors, and class advisors.
- An online page will be created in a Q/A format specifically for new students and their families. This page will answer their questions by directing them to specific links associated with those topics of inquiry.

How will we “kick off” the year and welcome students to the 2020-21 school year?

- Each class will be welcomed back with a town hall meeting, hosted by the administrators and will include introductions of counselors
- The students will have the opportunity to check in and share their summer experiences and what they are looking forward to in the coming school year.

How will we get more information regarding clubs and activities?

- A series of ongoing videos will be made throughout the semester highlighting what each club is about and updating the clubs' most recent activities.

CAREGIVER AND STAFF COMMUNICATION

How will teachers communicate information to caregivers?

- Each teacher will send caregivers their course syllabus. The course syllabus will communicate teacher work hours and general information regarding teacher availability. The syllabus will also communicate teacher modes of communication. Course syllabi can be accessed on the NHS website.
- Active two-way communication is a best practice and expectation of all teachers. During remote learning, teachers are encouraged to find and practice a balance between home and work. Therefore, staff will respond to emails during their work hours.
- Teachers will post grades in ASPEN every two weeks. It is expected that caregivers will regularly check ASPEN and monitor student progress.
- Caregivers will be notified every five weeks if student grades fall below a D average.

HEALTH AND SAFETY PROTOCOLS (HYBRID OR ALL-IN LEARNING MODEL)

Health and safety protocols are common throughout the district. Information regarding these protocols can be accessed on the district website: <http://www.northamptonschools.org/project/covid/>

How will we conduct mask breaks?

- It is recommended that students have at least two mask breaks per day (e.g. mealtime and recess).
- Spaces for mask breaks must allow students to be at least 6 feet apart.

Will we be taking daily temperatures?

- No, temperatures will not be taken.
- Screening at home will be an important part of partnering with families. Families will be provided with the screening tool prior to return.
- As in any school day, if students/ staff are not feeling well, an assessment from the building nurse will be required.

When should I stay home and who do I notify at NHS?

- You should stay home anytime you are not feeling well. I will share a document we created to outline specific symptoms.

When in the building, what systems are in place for kids who get sick?

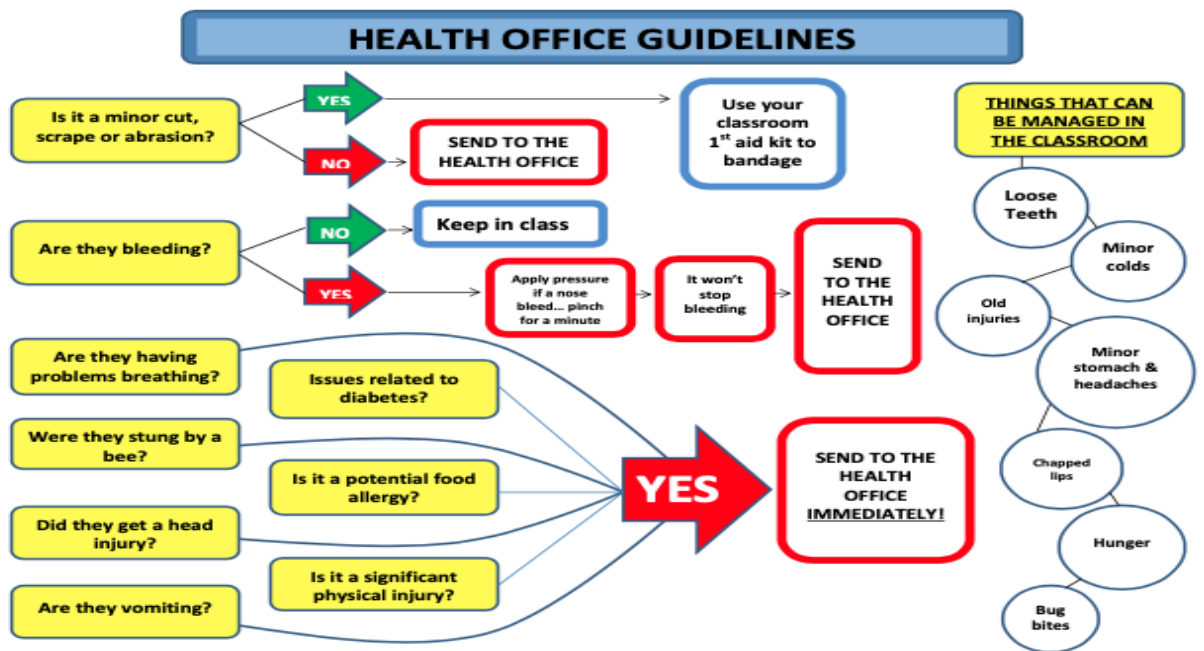
- If a student has been triaged with the building nurse via phone and is sent for further evaluation, and COVID symptoms are present, each health office has a medical waiting room for students to stay in for family pick up.
- Students should wear a mask when reporting to the health office for any reason.
- Hand hygiene procedures for entry and exit will be implemented as well as safe social distancing. If a student is being referred to their PCP for COVID symptoms, prior to return to school, education will be given to caregivers regarding pick up protocol, follow-up protocol and return to school protocol.
- DESE guidelines are specific in regards to any symptom being present, students/ staff are to be tested prior to return to school. This may change with forthcoming guidance.

What are contact or exposure protocols?

- DESE has provided in depth protocols for scenarios.
- Per DPH, any contact or exposure should be dismissed from school and referred for PCR testing by the school nurse.
- Any contact or exposure requires a 14 day quarantine period whether they test positive or negative.
- Parents and caregivers have the right to refuse testing but as of now per DPH regulations, contacts must quarantine for 14 days.

What privacy measures are ensured?

- The only time information will be shared is if the student is transferring between different buildings.
- NHS Nurse Candy Goyette will be the liaison with the Board of Health regarding contact tracing.



Can students still get medications at school? Process for distributing meds at school?

- Students will be able to receive medications at school if scheduled by a physician.
- Optimal would be for medications to be given at home outside of the school day.
- Drop off of medications will require caregivers to set up an appointment with the building nurse. Delivery of medications will take place outside of the school building.
- Medications should not be delivered by anyone who is feeling ill.
- Procedures for timing of medication administration will need to be coordinated with the nurse to monitor congestion within the health office area.
- Caregivers should provide updated asthma action plans that do not include nebulizer treatments. Nebulizers should be converted to an inhaler with a spacer.
- There are forms that require parents, physician and the nurse sign off for self-carry/self-admin. Building nurses will contact caregivers regarding these forms.

GENERAL EXPECTATIONS DURING ONLINE LEARNING

What are classroom expectations for remote or hybrid learning

- Attend all class sessions (attendance will be monitored and “cutting classes” will result in disciplinary action)
- Have sound and video on to ensure engagement
- Comply with the expectations outlined in the student handbook, including having your cell phone put away
- Be focused on the course without multitasking
- Turn work in by determined date and time by teacher

Are students required to turn on their video during remote learning? Students can decide whether to turn on or keep on their video. Turning their video on is highly encouraged. They will be allowed to use virtual backgrounds, blurred backgrounds, and fun filters.

What is independent study or independent practice?

- Students will complete tasks, assignments, and/or projects that have been assigned by teachers.
- Students will have access to drop insupports with qualified staff and support staff.

ATTENDANCE POLICY

Student attendance is vital for learning regardless of the model. During the remote learning model students are expected to login to each class. Teachers will take daily attendance during the remote, hybrid, or all-in learning models. The NHS administration acknowledges that we must be flexible with the in-person attendance policy to ensure that students do not feel obligated to come to school when they are feeling ill and should remain at home. Therefore, open and clear communication among students, caregivers, and administrators is necessary.

If a student will be out of school due to COVID, quarantine, or another illness, they will still have access to academic work from their teachers. These students will not be moved to the full remote option and they will continue to engage with their current coursework with their assigned class and teacher. If a student is too ill to complete work, the student and caregiver should communicate with the school and we will work with families to support academic progress. The student will be allowed to resume in-person learning once specific criteria are met (see section on DESE required protocols for COVID-related scenarios.)

Will attendance be taken and will attendance impact student grades?

- All students log in at the beginning of the period for attendance. Each instructional block can include a mix of whole group and small group instruction, and independent practice.
- Attendance will be carefully monitored and recorded. Students absent more than 9 days in a semester course or 18 days in a year long course may lose credit for the course.

When and how should a caregiver report a student absence?

- If a student must be absent from school or a class on a particular day, it is the responsibility of the caregiver to call the main office (587-1344) prior to 8:00 AM on the day of the absence.
- When the office receives a call from a caregiver confirming that their student will not be in school, the student's absence will be marked as verified. This designation informs the school that the caregiver is aware of the absence; however, it does not excuse the absence as it relates to the attendance policy.
- Attendance is taken each period of the day. Students, regardless of a passing grade, will not receive credit for any class in which they exceed the minimum attendance requirements. The absence limit for a student includes all unexcused absences and unexcused tardies (two unexcused tardies are equivalent to one unexcused absence).
- See the NHS Student Handbook for specifics on what constitutes an excused absence and appropriate documentation as well as the procedure for requesting an attendance waiver should students exceed the semester or full-year course absence limits.

FACILITIES

How will students be dropped off in the morning?

- The school day will begin for students at 8:00 am.
- Students arriving by drop off **may not enter the building until 7:55 am.**
- If a caregiver arrives with their student prior to 7:55 am, the student must remain in the vehicle until 7:55 am. This also applies to students who drive themselves to school.
- Caregivers must remain in their vehicles at all times. Staff will be outside at drop off locations to help students enter the building safely.

How will all students and students walking to school enter the building?

- Students will enter the building using designated entrances:
 - Enter **Circle Doors**- If Period 1 class is located on the **ground floor or students are enrolled in our Goals/Transitions programs.**
 - Enter **Auditorium Doors**- If Period 1 class is located on the **first or second floors**
 - Enter **Main Office Doors**- If Period 1 class is located on the **third floor**
- Staff will monitor and maintain proper mask wearing and safety guidelines while students enter the building.
- Hand washing/sanitation stations will be available at each entry. Masks are available at each entry as needed.
- All students and staff will wear masks covering their noses and mouths for the entirety of their time on campus, with the exception of scheduled 10 minute mask breaks.
- Doors will be by propped open during entry/exit times to limit contact with door surfaces.

How will students safely exit the building?

- Students will exit the building according to the location of their period 4 class
 - Exit **Circle Doors**- if Period 4 class is located on the **ground floor or students are enrolled in our Goals/Transitions Programs.**
 - Exit **Auditorium Doors**- If Period 4 class is located on the **1st or 2nd floors**
 - Exit **Main Office Doors**- If Period 1 class is located on the **3rd floor.**
- Students are expected to exit the building at the final bell.
- Students are NOT permitted to linger or socially gather in classrooms, public spaces, hallway spaces or outside the building.

What are the protocols for passing in the hallway during class transitions?

- Students will remain in the classroom until the designated transition times (such as leaving classroom, mask breaks, services, and dismissal).
- Standard hallway routes will be labeled with one-directional signs to prevent students from directly passing each other. Students will be expected to wear a mask and maintain a social distance of 6 feet whenever they are in a hallway.
- Staff will reinforce these directions, adherence to physical distancing, and masking.
- The back stairwells (those closest to the Sports Stadium) will be designated as “UP” stairwells. Students transitioning to the 3rd floor will use the second floor stairwell between rooms 201(Ms. Podel’s classroom)-203(Mr. Heaney’s classroom) to go to the 3rd floor by Mr Mead’s room. Students and staff will use the back stairwells to access the first, second, or third floors from the ground level up.
- The front stairwells (those closest to Elm Street) and the large blue stairwell at the circle doors will be designated as “DOWN” stairwells. Students and staff will use the front/circle stairwells to access the lower levels.

EXAMPLE:

Jayne starts her day in Photography with Mr. Whalen; the class is located on the ground floor. Jayne will enter the building at the circle doors, follow the arrows that direct her route and the flow of foot traffic, and walk directly to class. At the conclusion of her class, she will transition to the third floor for English with Mr. Mead. She will use the back stairwell to get from the basement to the 2nd floor; she will exit onto the 2nd floor and use the stairwell between rooms 201-203 to get to Mr. Mead’s classroom.

Jayne’s friend Yammira starts her day with Mr. Anderson in Biology on the second floor. Yammira will enter the building at the Auditorium doors, follow the arrows that direct her route and the flow of foot traffic to one of the back stairwells, walk directly up to the second floor, follow the flow of traffic, and go to Biology class. At the end of her class, Yammira will go to the ground floor for Computer Science with Mr. Lucey. She will follow the flow of traffic out of Mr. Anderson’s room to one of the front stairwells, exit onto the 1st floor, walk towards the gym to access the blue stairwell to the ground floor, and walk to Mr. Lucey’s class.

At the end of the day, both Jayne and Yammira are on the first floor for World History with Mr. Coady. They will exit their classroom, follow the flow of foot traffic to the auditorium doors, and immediately exit the building to a waiting caregiver who will bring them home.

Will lunch be provided and where will they eat?

- All students have access to a free lunch and breakfast.
- Students will be offered a daily grab and go meal (breakfast and lunch).
- Breakfast will be provided at the end of the day to be eaten prior to school for the next day.
- Breakfast and lunch will not be permitted in the classroom.

How will students have a mask break?

- Teachers will provide students with mask breaks as needed and follow safety protocols.
- Mask breaks may happen outside with staff supervision.
- Students needing additional mask breaks may request a break and one will be provided.

Are lockers accessible?

- No, lockers will not be accessible.

Are drinking fountains accessible?

- Students will be allowed to fill personal water bottles from fountains.
- Drinking directly from a water fountain is not permitted.

Are visitors allowed in the building?

- Visitors including caregivers and guest speakers will not be allowed to enter the building.
- All IEP, 504, and Caregiver/Teacher meetings will be held virtually unless special accommodations are needed and requested ahead of time. This is to allow us to prioritize the safety of in-person student instruction.
- Building use for community organizations or individual requests will not be permitted until further notice.