

HARVARD PUBLIC SCHOOLS RE-ENTRY PLAN

2020-2021 School Year



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DISTRICT OVERVIEW

HARVARD PUBLIC SCHOOLS VISION

The Harvard Public Schools community, dedicated to educational excellence, guides all students to realize their highest potential by balancing academic achievement with personal well-being in the pursuit of individual dreams. The students engage in learning how to access and apply knowledge, think critically and creatively, and communicate effectively. They develop the confidence and ability to understand diverse perspectives, collaborate, and contribute to their local, national and global communities.

DISTRICT PLAN DEVELOPMENT

As we continue to navigate the “new normal” in public education, and in accordance with the [Massachusetts Department of Elementary and Secondary Education guidance of June 25, 2020](#), Harvard Public Schools has developed three educational plans that will guide us as we continue to watch the public health trends during this time of COVID-19. As required by DESE, these plans include fully in-person, hybrid, and fully remote. The process for developing these plans has been inclusive and thoughtful, and anchored by the following guiding principles:

- Safety and well-being of students and staff
- Meaningful learning and relationships
- Flexibility and communication
- Balance of competing demands
- Recognizing that each choice is complex, and that it comes with pros and cons.
- Recognizing that no plan will be perfect, and that it may need to be adapted as situation and experience changes

If ever there were a time that it takes a village, this is the moment. We are grateful to the families who have provided their input via our district surveys, and to the teachers, staff and school committee members who have participated on the district’s re-entry task force. Despite the unprecedented challenges of the spring, they have persevered into the summer, stepping up to give generously of their time and talent. Over the past few weeks, they have engaged in lively conversation, asked critical questions, and provided valuable input. Their commitment to ensuring a successful and safe education for our students is evident, and their contributions are very much appreciated.

Working in committees, the re-entry taskforce has planned for the following six areas:

1. Student/Family Communication/Supports (Mental Health and Trauma, Parent Input)
2. Health and Safety Protocols
3. Physical Space
4. Pupil Services and Special Education Considerations
5. Instructional Impacts
6. Transportation



Thank you to all who served on the Re-Entry Committees, as well as the HES and TBS School Council, HTA Representatives, teachers, and others who have provided background and insight. Please note that this plan is coming from the District administration. While we have worked to incorporate input from many teachers, the HTA, and school committee members, this plan is not yet endorsed by any of those groups.

HES Re-Entry Subcommittee Participants: *Abby Besse, Mandy Ostaszewski, Lorelei Galeski, Katie Greene, Erika Pominville, Jess Drennen, Dawn French, David Gilfix, Marie Philips, Erin Sintros, Marybeth Quaadgras, Joan Accorsi, Marie Harrington, Marisa Khurana, Heather Montalto, Lauren Carchidi, Meghan Larrat, Chris Burns, Pat Harrigan, Pam Chapman, Melissa Niland, Sangita Marya, Tammy Route, Dori Pulizzi, and Josh Myler*

TBS Re-Entry Subcommittee Participants: *Cristin Hodgens, Deb Pierce, Trish Nilan, Kellie Carlucci, Christine Reale, Drew Skrocki, Paul Correnty, Beth Graham, Colleen Nigzus, Jackie Travers, Keith Lavigne, Cricket Segaloff, Suzie Allen, Julie Horton, Robin Benoit, and Scott Hoffman*

The plans below have been developed with extensive conversations and contributions from stakeholders, including families, students, teachers, administrators, and community members. While no one plan can possibly perfectly match the desires of all of the parties, we have worked to incorporate all that we could from all of the many ideas, questions and concerns that were shared. We recognize that these plans were necessarily prepared in the theoretical and may need to be amended or adjusted as we put them into action. Changing circumstances may require a pivot at any point. We will continue to monitor the situation, and will, on occasion, update resources on the [COVID Response page](#) of the [District website](#).

Each option comes with its own Pros and Cons. A few are listed below. We have worked to address these as much as possible and realize that different families and individuals weigh these benefits and risks differently. Where possible, we are striving to provide choice while maintaining a focus on community health and safety.

Plan	Pros	Cons
Fully In-Person	<ul style="list-style-type: none"> ▪ More familiar school routine ▪ Access to materials ▪ Balance of screen time / human time ▪ Potential for connections/ relationships ▪ Structure to the day ▪ Support of parents' ability to return to work ▪ Ability for in-person introduction of Google Classroom/other tools for future hybrid/remote 	<ul style="list-style-type: none"> ▪ Masks for long periods, especially in heat ▪ Struggle/Conflict in enforcing rules and boundaries at school ▪ Highest transmission risk, potential for needing to transition to another model sooner ▪ Conflict with developmentally appropriate practices ▪ Cleaning/transitions disrupt flow of instruction ▪ Least physical distancing in buildings

Hybrid	<ul style="list-style-type: none"> ▪ Many of the Pros listed above ▪ Introduction of topics/work in person ▪ Smaller groups, more physical space 	<ul style="list-style-type: none"> ▪ Schedule complexity for parents ▪ Mixture of synchronous and asynchronous learning ▪ Less in-person teaching time
Fully Remote	<ul style="list-style-type: none"> ▪ Least transmission risk (no masks needed) ▪ Potentially quicker return to full in-person school ▪ Same model for all students ▪ Potentially more time for instruction (no cleaning, transition, and transportation time) 	<ul style="list-style-type: none"> ▪ Hardest to support all students ▪ Varying home support/structure ▪ Highest amount of screen time ▪ Highest isolation ▪ More onus on parents for work completion

Based on lessons learned and feedback provided during the spring of 2020, the district recognizes the need to keep any remote learning as streamlined and user friendly as possible. With this in mind, and in order to offer the most complete and consistent academic experience to our students, the district invested time and resources this summer to train preK-12 staff in the use of Google Classroom. The Google Classroom platform will serve as “command central”, providing a nearly uniform experience for families and students.

Student and Family Communications and Supports

In order to make sure that all community members are informed, the District and School administration will continue to have Zoom Parent Meetings (Building and District) both before and after school. The administration will also provide regular updates via email, create videos with the assistance of HCTV to help students and families with new expectations prior to the start of school, use focus groups and surveys with students and families in assessing plans and in making crucial decisions where appropriate, and use Google Classroom with consistent classroom elements to support students and families.

Health and Safety Protocols

We understand that school will look and feel differently to our teachers and students if and when they physically return to school this fall. To ease this transition and to begin preparing our community, prior to the opening of school, students and families will be provided with videos communicating the new safety protocols and expectations that will be in place for a physical return to the building. The goal is to allow students to preview expectations and families to discuss their importance in providing a safe learning and working environment for students, faculty and staff. As we begin the school year, in addition to our normal rituals of getting to know each other and establishing classroom routines and expectations, practicing and reinforcing these new protocols for navigating our building will be a school-wide focus.

Students will be provided time for either handwashing or hand sanitizer before and after lunch, recess, and snack. Handwashing is preferred but must be balanced with increased movement throughout the building for those classes that do not have sinks in their classrooms.

We need families to put an added emphasis on only sending children to school when they are well. Please see the [DESE Guidelines for further details](#), including symptoms to watch for, listed below:

Please STAY HOME if you have any of the symptoms listed below:

Below is the full list of symptoms for which caregivers should monitor their children, and staff should monitor themselves:

- Fever (100.4° Fahrenheit or higher), chills, or shaking chills
- Cough (not due to other known cause, such as chronic cough)
- Difficulty breathing or shortness of breath
- New loss of taste or smell
- Sore throat
- Headache when in combination with other symptoms
- Muscle aches or body aches
- Nausea, vomiting, or diarrhea
- Fatigue, when in combination with other symptoms
- Nasal congestion or runny nose (not due to other known causes, such as allergies) when in combination with other symptoms

If staff or students have any of these symptoms, they must get a test for active COVID-19 infection prior to returning to school.

[A list of test sites is available here](#), and Massachusetts also has an [interactive testing map](#). Staff and students who have symptoms should also contact their primary care physician for further instructions. More information related to the availability of testing will be provided later this summer.

Please [check your child's temperature and other symptoms](#) at home before sending them to school. Please do not medicate your child in order to mask or manage symptoms and then send them to school. Managing symptoms does not reduce the spread of infection. We understand the competing demands on parents, and now more than ever ask for your support and cooperation to keep students home when they or someone close to them is ill, and to reinforce the message that masks are required when students are in school. This will help us limit any potential spread and keep the schools open for all. Please begin now to help your child find a mask that is comfortable for them and practice wearing them for extended periods.

We have designated a room specifically for students who show potential COVID symptoms. They will be isolated in that room until their parents come to pick them up. Policy on the return of any individual with potential symptoms or who has been exposed to a known carrier are outlined in the [DESE Guidelines](#) and will be further reviewed by our local nursing staff for application and follow through.

Community Commitment

The viability of any re-entry plan is the community commitment to the success of the schools. We need your help to keep your children, other students, the staff, other family members and by extension our community safer. Please teach your children not only how to wear their mask correctly and distance themselves from others, but why it is important, especially in the school setting. Please have them consider that some are more vulnerable to viruses than others. We are wearing masks and distancing to keep ourselves and others safe and to enable schools to open and remain so. While families have made decisions about the strictness of mask wearing and interactions with others at their own homes, we are



putting policies and standards in place for school time that are likely to be more restrictive than your home practices. Your partnership with us is needed for the reinforcement of these measures detailed in the plan.

Please do not travel to areas experiencing high levels of community transmission and comply with current state quarantine requirements. If such travel is unavoidable, please contact the school and quarantine those who may have been exposed. The school will work with you to continue your child's access to learning during such precautionary quarantines.

Cleaning Procedures

Classrooms will each be equipped with hospital-grade disinfectant spray that can be used to clean any shared surfaces or any area that becomes soiled. Common spaces (hallways, student restrooms, office, etc.) will be disinfected throughout the day, and all classrooms will be disinfected by the facilities team in the evening. Staff bathrooms will be stocked with disinfectant, and all adults will disinfect the staff bathroom after each use.

Our facilities team has received additional equipment and training to sanitize classrooms in the evening, including a new machine that disperses a fine fog of disinfectant to fully disinfect surfaces. This will be used in classrooms in the evening when students are not in the building. The facilities and nursing departments are collaborating on the selection of disinfectants and other cleaning products to find products that are both effective and safe for use in a school setting, as well as address any specific allergy concerns.

We have reviewed and serviced all HVAC systems in the district and will run ventilation systems throughout and following the school day to maximize fresh air being drawn into each room. Univent blowers will be run in each room to draw in a continual supply of fresh air. The boiler can be controlled independently so that we are not adding any heat to classrooms until the weather cools. Teachers are also encouraged to open windows wherever possible to further increase fresh air supply. Fans will be positioned to increase air exchange within classrooms.

Masks

Students are required to wear masks throughout the day except during designated mask breaks. All teachers and staff will also be wearing masks throughout the day, with similar mask breaks.

We encourage you to find a mask that is comfortable for your child. We are reviewing several variants of masks, including masks that have a clear panel to view facial expressions and face shields that include a cloth border to seal to the face. We have ordered samples and will send out viable options once they have been reviewed, as these may help students both with comfort and interpreting social and facial expressions.

Transportation (Including Riding the Bus)

DESE has recently released [guidance on transportation](#). These include requirements that masks be worn at all times on the bus, windows be left open except in extreme weather, and students sit one student or family per bench. Please see the linked document for further details.



We are working with our bus service provider to digest and implement these guidelines. We are considering adding bus monitors to help ensure that these guidelines are followed. We will use results from the next parent survey to evaluate bus routes and capacities. We encourage parents to consider alternative means of transportation, such as carpooling and walking or biking where feasible to reduce both the demand on buses and the traffic in the center of town. We may need to stagger start and end times for some bus students if bus demand is higher than can be accommodated in single runs.

Visitors

We need to limit the number of visitors to the building and minimize large gatherings of adults. As such, parent meetings, including IEP meetings, will be held remotely whenever possible. Teachers and staff who are in the building may join remotely from a separate room. We will begin the year without parent/community volunteers and will revisit this as the year progresses.

When non-school personnel do need to enter the building, they will be required to wear a mask. Self-screening questions will be posted at the entrance and reviewed by visitors.

Social Emotional Well-Being

School personnel will be prepared to recognize and address students' social and emotional needs. They will provide consistent opportunities to build classroom community, with priority being given to facilitating conversations and fostering connections and relationships between students. For those families needing additional support, the BCBA, counselor, school psychologist, and school administration will serve as resources. They will be available to speak with families and will also provide opportunities to meet with small groups or one-on-one as needed.

Regression and Assessment

Given the sudden school closure in the spring, the pace of learning was impacted. Combine this with the fact that there were variations in the extent to which families were able to direct and support their children's at-home learning, the reality is that students will be returning to us in the fall with some potential gaps in their learning. While this is to a greater extent than a typical year, it is not new to our teachers. Once students have settled back into school and become acclimated to the new normal, one of our top priorities will be to determine where they are academically. Teachers will communicate with one another, and within the first 4-6 weeks of school, students will be evaluated, and assessment results will be used to differentiate teaching according to the data.

Substitute Coverage

We will be reaching out to those who have substitute taught with us in the past to arrange for coverage if needed and will provide guidelines/training to all substitute teachers coming into the building regarding safety procedures. We have an established staffing plan to provide internal coverage if subs are not available.

HILDRETH ELEMENTARY SCHOOL RE-ENTRY SCENARIOS

HES SCENARIO 1: IN-PERSON RETURN TO SCHOOL

Transitioning to New Teachers

We recognize that the end of last year was disrupted, overriding many of our normal year-end routines. Start-of-year social events, such as popsicle parties, will be held virtually or in small groups that are socially distanced rather than in grade level cohorts.

Lunch

Lunch will be served in the cafeteria, with seating spaced 6 feet apart utilizing the Cafeteria, Stage, Courtyard (weather permitting) to maximize distancing and minimize interaction between cohorts of students. The start and end of lunch will be staggered to avoid long lines and intermingling. Students who have brought their lunch will go directly to the section assigned to their classroom. Students purchasing lunch will keep their masks on and remain at least 3 feet apart while getting lunch and will only remove their masks once they are seated. Students will use either a washable stylus to enter their pin or be issued a barcode card to be used with a touchless reader, so to avoid having multiple students touching the pin pad.

Food service workers will use appropriate PPE, including masks and gloves when preparing and serving food, and food will be packaged in covered individual containers where possible to minimize risk of airborne contamination. Recycling, composting, and trash stations, as well as tray returns, will be distributed throughout the cafe to avoid congregating in large groups.

Recess

During recess, students will remain with their homeroom cohort and be assigned an area outside of the building for just that group, rather than combining with other classes. Students can play on their own or in small groups while maintaining social distance (such as soccer, catch, etc.) The school will provide classroom sets of recess play equipment that will be sprayed with disinfectant between uses. Students will wash their hands or use hand sanitizer before and after going to recess.

Classrooms

Working with the School Building Committee, we have been able to order the desks that were planned for the new building early. These will be used now and then moved with us to the new building this spring. They will arrive this summer and replace classroom student tables to allow for greater spacing between students and minimize any sharing of materials. Much of the other furniture will be stored to free up floor space, including removing classroom rugs. Students will be spaced out as far as possible. Our standard classroom can fit 15-18 students spaced at 6 feet, so we expect that all or almost all students will be at least 6 feet apart, or very close to it. This is dependent on the number of students who return full time, versus selecting a remote option (see below).



Student Materials

Lists of materials to be provided by families will be updated with an emphasis on avoiding shared materials. All students must have a mask and preferably a second one in their bag. The school will have masks available for students who either forget or soil their mask. School-provided student materials/books will be sanitized or quarantined between student use to avoid transmission. Students should also all bring their own water bottle, filled at home, as bubblers will be turned off to avoid potential transmission.

Health and Safety Protocols

Throughout the first weeks of school, all students will be taught lessons regarding proper handwashing, the reasons for mask wearing, and physical distancing. These lessons will be integrated into our normal start-of-year social/emotional framework. The goal, especially at the elementary level, is to provide clear information to students and build good hygiene habits.

Mask Breaks

All classes will have 3-4 mask breaks during the day. We are aware that weather may impact ability to remain outdoors and are working on alternate plans for poor weather days, such as providing large canopies outdoors.

- Snack will be held outdoors without masks and students at least 6 feet apart
- Lunch
- One outdoor working mask break—for example, students might do an independent reading block outdoors
- Recess (Due to the staggered schedule, recess for most classes will be separated from their lunch block.)

Transitions/Hallways

Hallways and stairways will be designated as one way where possible, and marking will be placed in the hallways to remind students and staff of physical distancing of 3 feet when in the halls. All students and staff in hallways and common areas will be wearing masks. Intervention services will be held in or near the homeroom where possible and pull out groups will be coordinated to minimize the mixing of cohorts wherever possible. High contact surfaces will be disinfected between groups by the teacher.

Specials

Students will still have one special each day. Specials will rotate on a weekly rather than a daily rotation, with a given class having the same special each day for 1 week, and then rotating to the next special for the following week. This will minimize the number of cohorts that these teachers encounter in a given week, and also limit the sharing of materials. Specials will be held in the specialist classroom or outside to allow for additional cleaning and airing of classrooms. The specials schedule will be adjusted to allow for longer breaks between specials to allow for cleaning and airing of those rooms.

Arrival/Dismissal

Arrival and dismissal procedures will be staggered to minimize potential crowding in hallways. Bus unloading and loading will be spaced out, as will parent pick-up (parent drop-off is naturally spaced

out). Families will be assigned a pickup location (K-wing door, Front door after buses, or Central Office parking area) to space out groups of students waiting to be loaded into cars.

Special Education Services

For special education services provided at the school, health and safety requirements will be in place. Time will be scheduled between groups to allow for disinfecting of shared spaces, and where possible, groups will be created from within a student's homeroom cohort to minimize the number of social contacts. Projectors and voice amplification will be provided where possible to allow all students to see and hear without having to be in close proximity. Services will be provided as established in the current Individual Education Program (IEP).

English Learner Services

Tutorials for English Learners will also be provided in school. When possible, small groups will be created from the student's cohort to minimize social exposure. Disinfection of the space will occur between groups.

Tuitions (PK Peer Models and Kindergarten Full-day Program)

Tuitions will be collected on a trimester schedule. Parents will need to commit and pay for each trimester as it approaches. Tuitions may be prorated in a hybrid model, as determined by the School Committee. In the upcoming parent survey, parents of Kindergarten or PK peer model students will have an opportunity to confirm or adjust their previous intent.

Before/After School Programs

Bridges will operate using the same guidelines as during the school day. As much as possible, Bridges students will be made into cohorts of 15 or less, corresponding to their homeroom classes and siblings. As always, students will only be allowed to attend bridges on days that they attend school and are symptom free.

Remote Teacher

At the start of the school year, each remote student will be assigned to a Remote Learning teacher who will guide them through their remote learning experience, and who will be responsible for all pre-assessments, assignments, grading and communication. As a way to transition remote students back to the school year, the remote teacher will offer an initial meeting via Zoom to meet each student, and remote Google Classroom trainings will be provided as needed. The remote teacher will coordinate with specialist teachers to provide students one assignment each week in the following curriculum areas: art, music, health, library, and Phys-ed. The remote teacher will also be available to check in with students and their families.

Students Expectations and Grading

Remote students will be expected to complete and submit all work assigned by the remote teacher for feedback and assessment and will be issued the same standards-based report card as in-person students.

REMOTE OPTION

The in-person learning option may not be feasible or may not feel safe for some families. The state has indicated that they are developing a statewide online academy option, which would be fully online and administered by the state. We will share information about this option when it becomes available. In addition to this potential state option, we are planning to offer a District-based Remote Learning Academy. In this model, students would be placed in a cohort of other remote learning students from the district and assigned a remote teacher. They will follow a normal school day schedule with a mix of synchronous and asynchronous learning activities led by their assigned teacher. If families choose this option, the expectation is that they continue as fully remote, with opportunities to reassess in mid-October and January.

Google Classroom Capabilities

The Remote Academy will utilize Google Classroom as a space where classroom teachers can post announcements and assignments, including videos and lessons, as well as a place where teachers and students can communicate with one another, and where students can link easily to other on-line curriculum resources used by classroom teachers.

Special Circumstances/Equity

The district is committed to making this successful for all students in all situations. We recognize that remote learning places a huge burden on families, and the district is aware that some families may need additional support. In the event that a family needs a device, the district will do its best to supply one. For those students receiving free and reduced lunch, the school will continue to provide meals on a weekly basis. In circumstances where parents are not able to support their child's engagement during the school day, please communicate with your school administration to discuss options.

HES SCENARIO 2: HYBRID

Given the COVID-19 school closure, students have been at home for a substantial period of time. When they return, they will need to adapt to school and learn some new ways of being including the wearing of masks, physical distancing, and sitting in assigned seats. In order to ease the transition, and help them to build stamina, the idea of phased re-entry seems most age appropriate and in line with the social emotional needs of our students. The hybrid model for HES will be rolled out as a gradual re-entry in two phases:

Phase 1: Half Day, 4 Days per Week in Person

From the start of the year until October 9, 2020, students will be in the school building on an Early Release schedule (8:50-1:13) Monday, Tuesday, Thursday, and Friday of each week. Lunch will not be served but will be provided as a take home option for those qualifying for free or reduced lunch. Students will be able to eat snacks during mask breaks, and we encourage families to send enough snacks for these two breaks. There will not be in-school recess, but mask breaks and outdoor learning will still be provided as much as possible. Afternoons will include remote asynchronous activities assigned by their classroom teacher as well as synchronous or asynchronous activities with specialist teachers. Wednesdays will be a remote learning day for all students. This will allow for a deep clean of the building. Students will have a combination of synchronous and asynchronous learning activities for a full day.

Phase 2: Full Day, 4 Days per Week in Person

Potentially starting October 13, 2020 and pending a review of the early release model and public health data, the hybrid model for HES will transition to in-school for all students on Monday, Tuesday, Thursday, and Friday of each week. Wednesdays will remain a remote learning day for all students, to allow for a deep clean of the building and for collaboration between remote and in-person instruction.

Student and Family Supports and Services

All procedures outlined above will also be followed in a hybrid model, with the following modifications. The majority of Special Education services will be provided in person during time that students are in the building, with some remote asynchronous activities provided by the special education staff where needed. During the early release day period, an extended day may be considered for students whose IEP services cannot be delivered within an early release day schedule. IEP meetings and assessments will be conducted in the afternoons wherever possible to allow more time for in-person instruction in the mornings. Bridges will open only in the mornings during the early release period and will open both before and after school on all in-person days when we transition to full days.

Balancing On-line with Off-line Activities

In the interest of limiting screen time for our youngest students, the district will work with teachers to develop a plan that provides opportunities for a mixture of on-line and off-line activities. On-line curriculum programs will be those which have been vetted by the district, and, as much as possible, will be ones with which students are familiar.

HES SCENARIO 3: DISTRICT-WIDE REMOTE

In the event that the schools are closed due to COVID, the district will transition to a fully remote model. In this case, the classroom teachers will continue to follow their daily schedules with their assigned classes, with a combination of synchronous and asynchronous learning opportunities. They will use Google Classroom to communicate with students and families, to post lessons and assignments, and to assess student work. The expectation is that students will be involved in learning during regular school hours, understanding the need to limit screen time and include movement and breaks.

Synchronous v. Asynchronous Opportunities

There will be a mix of both synchronous and asynchronous teaching. Google Classroom will be command central for all students preK-12 and will be the place where students and families can access announcements and assignments. Asynchronous lessons will be sourced from a variety of high quality, on-line curriculum programs including, in some cases, teacher-created videos. Schedules will be provided by the district, and times will be built into the schedule to ensure that students have opportunities to access and engage teachers (via office hours, for example) to clarify and discuss asynchronous learning/lessons. Specialists will collaborate with classroom teachers to post one lesson per special per week on Google Classroom for each grade level. Students who receive special education services will receive these services remotely as established by their current IEP.

THE BROMFIELD SCHOOL RE-ENTRY SCENARIOS

TBS SCENARIO 1: IN-PERSON RETURN TO SCHOOL

Transitions from Last Year (Social and Academic)

We recognize that the end of last year was disrupted, and that impacted many of our normal end-of-year routines such as Prom, Ice Cream Socials, and end of year field trips. We will strive to revisit some of those routines provided that we can host those events either virtually or later in the year when it is deemed safe.

Academic

One of the top priorities of each class will be to meet students where they are at academically. Subject area teachers will communicate with each other to see where the previous year's curricula ended and where the new teachers should start. In addition to this communication, a variety of student assessments will be used to adjust the curricula accordingly.

Mask Use and Breaks

Masks must be worn in the building at all times. Classroom seating will be arranged for all students to face in a single direction with 6 feet in all directions. Students will be provided the opportunity for "mask breaks" throughout the day with distancing of at least 6 feet anytime that masks are removed. In an effort to allow for fresh air, the regular use of outside spaces will be encouraged. We will establish spaces around our campus as alternative teaching spaces and locations for mask breaks.

Sharing Materials and Surfaces

Classrooms typically have many school supplies, such as pencils, colored pencils, highlighters and calculators that are available for use. In an effort to reduce the necessity of sharing materials, we are encouraging families to send individual kits of school supplies with their child. Lists of recommended supplies specific to courses will be made available to families. In addition to these efforts, wherever possible we will provide students individual-use special materials (ex. lab goggles), and any shared equipment (ex. microscopes) will be cleaned after each use. For shared use surfaces, such as chairs and tables, routines will be established for cleaning the space before leaving the area.

Classroom Spaces

Additional sections of classes will enable us to lower class sizes and maintain a 6 foot distance between students and adults in the classrooms. Excess furniture has been removed from classrooms to provide additional space for movement. Students will be assigned seats to minimize movement, create optimal spacing, and establish consistency.

Outdoor teaching spaces have also been determined and a system will be devised to provide equity of use among classes.

Students will move between classrooms, but consideration has been given, where possible, for cohorting students. Reducing movement of all students throughout the building will be incorporated into the scheduling of students and classes. We anticipate that we will also stagger passing times to minimize the number of students in the hallways.

All classes will have cleaning stations and supplies. Students will be expected to clean their personal space before exiting the room.

Offices

The Main Office and Counseling Office waiting area will have plexiglass barriers and distancing reminders to help people maintain distance from administrative assistant work areas. In an effort to reduce the number of visitors through the Main Office, the “drop off” table will be moved under the overhang outside the Main Entrance, and parents are discouraged from dropping off forgotten materials throughout the day.

Smaller offices have been arranged to provide 6 feet of distance so that people may converse face-to-face while wearing a mask. These offices will also have plexiglass barriers for further protection.

Hallways and Stairwells (Transitions)

One-way traffic patterns will be established with priority being placed on narrower hallways and stairwells. We continue to examine ways for cohorts of students to travel together whenever possible. Transition times have been increased to allow for staggering the movement of students between classes in an effort to reduce the number of students in the hallways at any given time. In addition, markings will be placed in the hallways to remind students and staff of physical distancing of 3 feet. All students and staff in hallways and common areas will be wearing masks. Middle School Specialists will travel to the Middle School Wing to further reduce student movement in the hallways.

Arrival and Dismissal

The plan will be for students to enter and depart the front of the building using three different entrances. The high school students will enter via a cafeteria door, the grade 6 students will enter via the front entrance, and the grade 7 and 8 students will use the ramp by rooms 348 and 338. We anticipate that dismissal will use a similar pattern.

Lunch/Cafeteria

After much discussion and analysis, it was decided that it is best for students to eat lunch in the cafeteria when school is in session for an entire day. The number of students allowed in the cafeteria at once has been reduced by approximately 50% to ensure that students are spaced 6 feet apart while they are eating. More lunches have been scheduled so that we can reduce the number of students in any one lunch period. Students will sit at desks and face the same way as recommended by the DESE guidelines. The start and end of lunch will be staggered to avoid long lines and intermingling. New traffic patterns will be established for entering and exiting the space to reduce crowding and contact between students at entry and exit points. Students who have brought their lunch will go directly to the section assigned to them. Students purchasing lunch will keep their masks on and remain at least 3 feet apart while getting lunch and will only remove their masks once they are seated. Students will use either a washable stylus to enter their pin number or be issued a barcode card to be used with a touchless reader to avoid having

multiple students touching the pin pad. Students will be responsible for cleaning their personal area before exiting the cafeteria. Surfaces will be cleaned and sanitized after every lunch period.

Food service workers will use appropriate PPE, including masks and gloves when preparing and serving food, and food will be packaged in covered individual containers where possible to minimize risk of airborne contamination. Self-service will no longer be a possibility. Recycling, composting, and trash stations, as well as tray returns, will be distributed throughout the cafe to avoid congregating in large groups.

Library, Auditorium and Gymnasium

Depending upon need, for example where enrollment exceeds regular classroom capacity for safe distancing, these additional spaces may be used for classes. Additionally, due to their larger size, these spaces may also be used flexibly for “mask breaks” when weather prohibits outside breaks. Classroom cleaning, spacing and mask protocols will also apply in these spaces.

Special Education Services

For special education services provided at the school, health and safety requirements will be in place. Time will be scheduled between groups to allow for disinfecting of shared spaces, and where possible, groups will be created from within a student’s homeroom cohort to minimize the number of social contacts. Projectors and voice amplification will be provided where possible to allow all students to see and hear without having to be in close proximity. Services will be provided as established in the current Individual Education Program (IEP).

English Learner Services

Tutorials for English Learners will also be provided in school. When possible, small groups will be created from the student’s cohort to minimize social exposure. Disinfection of the space will occur between groups.

Visitors

In order to limit the number of visitors to the building and minimize large gatherings of adults, parent meetings, including IEP meetings, will be held remotely whenever possible. Teachers and staff who are in the building may join remotely from a separate room. We will begin the year without parent/community volunteers and will revisit this as the year progresses.

Any non-school personnel entering the building will be required to wear a mask. Self-screening questions will be posted at the entrance and reviewed by visitors.

Schedule

The guiding principles of the Re-Entry committee were to reduce the number of transitions, reduce contact among different people, consider best practices in instruction, maintain the current schedule with 7 courses and options for part-time and semester courses, and increase the number of lunch periods to reduce the number of students in the cafeteria. Another key consideration was to set a schedule that could transition easily to a remote or hybrid schedule.

Currently, the plan is to use a five-period day. Homeroom will be eliminated to further reduce student movement. In this scenario, transitions will be reduced by at least 25%. The number of lunch periods will be increased so that the cafeteria can accommodate students with the proper social distance. Both options will eliminate homeroom, increase class time, increase transition time, and reduce the number of classes students will attend during the day and year. The increased class time will result in maintaining approximately the same number of instructional hours over the course of the year.

Assessment

Remote students will be expected to complete and submit all work assigned by their courses for feedback and assessment and will be issued the same report card with grades (A, B, C, etc.) as in-person students.

REMOTE OPTION FOR FAMILIES

In addition to this potential state option, we are planning to offer a District-based Remote Learning Academy. In this model, students would be placed in a cohort of other remote learning students from the district and assigned a remote teacher. They will follow a normal school day schedule with a mix of synchronous and asynchronous learning activities led by their assigned teacher. If families choose this option, the expectation is that they continue as fully remote, with opportunities to reassess in mid-October and January.

Google Classroom Capabilities

The Remote Academy will utilize Google Classroom as a space where classroom teachers can post announcements and assignments, including videos and lessons, as well as a place where teachers and students can communicate with one another, and where students can link easily to other on-line curriculum resources used by classroom teachers.

Special Circumstances/Equity

The district is committed to making this successful for all students in all situations. We recognize that remote learning places a huge burden on families, and the district is aware that some families may need additional support. In the event that a family needs a device, the district will do its best to supply one. For those students receiving free and reduced lunch, the school will continue to provide meals on a weekly basis. In circumstances where parents are not able to support their child's engagement during the school day, please communicate with your school administration to discuss options.

TBS SCENARIO 2: HYBRID

For Bromfield students, we are exploring two hybrid possibilities because we are uncertain on the number of students who will be in the building once families consider their options.

Phase 1 (until October 9): Hybrid Scenario 1A

In this scenario, half of the students in each grade level will attend school on Monday and Tuesday and half of each grade level will attend on Thursday and Friday. Dismissal on these days will be at noon. This scenario will eliminate lunch and the associated concerns. It also reduces the number of hours that students will need to wear masks during the hottest days. The students will attend in-person classes for five periods before heading home for synchronous remote learning in the afternoon for their two remaining classes. Wednesdays will be a remote learning day for all students to allow for a deep clean of the building and for all students to work on assignments, to meet with assigned classes that day, and to check in with teachers.

Phase 1 (until October 9): Hybrid Scenario 1B

In this scenario, **all** students will attend school in the morning and leave at noon. This possibility will eliminate lunch and the associated concerns with unmasked students. It also reduces the number of hours that students will need to wear masks during the hottest days. Students will attend in-person classes for five periods before heading home for synchronous remote learning in the afternoon for their remaining two classes. Wednesdays would still be a remote learning day for students to allow for the building to be cleaned and for all students to work on assignments, to meet with assigned teachers and to check in with teachers. The advantage of this plan is that students will be in school at least four days a week.

Phase 2 (potentially starting October 13): Hybrid Scenario 2A

In this scenario, half of the students in each grade level will attend school on Monday and Tuesday and half of each grade level will attend on Thursday, and Friday. Dismissal on these days will be at 2:20 p.m. Lunch will be served in this model. Wednesdays will still be a remote learning day for all students to allow for a deep clean of the building and for all students to work on assignments, to meet with assigned classes that day, and to check in with teachers. This plan ensures that each student will attend each of their classes in person a minimum of two times a week. We anticipate following the schedule from the in-person model. When they are not in school, they will be assigned work and we anticipate that teachers will have office hours where a student could check in and receive support. This plan includes up to two days of asynchronous learning.

Phase 2 (after October 13): Hybrid Scenario 2B

In this scenario, all students will attend school in the morning and leave at the normal dismissal time of 2:20. Lunch will be served in this model. Wednesdays would still be a remote learning day for students to allow for the building to be cleaned and for all students to work on assignments and to check in with teachers. The advantage of this plan is that students will be in school at least four days a week.

In all hybrid possibilities, special education services will be provided in person during the days that students are in the building, with some remote asynchronous activities provided by the special education staff where needed. It could be possible for students to receive in-person every day that school is in session as determined by their Individualized Education Programs (IEP).

TBS SCENARIO 3: DISTRICT-WIDE REMOTE

In the event that the schools are closed due to COVID, the district will transition to a fully remote model. In this case, the classroom teachers will continue to follow their daily schedules with their assigned classes, with a combination of synchronous and asynchronous learning opportunities. They will use Google Classroom to communicate with students and families and to post lessons and assignments and to assess student work. The expectation is that students will be involved in learning during regular school hours, understanding the need to limit screen time and include movement and breaks.

Synchronous v. Asynchronous Opportunities

There will be a mix of both synchronous and asynchronous teaching. Google Classroom will be command central for all students preK-12 and will be the place where students and families can access announcements and assignments. Asynchronous lessons will be sourced from a variety of high quality, on-line curriculum programs including, in some cases, teacher-created videos. Schedules will be provided by the district, and times will be built into the schedule to ensure that students have opportunities to access and engage teachers (via office hours, for example) to clarify and discuss asynchronous learning/ lessons. Students who receive special education services will receive these services remotely as established by their current IEP.

MISSION STATEMENT

Our mission is to provide an outstanding educational experience for all students and to help them develop curiosity, perseverance, and social responsibility.

CORE VALUE STATEMENTS

Student Achievement

We believe the Harvard public schools inspire, prepare, and challenge all students toward academic excellence while recognizing that students reach their individual potential in different ways.

Personal Growth

We believe in helping all students attain a balance between academic achievement and physical, emotional, and social well-being, so that they become productive, confident, and caring citizens.

Partnerships

We believe that students are best served when schools, families, and community share a common vision and are committed to open communication, mutual respect, and collaboration.

Resources

We appreciate that the Harvard community provides the necessary resources to best serve our students, and we hold ourselves responsible for the appropriate use of those resources.

School Climate

We believe that the Harvard public schools strive to create a safe and inclusive environment for students, faculty, and staff that values diversity and fosters respect for learning, self, and others.



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