



Norwood Public Schools Comprehensive Reopening Plan--Draft

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Letter From the Superintendent

Dear Families,

It seems like years ago when our schools shut down, and we were all thrown into the foreign educational landscape of remote learning. Every educator and family longs for the past where we were meeting face to face, working in groups, and watching our children, our precious resource, learn and thrive. This new landscape demands a thoughtful approach to working with our students to keep them and our staff safe from the virus that has changed our lives.

In the beginning, we were focused on ensuring our students had access to the necessary tools to engage in their education and provide our needy populations with food and other basic necessities. In Norwood, we were fortunate to have invested in one to one Chromebook technology and, through this program, had computers in our elementary schools. Furthermore, the override investment gave us the tools to provide personalized learning remotely. This situation differed from many other districts, and Norwood, while not perfect, was positioned to continue teaching and learning. I would like to thank the Norwood community for their support in bringing tools into the system and modernizing our classroom approach.

In the late spring, we assessed our remote learning and began working on ways to improve the tremendous effort undertaken by our staff this past March. This has included significant work in curriculum and instruction and increasing our technology devices and services to meet an anticipated need for a more robust remote learning system.

Please know that, from the beginning, we were focused on improving the model of education for our students and ensuring we had the correct model and procedures to ensure the safety of our students and staff. We are committed to building models and systems that allow for flexibility to move between instructional models, so we do not lose momentum with our students. We were also uncompromising on retaining the quality of our programs and course offerings, although some electives will need to be refined due to safety guidelines. We are also prioritizing models to ensure our most vulnerable learners receive the services and instruction they need.

In mid-June, we received the reopening guidance from the Department of Elementary and Secondary Education (DESE). We began our work to study our capacity to meet the three models as required. This has been a long and arduous task. It would be an understatement, and I would like to thank my administrative team for all of the hours and leadership they provided to reimagine and redesign our educational system. I am also thankful for our close working relationship with the Norwood Department of Health and the director Sigalle Reiss. I would especially like to thank your hard-working school committee for their support in this challenging process.

In closing, I know that a hybrid model does not fulfill the childcare needs of many families. We are not purposefully looking to create issues for families, but please know that we are prioritizing a safe option for our students, staff, and community as a whole. As I am sure you are aware, this is a fluid situation and future information, funding sources, and enrollment may change this recommendation and proposed procedures.

Sincerely,

Dr. Thomson

Superintendent

Norwood Public Schools

Executive Summary

Our work included instituting a task force to address the multiple considerations in this feasibility study and developing the three models required by the DESE. These working groups are listed below.

	Curriculum & Schedules	Special Education/ELL/Title One	Extra-curriculars	Transportation
Leaders	Alec Wyeth, Cindy Derrane, Bryan Riley	Lori Cimeno	Cathy Moen	Al Bishop
Team Members	Diane Ferreira, Stefanie West, Jill Milton, Carolyn Robbins, Teresa Drummey, Cathy Moen, John Greeley, Steven Olsen, Jen Rodger (HS math), Kerri Pritchard (Oldham), Carol Thornton (Prescott), Patty Doucette (Willett)	Margo Fraczek, Stefanie West, Donna Brown	Jonathan Longley Cindy Derrane Julie Bayiates Rory Cartland Kate Curtin Jessica Flynn Rebecca Newman Jennifer Orlinski	Paul Riccardi, Eli Norris, Steve Connolly

Technology	Staffing Configurations & Issues	Student & Family Issues	Health Supplies (District-Wide) Health Concerns	Physical Plant Operations	Food Service
Joe Kidd	Margo Fraczek	David Thomson	Jill Driscoll	Paul Riccardi	Eli Norris
John Greeley, Jill Milton, Alec Wyeth, Laura Mullen, Bob Jones, Laurie Giffin, Sue Kilduff, Sue Barry, Jillian Rathier, Mike Downs, Cristina Serradas	Nancy Coppola, Jody Smith, Angie Kelley, Angela Logan, Paul Betz, Colleen Hurley, Jaclyn Ignachuck, Caroline Haberlin, Julia Ficco, Mary Wesley, Beth Kelly, Jenn	Jill Driscoll, Steven Olsen	Lori Cimeno	Eli Norris, Al Bishop	Al Bishop, Paul Riccardi

	Naughton, Lauri Giffin, Laura Tolman, Kelli Bailey, Megan Davey				
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I would like to begin by acknowledging these individuals’ hard work in developing our study and analyzing the data for our reopening plan. Also, paramount in this process was input from our stakeholders in surveys and questions received through the superintendent’s outreach in Facebook Live sessions. Norwood has limited space available, older schools, and due to our low level of elementary busing, lower levels of busing options. All of these factors virtually eliminated the full in-person option with our current level of COVID-19 precautions. Once these restrictions are reduced, we will reevaluate this model for implementation.

Due to the reasons above, we recommend a hybrid option of two days in-person instruction and three days remote to the School Committee and the School Community. Detailed sample schedules and expectations are discussed in detail below. This allows smaller cohorts of students to ensure safety protocols, a balance of in-person and remote instruction, and a day (Wednesday) between cohorts to clean. In this model, we can have a distance between students between 5 to 6 feet across the district, offering a higher than the minimum recommendation allowed by the DESE.

We still have more work to do to finalize some of the details around enrollment in our Remote Learning Academy (RLA), bussing routes and strategy, and the finances to implement this robust hybrid model. If funding and staffing become obstacles to implementing the hybrid model, our only recourse would be implementing a remote-only model. We are hopeful we will have the resources necessary to prioritize in-person instruction for educational and social-emotional needs.

I would ask that the community continue to attend to registration dates and deadlines and continue to work with the school department through the next stage of this process.

Definition of Key Terms:

Synchronous learning: means that the learning is happening **at the same time** for all students. For example, a group or class of students who are in school (in-person) and those students who are out of school (remote) are learning the same content at the same time. This type of learning requires such technologies as Google Meets or live streaming.

Asynchronous learning: means that the students’ learning **does not happen at the same time**. For example, a group of students working remotely may work on the same assignments as those students who are learning in-person but at different times. This type

of learning uses such technologies as pre-recorded videos, Google Classroom, or other online course content that is not taught by a teacher in real time.

Cohort: There are two cohorts of students (Blue and Gold) being created for the hybrid model. These students will be grouped together to reduce mixing among groups. Each will contain 50% of the student body minus those students enrolled in the Remote Academy. Students in the same family will be placed in the same cohort.

School Safety and Operations: Health & Safety Requirements and Related Guidance for In-person Learning

COVID-19 POLICY FOR 2020-2021 SCHOOL YEAR (as of August 10, 2020)

The following provisions are put in place for our school community's safety and health, including staff, students, and their families. They are written following current recommendations from the CDC and the Massachusetts DESE and DPH. They are subject to change as information from those agencies is updated. Parents will be notified of any changes by the Superintendent. Changes will also be posted to the District website.

- As noted on the District web page; immunization requirements will continue to be a requirement for entrance to Norwood Public Schools. Physical examination reports are due as soon they can be obtained or a note from the physician's office noting an upcoming appointment date will be accepted.
- Parents must provide the school with a minimum of 3 contact names and current phone numbers and ensure that one of these contacts will pick up an ill student from school within ½ hour of being called.
- Before coming to school all students, with the help of their parents, should self-screen:
 - Check their temperature;
 - In the past 10 days, have you had any symptoms of COVID-19: fever >100, cough, shortness of breath, sore throat, headache, fatigue, body aches, nausea, vomiting, diarrhea, loss of taste or smell?
 - In the past 14 days, has anyone in your family or close contacts had any of the above symptoms of COVID-19?
 - Have you or anyone in your family/close contacts been diagnosed with COVID-19?
 - Have you traveled outside of Massachusetts to any high-risk states or areas as designated by the MA Department of Public Health in the past 14 days?

Students with a fever >100 or who answer yes to any of the screening questions should NOT come to school and contact their primary physician for guidance. Students who have traveled outside of Massachusetts must follow the State's Travel Order. If entering from a low-risk State, they may return to school immediately. If not, they must self-quarantine for 14 days OR provide

documentation of a negative COVID-19 test after entering or 72 hours before returning to Massachusetts. After returning to Massachusetts, students who take a COVID-19 test will need to quarantine until they receive their test results.

[Family Self Screening tool](#)

[Staff Self Screening Tool](#)

- **All students must come to school wearing a face mask (medical, cloth, or double layer gaiter) and have a spare mask.** Masks will be available in the health offices if anyone forgets or their mask becomes unusable during the school day. All students will be expected to wear their mask, unless otherwise exempt through medical, developmental considerations or disability documentation, throughout the school day. Mask breaks will be scheduled into the day. Student and family education about PPE expectations for school attendance and reminder signage in buildings will be in place before returning to school. Students may require frequent reinforcement and reminders during the school day.
- In the event that a student removes a mask without permission, the Norwood Public Schools will follow a progressive, age-appropriate, and restorative approach to address the behavior with the student. Following an event where a student removes or refuses to wear a mask, NPS staff will implement the following steps. If the student puts on the mask after any step, the process will end there, and the incident will be documented and reported to the school nurse and proper administrator. In the event of repeated infractions, the student will be placed in remote learning.
 - Educator gives verbal redirection in the classroom.
 - Educator conferences with the student in the hallway and reviews expectations of mask-wearing and the negative effect of not wearing a mask can affect the school community.
 - The student will meet with the school nurse.
 - The student will meet with the appropriate school administrator.
 - The administrator will contact the student's parent/guardian to pick up the student from school and given the option to have their child participate in remote learning only in lieu of suspension.
- Students are asked to come to school with only essential school supplies that fit in a backpack. At this time, locker decor, toys, or personal sports equipment are not allowed. At this time, the use of lockers and locker rooms will not be permitted.
- Students who feel ill at school will be evaluated by the school nurse. A special area is designated in each school for isolating ill students from the rest of the school population. A student with fever >100 and a single symptom of COVID-19, or a student without fever but two or more symptoms of COVID-19 will be dismissed from school for evaluation by their PCP. With the closure of Norwood Hospital, school nurses have created a list of nearby COVID-19 testing sites to share with families whose PCP recommends they be tested. Positive cases of COVID-19 and contact tracing of possible exposures to the virus will be done through collaboration between the Norwood Health Department and the school nurses.
- Families are asked to remember to call their child's school absence line when their child is not at school. A brief explanation for the reason for the absence would be appreciated. School nurses will continue to monitor daily attendance

and reach out to families to ensure that they can access services they may need. Absence due to a COVID19 diagnosis should notify the school.

- All usual student health screenings such as dental, vision, hearing, postural screening, and SBIRT will be delayed until such time as they can be safely conducted. Parents and students will be notified prior to all screenings.
- Staff and student instruction on proper wearing of masks, hand washing, use of hand sanitizer, and social distancing will be made available before returning to school and reinforced often during the school year.
- For many years, the Norwood school nurses have provided fall flu clinics for all town residents and school staff in collaboration with our Health Department. If possible, we would like to continue this tradition and, if advised by the Health Department, to expand this program to include students.
- The Norwood Public Schools have adequate personal protective equipment (PPE) on hand or are awaiting PPE delivery to keep students and staff as safe as possible:
 - Additional medical, cloth, or gaiter masks for those students and staff who might forget theirs or whose mask becomes unwearable during the school day.
 - KN95 masks for school nurses and custodial staff
 - Face shields for staff working with students who may be unable to comply with wearing their mask due to developmental age or disability.
 - Gloves for staff assisting students with toileting, and staff handling food or trash.
 - Scrubs or scrub jackets for school nurses, PreK, K, and special education staff

In addition to PPE, Buildings & Grounds has

- made provisions for social distancing by removing or adding furniture to ensure that students are as socially distanced as possible,
- purchased plexiglass desktop carrels for all students in grades 1-5 and plexiglass dividers in offices or additional classrooms as requested by principals and the Director of Student Services,
- evaluated air quality in our school buildings and added air sanitizers with HEPA filters as advised,
- purchased additional hand sanitizer and student safe disinfectant cleaning supplies,
- developed a cleaning schedule and disinfecting schedule in each building, and
- established procedures for deep cleaning in the case of a positive COVID test.
- Students and staff will use restrooms with consideration of social distancing. Facilities that are in close proximity to one another will be cordoned off. Reminder signage on handwashing will be posted in all restrooms. Each restroom will have a posted cleaning schedule.
- If a student or staff member tests positive for COVID, school nurses would be notified by the Norwood Health Department. Contact tracing will be done, and recommendations for testing or quarantine will be given to the student or teacher and anyone who has been within 6 feet of the affected person for 15 minutes or

more. The Superintendent will make any classroom or school closure decisions in consultation with the Norwood Health Department.

- **Playground:** DESE Facilities Guidance (07/22/20) shares that playgrounds can be used as long as appropriate staffing for mask-wearing, and physical distancing enforcement is present. Additionally, DESE suggests keeping kids cohorted, practicing hand hygiene, and wiping surfaces between use. Currently we are **not planning** on using the playground equipment due to health and safety guidelines. We will re-evaluate after the beginning of the school year.
- **Staff Training:** Custodial staff are already trained and have developed schedules and procedures for return to school. School nurses will continue to work closely with the custodial staff to ensure that any special circumstances are addressed immediately. Instructional and administrative staff will receive training from health experts on all health and safety protocols prior to school opening and will include recommendations for classroom cleaning.

Policies for a COVID Case in School

This policy was created in cooperation with the Norwood Board of Health. All procedures are subject to change with changing guidance.

Case Type	Case Definition
Confirmed	Case with a positive PCR “nasal swab” test.
Probable	Case that has a positive nasal antigen (uncommon test) or serology “antibody” test.
Contact	Exposed to a confirmed case or to a probable case that has or had recent symptoms.
Suspect	Case that is reported by a provider’s assessment with no laboratory findings or a death certificate that lists COVID as a possible cause or contributor.

There are multiple types of COVID tests currently available; not all tests incur the same public health response. Any positive laboratory finding initiates an investigation by the health department. Contact tracing and quarantine only occur if the test was positive PCR or antibody positive with current or recent symptoms. A positive antibody test, with no current or recent symptoms, requires no additional investigation.

Positive Case:

Once a positive case is identified in a school, the Health Department will work with that school’s nurse, principal, and other staff to conduct an investigation to determine if there was exposure and if there are any close contacts. If the Schools are notified first of a case, they will contact the Health Department.

Close contact is determined through the investigation and is an individual that had a 10-15-minute conversation within 6 feet of the case. In school settings, close contacts include other students and staff who were within 6 feet of the student or staff for at least 10-15 minutes in a classroom, in other school spaces, on the bus, or at an extracurricular activity.

In elementary and other school situations where the students are in self-contained classrooms for an extended period, all students/staff within this “cohort” are considered close contacts as they may have been within 6 feet of the person with a positive test result. In middle and high school, cohorts will be determined by the school nurse, principal, and public health nurse.

The interview with the case shall determine close contacts. Individuals should not self-quarantine and should only quarantine if contacted by the Health Department or School Nurse. Those not contacted can assume they are not close contacts.

If the case is a student, the parent, school nurse, and teacher(s) will be involved in the investigation to help determine close contacts. If an individual tests positive for COVID-19, they are required to enter isolation for a minimum of 10 days from the date of the test or diagnosis date and until at least 24 have passed with no fever and improvement in other symptoms. If the test is negative, the student/staff shall complete the 14-day quarantine period before returning to school.

Contacts will be encouraged to get tested in accordance with the MA Department of Public Health guidelines.

Cleaning:

Once a case is identified the area of exposure as determined by investigation (school, classroom, office space, etc.) will close for 48 hours. Cleaning protocols require the facility to close for 24 hours before cleaning. Cleaning can start 24 hours after known exposure to the area/building. In-house cleaning is adequate, following CDC guidelines.

This two-day period will allow the Health Department to complete contact tracing and quarantine any contacts.

The area occupied by case can reopen once cleaning and investigation are completed.

Suspect Case:

If an individual is waiting for test results (being investigated), the individual shall remain out of school. Contact tracing and quarantine will not begin until a case is confirmed with either test results or medical diagnosis.

Symptomatic individual in school:

If someone becomes symptomatic in school, the individual shall be isolated in an area and kept there until they can be safely removed. Adults shall be asked to leave the school. All symptomatic individuals will be asked to seek medical advice. If they do get tested, they shall remain out of the school until results are reported, or the individual is diagnosed.

A. Suspect case identified

1. Health Department is notified/School Department (school nurse and superintendent, school principal) is notified (depending on who knows first)
2. The Individual encouraged to seek medical advice (get tested – mass.gov/gettested).
3. The Individual is to remain out of the school until test results are received or medical evaluation excluded communicable disease (i.e., flu, COVID-19, etc.)
4. If the individual is positive, move to B. If negative, move to C.

B. Positive case identified

1. Health Department is notified/School Department is notified (depending on who knows first)
2. Health Department notifies General Manager's Office, School Committee, Board of Health, Board of Selectmen that a case has been identified in the schools
3. Public Health Nurse works with School Nurse and Principal to contract trace
4. Public Health Nurse works with the case to issue an order for isolation
5. Public Health Nurse/School Nurse communicates with each close contact and/or class or cohort to instruct them on 14-day quarantine
 - a. Template messages will be sent to classrooms/school/area with exposure families
 - b. Template messages will be sent to the whole district
6. The school community is notified of positive case and case investigation by Superintendent
7. The exposed area is closed off for 24 hours
8. Cleaning instructions are provided to facilities
9. General Public is notified by a joint statement from the School and Health Department

C. COVID-19 case not identified

1. Notify all groups that results were negative (Health Department, School Superintendent, Principal, and School Nurse)

2. If symptomatic, the individual is asked to stay out of school until 24-hour fever/symptom-free

[Case Flow Chart](#)

Building Cleaning:

The Facilities Maintenance Department has revised our daily cleaning activities carried out by the custodial staff in response to the COVID-19 situation. This guidance is based on recommendations from the MA Department of Elementary and Secondary Education (DESE), the Centers for Disease Control (CDC), and the Commonwealth of Massachusetts Reopening Guidelines. Due to the unpredictable nature of the COVID-19 virus, it requires that the custodial staff be agile and that guidelines for cleaning and disinfection be fluid. School and building specific cleaning and disinfecting practices may vary as needed to reflect those unique conditions and operations; however, the guidance will be applied to all buildings by exercising reasonable judgment.

In addition to the regular cleaning done by the custodial staff, additional measures will be put in place due to COVID-19. These include, but are not limited to

- Sanitizer wipes will be available in all instructional spaces and school vehicles.
- Hand sanitizer dispensers (min. 60% alcohol content) at every entrance and throughout our buildings
- Cleaning and disinfection of student desks, tables, and chairs, including interim cleaning after lunch periods;
- Elimination of all bubblers (automatic water bottle filling functions at hydration stations will remain available);
- High touch surfaces, including light switches, tables, doorknobs, countertops, phones, keyboards, restroom fixtures, handrails, etc. will be cleaned and disinfected throughout the day and evening.

Each afternoon/early evening, our schools will be thoroughly cleaned and disinfected. This will include a regular routine of spraying hospital-grade disinfectant in our school buildings. The Wednesday remote day without students, strategically placed between cohorts is specifically designed to facilitate our commitment to cleaning and sanitizing.

The district engages in preventative maintenance is performed over the summer to ensure our Heating Ventilating, and Air Conditioning (HVAC) systems are in good order. This work is in conjunction with our state licensed HVAC contractor, and we have had a long-standing relationship with this organization. As such, they possess a working knowledge of all of our HVAC systems. Preventative maintenance involves replacing

belts, pulleys, greasing all bearings, and replacing and repairing as needed. All air dampers to the outside are checked to ensure they are in working order. Preventative Maintenance (PM) is routinely done on all Control Systems four times per year. The rooftop filters and window induction filters are replaced three times per year. We will continue to work and engage.

The Norwood Public Schools and the Norwood Facilities Department are committed to ensuring a safe reopening of schools by providing a clean and safe learning and work environment.

Transportation:

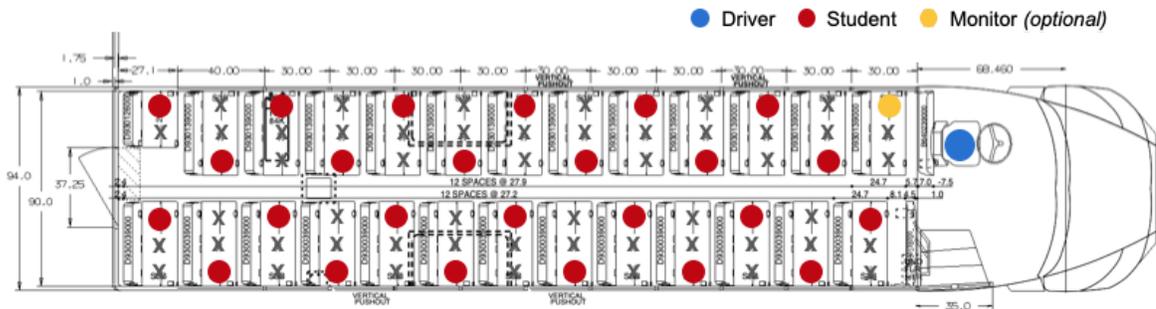
- All parents are encouraged to provide transport to and from school.

The Norwood Public Schools are currently reworking bus routes to offer transportations. As this is a work in progress, we would ask that those looking for Bus transportation sign up no later than August 19, 2020. In-district transportation (including athletic and field trips) is contracted through Connolly Bus. All of our school buses are 71-passenger vehicles. Current DESE guidance restricts the capacity to 32% or 24 students. Students will be seated no more than one student per bench, alternating sides for each row, which allows for approximately 3 feet of physical distancing. Siblings may sit together in closer proximity. Each student will be assigned to a bus and a particular seat. All students must wear a mask and face forward at all times. The busses will be cleaned regularly in accordance with the DESE Transportation Guidelines. State regulations require school districts to provide busing to all eligible Kindergarten through Grade 6 students who live more than 2 miles from their neighborhood school. We are hopeful that the district will be able to offer limited transportation beyond that state mandate. Through our contract with Connolly Bus, we run approximately 13 school buses each day. To comply with the DESE guidance of limited seating capacity, we have discussed multiple scenarios.

These include:

- Provide mandated transportation only (Kindergarten to Grade 6 over 2 miles);
- Provide mandated transportation and limited optional transportation
- Provide mandated transportation and full optional transportation at an additional cost to the district.

Further discussions and bus sign up by families are needed before a final decision on the busing model can be made. Parents of special education students who attend out of district programs are encouraged to transport their children when possible, and mileage reimbursement will be provided. Similar social distancing protocols will limit van ridership. If a child becomes sick during the day, they will not be permitted to travel home on the school bus or van. Parent or guardian pick up will be required.



THE FOLLOWING GUIDELINES MUST BE FOLLOWED FOR STUDENT TRANSPORT

1. NO STUDENT WILL BE TRANSPORTED IF ILL OR SHOWING SIGNS OF ILLNESS
2. ALL STUDENTS MUST WEAR FACE COVERINGS WHILE IN VEHICLE
3. STUDENTS WILL BE PLACED IN VEHICLE ONE TO A SEAT AND STAGGERED INBOARD/OUTBOARD FOR BEST SOCIAL DISTANCING LEAVING ONE SEAT VACANT IF POSSIBLE
4. NO FOOD OR DRINK WILL BE CONSUMED WHILE IN VEHICLE
5. DRIVERS WILL WEAR FACE COVERINGS WHILE VEHICLE IS OCCUPIED BY STUDENTS
6. HAND SANITIZER WILL BE AVAILABLE IN VEHICLES
7. VEHICLES WILL BE SANITIZED NIGHTLY
8. NO DRIVER WILL REPORT FOR WORK IF ILL OR SHOWING ANY SIGNS OF ILLNESS

School Meals:

- All meals will meet or exceed state and federal guidelines and guidance. Meals will be individually portioned and served Grab & Go. Meals will be available to all students (both remote and in-person). Meals will be tracked and claimed according to the student’s individual Free/Reduced/Paid status unless a USDA waiver for universal free meals is approved (pending). A variety of safety precautions and procedures will be instituted to ensure continued food safety. Cafeterias and vacated classrooms will be utilized for students to eat their meals (based on the school). Physically distanced assigned seating, increased safety signage, sanitation practices, individually wrapped items, and meal pre-ordering practices will be put in place. All parents are encouraged to apply for Free or Reduced price meals beginning on August 17th when the new Free and Reduced application is available.

Support through Community Partnerships

Here in Norwood, we are lucky to have strong supportive families and community partners. We anticipate this partnership continuing and would encourage more families

to connect with your child's PTO board members if you are willing and able to help support the school's transition back to learning this fall.

Additionally, the Norwood Public Schools have several community partners helping with this process, including the Norwood Police Department, [The Parabola Project](#), [Impact Norwood](#), [World Savvy](#), [Project Lead the Way](#), [Making Masks in Norwood](#), Peter Catanese Central Auto Team and many others. These partnerships have been providing protocol, educational, and social-emotional support to our staff as they develop lessons, align schools with CDC guidelines and prepare for the school year.

The Learning Plans

Student Attendance: The DESE will require students to be reported each day as "In-Person Present," "In-Person Absent," "Remote Present," "or "Remote Absent." At this time the DESE does not have guidelines about reporting excused vs unexcused remote absences.

Little Mustangs Preschool Academy

Guidance from DESE recommends that preschool programming should be a high priority for in-person learning.

Preschool children with and without disabilities are particularly in need of in-person services so that they can develop the socialization, motor, and communication skills that are vitally important at this age. Schools and districts should prioritize in-person instruction for this age group...(Guidance on Fall 2020 Special Education Services-Memo dated 7/9/20)

Therefore, the LMPA will operate entirely in-person and will only shift to remote instruction if it is deemed unsafe for *all* students (including high needs students) to attend school in person due to public health conditions. A hybrid model is not being considered for preschool.

[Full In-Person LMPA Sample Schedule](#)

Preschoolers on IEP's

Families of preschoolers on IEP's have two options:

1. Student attends the LMPA for full in-person programming

2. For students with medical conditions or family members with medical conditions that put them at high risk for Covid-19, parents may choose to have their child receive his/her IEP services on an individualized remote learning plan. This plan will be developed with direct input from families.

Tuition-Paying Peers

Families of tuition-paying peers have one option:

1. Student attends the LMPA for full in-person programming

There is no full-remote option (Remote Learning Academy) for tuition-paying peers. If a parent is not comfortable sending their child to the LMPA due to public health conditions, the student will have to be unenrolled.

Full Remote Due to School Closure

If the district must close all schools (or just the LMPA) due to a COVID outbreak, the LMPA will provide remote instruction for both students on IEP's and tuition-paying peers. Special Education services will be provided remotely through synchronous models of learning with both special education teachers and related service providers.

[Full Remote LMPA Sample Schedule](#)

Kindergarten-Grade 12

Family Choice

We know that every family has a difficult decision to make for the fall of 2020. Each Norwood family (K-12) will have the choice of two options to start the year within the Norwood Public School System: The Remote Learning Academy (RLA) or the District-Wide Hybrid Model. Both models will be described with as much detail using the most up-to-date information available to assist parents in making the best choices for their children and families. More detailed information will be provided prior to asking parents to make a commitment to the Remote Learning Academy. Our plan is to ask for families to notify the district of their interest in the RLA on August 16, this information will be used in planning this program and subsequent details of the RLA. Once these details are communicated on or about August 19th and the district will ask for a commitment and enrollment by August 21st. All other K-12 students will be matriculated into the hybrid model at the appropriate grade level. **Parents must notify the district in writing no later than two weeks before the close of the term if a change in placement (either in or out of the remote learning academy) is requested. It is expected that students will remain in their chosen placement for the term.** Exceptions may be made for medically related purposes. **Note:** if using an online learning platform, students may only move at the end of semester.

Fully In-Person Learning Model K-12 ** Not Recommended for 2020**

While this is the most desirable model for students educationally, the district has determined that it cannot be used because we would not be able to comply with state and local health and safety protocols for social distancing. We would not have enough safe facility spaces or staff to execute the model. The state outlined a clear preference for the well-established six feet of social distancing but also defined a new, three-foot minimum. In collaboration with their head custodians, principals began the technical task of examining what might be possible in this scenario. This picture was more challenging at the secondary level with both CMS and NHS reporting that it was unlikely that 100 percent of students could be accommodated based on these requirements and the realities of their student enrollment, classroom sizes, and schedules. It is also important to note the administrative team's concern that three feet was not enough of a social distance between and among students and staff and expressed a clear preference for the six-foot social distancing standard. Please see the [July 31st model submission](#) for detailed reasons why the fully in-person learning model is not a viable option in Norwood.

Hybrid Learning Model K-12 (in-person days and remote days)

The hybrid learning model is a mix of in-person and remote instruction that allows for greater social distancing, smaller cohorts, and in-person instruction. Each building has created a plan that reduces the risks of exposure to Covid-19 to the extent possible. These plans follow the guidelines set out by the Department of Elementary and Secondary education and the CDC in conjunction with the Norwood Board of Health.

Student Cohorts

For the Hybrid model, all students K-12 across the district will be divided into two groups, Blue and Gold. The Blue group will attend school in person on Monday and Tuesday, and the Gold cohort will attend school in person on Thursday and Friday. The Norwood Public Schools technology department is working to align families to a single cohort across schools to ensure that all siblings and households are in the same cohort. Additionally, we are working to create two equitable cohorts in terms of overall numbers, students with disabilities, students in 504s, and students who receive English Language services to create the most heterogeneous groups possible.

Structure and Schedule of the Hybrid Model

The structure of the Hybrid model follows a 2 day in-person, 3-day remote schedule for K-12. When students are in-person at school at the elementary and middle school levels, they will attend school for the normal school hours with some potential adjustments for a staggered bus schedule. At Norwood High School, students in each cohort would attend in person from 7:45 - 11:45 and return home for additional synchronous remote learning

in the afternoon. The minimum number of hours a student will spend in direct contact with instructional staff during the schedule’s remote portion will be:

Kindergarten: M, T, Th, F = 2.75 hours, W= 2 hours.

Grades 1-5: M, T, Th, F = 4 hours, 40 min, W = 2 hours, 40 min.

Grades 6-8: M, T, TH, F = 5 hours, 30 minutes, W = 3 hours.

Grades 9-12: M, T, Th, F = 5 hours, 30 minutes; W = 5 hours, 45 minutes.

Remote Learning Expectations

When required as part of a district’s learning model, all students must participate in remote learning and districts must have systems in place to track attendance and participation;

- Remote academic work is aligned to state standards.
- Districts must have a plan in place for assessing student work and issuing grades for students’ remote academic work.
- The remote experience will mirror a typical student day with regular interactions and check-in with teaching staff.
- The teacher and student day will be comparable with an in-person school day in time and structure.
- Teachers and administrators shall regularly communicate with students’ parents and guardians about remote learning activities, including providing interpretation and translation services to limited English proficient parents and guardians.
- Daily attendance will be taken and grades given.

	Monday	Tuesday	Wednesday	Thursday	Friday
Blue Cohort	In-person	In-person	Remote	Remote	Remote
Gold Cohort	Remote	Remote	Remote	In-person	In-person
High Needs Cohort	In-person	In-person	Remote	In-person	In-person

Structure and Schedule of the Full-Remote Model

In order to ease the transition from Hybrid to Remote, the district's hybrid model is already designed in a manner that can easily transition to a fully remote model. Students would engage with teachers virtually following the same schedule as the Hybrid schedule. Accommodations would be made by teachers to reduce screen time as needed for the benefit of students.

Teaching and Learning with the Hybrid Model

Each school level will have variations on how the hybrid model works for the appropriate age groups and the building facilities.

Willet Kindergarten

Kindergarten will follow a 2 days in-person and 3 days remote model to start the year. Students will be grouped into two cohorts: Blue and Gold. The Blue Cohort will be in person Monday and Tuesday while the Gold Cohort will be in person on Thursday and Friday. The other 3 days of the week for each cohort will consist of remote instruction performed by the same teacher. This model will be staffed with existing teachers and aides, with each class being spread into two classrooms on their in-person days then working with all students on the remote days. Interventionists may travel from room to room to provide instruction unless they are able to pull student groups from a single classroom. Specialists will carry out their lessons in the classroom.

- [Willet Hybrid Sample Schedule](#)
- [Willet Full Remote Sample Schedule](#)
- Assessment, Grading, and Reporting: We will continue to administer our local assessments. Where appropriate, rubrics (shared with students before projects) will be used to assess student performance against specified criteria. In addition, the district will be using Renaissance Star Reading and Math CBM to assess all students (three times a year) in grades K and

Supporting our high needs students in a hybrid model:

Selected populations of high needs students, identified in conjunction with state guidance, will participate in a hybrid model of programming which affords them to receive in-person learning four days per week and remote learning one day per week.

Balch, Callahan, Cleveland, Oldham and Prescott Elementary Schools:

Elementary will follow a 2 days in-person and 3 days remote model to start the year. The grade level will be split between two classrooms and two teachers for the in-person days. A third teacher in conjunction with the team of teachers will conduct the instruction for the remote learning days. The ideal scenario is that all grade level teachers are present in school for most days and can collaborate and

support both live and remote instruction. When outside spaces are possible, we will utilize them for PE, mask breaks, and recess. Schools are exploring the infrastructure and staffing to be able to have students eat in the cafeteria 6 feet apart and outside space may be used weather permitting. Specials will likely look similar to hybrid and in person. Some specials, depending on schedule, may also be provided remotely.

- Sample M-T/TH-F In-person and Remote Hybrid Schedule: [1-5 Blue and Gold Group Schedules](#)
- Sample Remote Days During Hybrid Schedule (for Wed and M-T/TH-F cohorts): [1-5 Sample Hybrid Remote Learning Day](#)
- Sample Full Remote Schedule: [1-5 Full Remote Learning Schedule](#)

Assessment, Grading, and Reporting: We will continue to administer our curriculum and standards-based assessments. Where appropriate, rubrics (shared with students before projects) will be used to assess student performance against specified criteria. In addition, the district will be using Renaissance Star 360 to assess all students (three times a year) in reading and math in grades 2-8, and some students in grades 9 & 10. An Elementary Report Card Committee, composed of multiple stakeholders, will be established in early fall to revise their standards-based report cards that will be issued three times a year as standard.

Supporting our high needs students in a hybrid model:

Selected populations of high needs students, identified in conjunction with state guidance, will participate in a hybrid model of programming which affords them to receive in-person learning four days per week and remote learning one day per week.

Dr. Philip O. Coakley Middle School

Definitions of Key Terms for Hybrid Model

House: The homeroom a student would remain in all day (a group of 15-20) divided between two classroom spaces.

Team: One of the 9 teams at CMS. We have three grade 6, three grade 7, and three grade 8 teams (80-90 students)

Cohort: There are two cohorts being created for the hybrid model. Each will contain 50% of the student body minus those students in the Remote Academy.

The middle school is comprised of nine teams across the three grade levels. If we have 100% of students participate in the hybrid model, we will divide our school in the following manner: five teams are in person at CMS while four are remote. The Blue cohort of students and staff would be in person at CMS

on Monday and Tuesday from 7:25 AM-2:05 PM and would learn Wed-Fri remotely. The Gold cohort of students and staff would learn Monday - Wednesday remotely and be in person on Thursday and Friday from 7:25 AM - 2:05 PM.

While physically at CMS, each homeroom cohort is divided into two adjacent rooms. **No interior rooms will be used.** Students will remain stationary in the same room *while the subject teachers rotate.* Students will also remain stationary for most special area subjects. Currently, we have students transitioning to the physical education portion of wellness (health will remain stationary) and STEM. All students will follow a staggered dismissal to lunch to collect a “Grab n Go” lunch choice. Students will rotate between lunch in tents outside of the cafe (these can be enclosed during inclement weather) and lunch in classrooms. While at lunch, students will remain in their homeroom house and be seated 6 feet apart on one side of tables.

All transitions between classes and for arrival and dismissal will be staggered to reduce the number of students in common areas. Our main hallways and stairwells will be designated with one-way signs. We will establish one-way lanes in the cafeteria, its adjacent hallway, and all other major hallways that cannot be one way. Upon arrival, students will report directly to their house with their backpacks. Students will not use lockers and will keep their backpacks with them in their house.

Mask breaks will be established along with movement breaks, as many of our students' natural breaks will be eliminated. Some possibilities for indoor movement breaks include using programs like “Go Noodle” that allow for movement within a single location. Transitions will be minimized and supervised.

The PE portion of Wellness will be outside while weather permits, and only one class would be allowed in the gym at a time. All DESE recommendations for safe physical education will be followed. For example, no contact sports, six-feet of distance without masks, masks on when appropriate. There will be **NO changing** into athletic wear for physical education.

Music will be redesigned to be general music for all 6th and 7th graders during the in-person school days. We will be flexibly scheduling instrumental and chorus sections for students who chose those classes during the remote hybrid days. This means that students will not meet live with a music teacher during their remote days at the scheduled time but would have sections for instruments and chorus that works with their remote schedule. The general music class planning would include one, in-person day with the music teacher, and two remote independent days to complete the week-long assignment provided by the music teacher. 8th-grade band, chorus, and orchestra will be scheduled for the Wednesday remote days.

During the remote portion of the Hybrid model, students will have synchronized class meetings with their teachers. The remote schedule will follow the in-person schedule. Students will have the same set of team teachers during remote learning as in person. Specialist teachers may have a mixed schedule of in-person and remote classes. We will work to align specialists with a single cohort to the extent possible. Specialist classes will look similar in hybrid and in-person. Changes will be made to all specialist curriculum to meet the social distancing and health requirements as well as meet the needs of the physical space. (ex: art may not do clay, computers will be reduced in grade 6, music will be all general music, instrumental lessons will be added remotely).

Sample CMS Hybrid Schedule (Blue Cohort, Grade 6)

Block/ Day	Day A	Day B	Day C	Day D	Day E	Day F
Blue Cohort	Monday - in person	Tuesday-in person	Wednesday-Remote	Thursday - Remote	Friday-Remote	Monday -In person
7:25-7:45	MB	MB	CORE P1: 8:00-8:30 P2: 8:30-9:00 P3: 9:00-9:30 P4: 9:30-10:00 P5:10:00 -10:30 P6: 10:30-11:00 Teacher Lunch 11:00-12:00 Teacher Pd 12:00-2:00 Band: Instrumental	Check in "House"	Check in "House"	Check in "House" <input type="checkbox"/>
7:45-8:35 B1	Period 1	Period 2		Period 4	Period 5	Period 6
8:35-9:25 B2	Period 2	Period 3		Period 5	Period 6	Period 1
9:25-10:15 B3	Period 3	Period 4		Period 6	Period 1	Period 2
Lunch 10:15-10:55						
10:55-11:45 B4	Period 4	Period 5		Period 1	Period 2	Period 3
11:45 - 12:35 B5	Period 5	Period 6		Period 2	Period 3	Period 4
12:35 - 1:25 B6	Period 6	Period 1		Period 3	Period 4	Period 5
1:25-2:05	MB	MB				

Sample 100% Remote Schedule (similar for Remote Learning Academy)

If CMS moves to a 100% Remote model, classes' schedule would remain the same. Students would have live meets with teachers at the scheduled class times listed above. Teachers and administrators would work to create opportunities to reduce screen time, as is appropriate for middle school students. Any reductions in screen time would be within the structure of this schedule.

Assessment, Grading, and Reporting

At CMS, we will use the common assessments that have been designed by our teachers. Teachers have done an excellent job of adjusting those assessments to meet remote learning needs in either the Hybrid or Remote Academy format. We will also continue to use the Renaissance Assessment system to monitor student progress and adapt lessons and units to meet the changing needs of our student population. We are hoping to add parent reporting of Renaissance data this year at some point.

Grading for this year will be more in line with our typical grading methods. However, we continue to recognize the additional challenges facing students while they work remotely and live in a pandemic situation. We will spend part of our collaborative time at the beginning of the year reviewing rubrics and grading policies for potential shortcomings in the current environment.

At this time, we intend to send out progress and report cards following the typical timeline used each year. Report Cards will include grades, and progress reports which will consist of comments.

Supporting our high needs students in a hybrid model

Students designated as high needs will attend CMS in person for four days per week (Mon, Tues, Thurs, Fri). All high needs students will be assigned to a cohort and will attend in person in their house on their cohorts in-person day. Students in a substantially separate program (PACS, PLC, TASC, Bridges) would remain within their program classroom during their non-cohort days. Most students would follow the remote plan from within that classroom. Certain populations would have more direct instruction from

their program teacher. Students that are not part of a substantially separate program but are deemed as high need (EL, LBLD) would be placed in a small cohort with a paraprofessional or teacher and would follow the remote program with the facilitation of the paraprofessional.

Norwood High School

Students would follow a two cohort model hybrid schedule. On Monday and Tuesday, the Blue cohort would be in person, followed by 1 remote day for all, followed by 2 in-person days on Thursday and Friday for the gold cohort. While in person, several safety precautions will be implemented: students will rotate between classes but fewer classes per day will minimize transitions; students will not be using their lockers or locker rooms; and hallways and stairways will be marked as one-way traffic to minimize face to face close contact. On the four designated in person learning days, students will be dismissed at 11:45 for a grab and go lunch. Students will then participate in two live, synchronous remote classes that afternoon. This is an additional safety measure as well as a way to ensure that students who are in the “at home” cohort have synchronous remote learning experiences each day (see schedule below). Additionally, mask breaks will be scheduled, and outdoor spaces will be utilized as appropriate and permitted by weather.

In the hybrid model, every student would experience four “learning experiences” each week for each of their seven classes. For cohorted students, this equals one in-person class, two live synchronous remote learning classes, and one asynchronous learning experience. Synchronous class meetings will occur via Google Meet each time a class is scheduled for remote learning. This schedule keeps all academic programming, including both core and elective courses, intact. In general, elective courses will meet with the same frequency as core courses or approximately the same number of times per cycle that they did prior to the closure.

Norwood High School: Sample Hybrid Learning Schedule

Note: in a fully remote model, students follow this schedule with full synchronous online classes.

Monday Blue Cohort/Day 1	Tuesday Blue Cohort/Day 2	Wednesday Full Remote Day	Thursday Gold Cohort/Day 1	Friday Gold Cohort/Day 2
7:45-8:45 Period 1	7:45-8:45 Period 5	7:45-8:15 Meeting Time/WIN Block	7:45-8:45 Period 1	7:45-8:45 Period 5

8:45-9:45 Period 2	8:45-9:45 Period 6	8:20-9:05 Period 1 Online Class	8:45-9:45 Period 2	8:45-9:45 Period 6
9:45-10:45 Period 3	9:45-10:45 Course 7	9:10-9:55 Period 2 Online Class	9:45-10:45 Period 3	9:45-10:45 Period 7
10:45-11:45 Period 4	10:45-11:45 WIN Block	10:00-10:45 Period 3 Online Class	10:45-11:45 Period 4	10:45-11:45 WIN Block
11:45-12:15 Grab/Go Lunch and Dismissal	11:45-12:15 Grab/Go Lunch and Dismissal	10:50-11:35 Period 4 Online Class	11:45-12:15 Grab/Go Lunch and Dismissal	11:45-12:15 Grab/Go Lunch and Dismissal
12:15-1:00 Department Meeting	12:15-1:00 CPT	12:05-12:50 Period 5 Online Class	12:15-1:00 Staff Meeting	12:15-1:00 CPT
1:00-1:45 Period 7 Online Class (All students)	1:00-1:45 Period 3 Online Class (All students)	12:55-1:40 Period 6 Online Class	1:00-1:45 Period 5 Online Class (All students)	1:00-1:45 Period 1 Online Class (All students)
1:45-2:30 Virtual Office Hours	1:45-2:30 Period 4 Online Class (All students)	1:45-2:30 Period 7 Online Class	1:45-2:30 Period 6 Online Class (All students)	1:45-2:30 Period 2 Online Class (All students)

Assessment, Grading, and Reporting

NHS will continue to administer all local assessments. Where appropriate, rubrics (shared with students before projects) will be used to assess student performance against specified criteria. In addition, the high school will be using Renaissance Star 360 as an assessment and intervention tool for selected high needs populations (three times a year) in reading and math in grades 9 & 10.

Supporting our high needs students in a hybrid model:

Selected populations of high needs students, identified in conjunction with state guidance, will participate in a hybrid model of programming which affords them to receive in-person learning four days per week and remote learning one day per week.

Special Education

In accordance with the DESE guidance, the Norwood Public Schools will provide in-person instruction to students meeting the criteria for high needs and preschool as set

forth by the DESE. All special education service delivery will be determined on an individual basis in collaboration with parent(s)/guardian(s) and fulfill FAPE requirements. Parents will be contacted to participate in the formulation of a robust hybrid/remote learning model for special education, along with a detailed schedule of services. To the greatest extent possible, services will be provided in an “Instruction and Services” (structured live lessons, teletherapy, video-based lessons, etc.) delivery model, with minimal reliance on “Resources and Supports” (packets and assignments) delivery of instruction. With the appropriate health and safety measure in place, special education students will receive their full complement of services in the following manner:

- **High Needs:** Special Education students identified within the high needs category and/or placed within our specialized programs will participate in a hybrid model of programming that provides them with in-person learning four days per week and remote learning one day per week. Through this model, which rotates between in-person (in our buildings) and remote (through live learning experiences), students will receive their full complement of IEP services. Access to inclusion opportunities will occur within their Blue/Gold cohort to the maximum extent possible, ensuring all health and safety protocols are followed. Related services provision will be prioritized for non-inclusion days, when possible. During remote learning, instruction will be delivered synchronously through online platforms that allow for optimal instruction, real-time interactive communication, and collaboration between special educators, related service providers, support staff, parents, and students. Additionally, supporting independent work will be provided to students for completion.
- **Inclusion:** Students will continue to receive their IEP’s grid B and C services as outlined within the individual grids through a combination of in-person and remote services. Related services will be prioritized to be provided during in-person learning days. When special education service frequencies exceed the number of in-person days of school, a combination of in-person and remote services will be provided. During remote learning, instruction will be delivered through synchronous models of instruction. Some accompanying independent work may be assigned; however, it will not be the main focus of support services. The District will make every effort to use creative and novel approaches to engage students in learning remotely. This may include large groups, small groups, or individual lessons that will rotate depending on curriculum and topics being introduced.
- Please note that as we are providing in-person services the Norwood Public Schools will not be providing in-home services at this time. For students participating in the Remote Learning Academy, special education services will be provided through an “Instruction and Services” (structured live lessons, teletherapy, video-based lessons, etc.) delivery model remotely.

- Special Education evaluations will occur in-person for both hybrid and Remote Learning Academy students.
- All IEP meetings will continue to be held virtually.

Remote Learning Academy

This option is when families CHOOSE 100% remote instruction and decide not to participate in the district-wide model. In the Remote Learning Academy, all students follow an online schedule that meets the guidelines set out by the Department of Education. This model is currently being developed at all levels and will be shared when complete in the next week or so. No one will be asked to make a commitment to this learning option until the program is developed and shared. Depending on enrollment and/or level of instruction (HS AP courses), this may be staffed with Norwood Teachers or include state contracted vendors or a combination of the two.

Family Choice: See information on page 13 above.

Technology to Support Remote Learning

A remote/hybrid technology support plan was created in collaboration with multiple Norwood Public Schools stakeholders, including teachers from all levels, administrative staff, and technology department staff members. The purpose of this plan is to identify the technology needs of teachers, staff members, and students in a remote learning or hybrid remote learning environment. Each section of this plan represents the areas of need to support remote/hybrid learning. The areas of need identified by the technology planning group include student hardware, teacher/staff hardware, remote learning software/systems, network infrastructure, communication/data systems, teacher support, student/family support, and teacher professional development.

Student Hardware Needs:

In order to support the remote/hybrid learning needs of all students in grades 1-12, the Norwood Public Schools is providing a Chromebook computing device to all students. The NPS has been a 1:1 Chromebook school district in grades 6-12 for two years and has invested significantly in Chromebook carts for grades 2-5. Past purchases of Chromebooks, along with some new purchases of Chromebooks this year, will allow us to provide a Chromebook to each and every student in the Norwood Public Schools for grades 1-12. Providing a Chromebook to each student in grades 1-12 will enable us to configure devices for resource access consistency, allow teachers to leverage common capabilities, and allow the technology department to better support students and their families. As part of the 1:1 Chromebook program in grades 6-12, each student receives a case to bring their Chromebook back and forth to school. We are also purchasing

carrying sleeves for elementary school Chromebooks in the event that they need to be brought home by students in grades 1-5.

The Norwood Public Schools is also increasing the number of ipads it will have available to kindergarten students who may need a remote/hybrid learning device. As of the latest Willett family survey, approximately 25% of families indicated that they will need access to a device for remote learning.

We will also continue to work with families that show a demonstrated need for reliable home internet access for remote/hybrid learning. Last spring, we collaborated with Norwood Light and Broadband to provide families in need with home internet access. For those families who could not be serviced by Norwood Light, we provided mobile cellular hotspots or directed them to the Comcast Internet Essentials program. This year we have received grant funding from the state to increase the availability of cellular hotspots and continue working with Norwood Light to provide assistance with internet access for those who need it.

Teacher/Staff Hardware Needs:

All Norwood Public School teachers in PreK-8 are provided with a district-issued laptop to use at home and school for remote learning needs. All Norwood High School teachers are provided with a desktop at school and a Chromebook to use at home for remote learning. This school year, we have purchased a number of new laptops to replace older devices currently being used by some of our elementary school teachers. We are currently investigating the purchase of other types of devices for teachers to use to enhance remote/hybrid learning if needed. Those devices include document cameras, headsets and microphones, and graphics tablets. We are also investigating the purchase of upgraded web cameras and tripods for the increased ability to use video in our learning environments for students who are in school and students that are at home. These purchases are dependent on the hybrid model that is going to deploy as well as budget availability.

Remote Learning Software/Systems:

The Norwood Public Schools will continue to use Google Classroom and Google Drive as the means to push out assignments and other materials to students in grades 3-12. Teachers in grades K-2 will have access to using SeeSaw for schools this year to provide access to remote learning activities. Students and teachers in the elementary schools will continue to have access to online math and ELA curriculum and activities using the Savvas Realize and MyView platform (formally Pearson). For a remote classroom experience, the district has invested in Google Meet premium, which will allow for a

more expanded feature set for teachers this year. These features include attendance taking, hand raising, background blur, polling, Q+A, digital whiteboarding and breakout rooms. Teachers in elementary, middle, and high school will continue to use a variety of educational software/systems for both content delivery and assessment. A listing and information of resources that students and teachers are using will be available on our Norwood Public Schools remote learning website:

<https://sites.google.com/norwood.k12.ma.us/mustang-technology/home>

Student Data Privacy Standards and the Norwood Public Schools: The Norwood Public Schools is a member of the Student Data Privacy Consortium which requires vendors to sign a specific student data privacy agreement to help ensure the safety and security of our student's data. Teachers using software that collects and stores any identifiable information of our students must make sure that we have a signed data privacy agreement with that software vendor. You can learn more about the Student Data Privacy Consortium at this website: <https://privacy.a41.org/>

Network Infrastructure Needs:

Depending on the model of remote/hybrid teaching/learning happening in the district, the Norwood Public Schools is investigating the cost of making sure that the NPS network infrastructure does not contain bottlenecks that will hinder the student learning experience. For example, in order to successfully stream live from a large percentage of classrooms at the same time, there may be the need to upgrade network connections between network switches in our school buildings and our core switch from where our ISP internet connection is coming. We also may need to work with Norwood Light and Broadband to increase bandwidth available to the schools in order to accommodate those needs. In the possible case that outdoor classrooms become an essential part of the plan, we have investigated the cost of adding outdoor wireless access points to ensure network connectivity outside of the school buildings. Purchases will be dependent on the final plan as well as budget availability.

Communication and Data Systems:

The Norwood Public Schools will continue to use Aspen as the primary system of record for all student information, including attendance, scheduling, grading, IEP's, and student demographic information. Each parent/guardian throughout the district is assigned a family portal account that allows access to their student's information. Each student in grades 6-12 is assigned a student portal account that will enable them to view their schedules and grades. This year we launched an online registration portal through Aspen for incoming students. This will allow parents to pre-register a child into the Norwood

Public Schools online. Teachers and administrators can use Aspen to email both students and parents.

Blackboard Connect will continue to be used as the mass communication system with families. Blackboard Connect allows the Superintendent and principals to send communication to families via recorded phone message and email. Phone messages and emails can be translated into the family's home language. All Blackboard connect phone numbers and email addresses are imported directly from the student demographic information stored in Aspen.

The district will also continue to use the NPS website, Facebook, and Twitter pages to post important updates and information. The district will also investigate the cost of purchasing an account for hosting large-scale webinars for parents for the purposes of virtual open houses and family informational meetings. Currently, Facebook live or YouTube live has been the primary source for these types of informational update meetings. Still, a more robust and feature-rich system may be more beneficial in the future.

The district uses both Google Forms and SurveyMonkey to collect data and information from families and staff regarding the opening of school. Surveys to staff about reopening models and surveys to parents regarding transportation and learning model choice will be sent up through the start of the school year and beyond.

To evaluate technology software and hardware usage during remote/hybrid learning, the district will review using a remote learning analytics system from the company Innive called K12 360 degrees. This system will allow us to view data analysis of technology hardware and software usage, broken down by grade level and schools, and will enable us to better gauge remote technology needs and make data-driven decisions and purchases.

Teacher Support Needs:

The NPS technology department will continue to support teachers and staff both in school and remotely at home. Teachers can request technical support through an online ticketing system and NPS technicians can assist teachers by connecting to them remotely from anywhere they have internet access. Teachers with hardware issues that need equipment to be serviced in person can drop equipment off at their school or at the Savage Center for repair. They will be given a spare device while their equipment is being repaired or replaced. Minimal to zero contact is required, and all technology department personnel will wear PPE while diagnosing and repairing equipment. Devices that are dropped off for repair will be disinfected before being worked on and then disinfected again before return to the staff member.

Teachers will continue to receive educational technology support from instructional technology facilitators which consist of a teacher in each building who receives a stipend for providing ed-tech assistance to staff. The technology department will also continue to provide a technology resource intranet site only available to NPS staff members: <https://sites.google.com/norwood.k12.ma.us/mustangtechnology-teachers/home>. This site contains information, video tutorials and resources for remote learning in the Norwood Public Schools, and will continue to be updated throughout the school year.

The Norwood Public Schools is also proposing to hire two full-time remote learning technology coaches to work closely with teachers and administrators for this school year on assistance and best-practices for remote learning. These positions will help prepare teachers for the upcoming remote/hybrid teaching experience and provide support to them for the entire year. These positions are dependent on additional funding or other reallocation of resources.

Student/Family Support Needs:

The NPS technology department will continue to provide hardware and software support for students and their families. Students that have issues with their Chromebooks will be able to have access to a loaner device while their primary device is being repaired. Minimal to zero contact is required, and all technology department personnel will wear PPE while diagnosing and repairing equipment. Devices that are dropped off for repair will be disinfected before being worked on and then disinfected again before return to the student. This year, the technology department will work with principals and teachers to plan a tiered support strategy for parents and students having software or account issues. The technology department will provide a ticketing mechanism for students and families to report issues and get timely assistance.

Teacher Professional Development:

As stated in the teacher support needs section of the document, the NPS proposes creating two remote learning coaching positions. Part of those positions would be to perform professional development for teachers on remote/hybrid learning strategies and different software and resources being used for remote learning. The Norwood Public Schools will also schedule online professional development offered by Norwood Public School teachers on software and resources used by the district for remote learning. Some of the professional development sessions will occur in the ten-day startup before the beginning of the school year, while others will be offered at various times throughout the school year. As part of the purchase of new Chromebooks for students, the district received an online professional development opportunity with EdTechTeachers, an

outside organization specializing in educational technology training for teachers. The district is also investigating the possibility of purchasing multiple seats of online professional development for teachers that focus on remote/hybrid learning.

Social-Emotional Learning (SEL) and Student Mental Health

In its schedule, each school has incorporated remote and in-person time for educators, counselors, and school adjustment counselors to monitor and discuss students' social and emotional well-being. Educators who are concerned about a student's well-being will be instructed to inform the school's student support team for follow up assessment and referrals as appropriate. The Student Support Teams will continue to meet with regular frequency to identify and provide resources to students in need of mental health support. Additionally, Norwood Public Schools will continue to partner with community agencies to support our efforts, including Interface at William James College, Riverside Community Care, and Norwood Behavioral Health.

At the secondary level, a flexible block of time, known at the middle school as Mustang Block and at the high school as WIN (What I Need) block will run multiple times per week, both in-person and remotely. This semi-structured time is identified as a support block for extra social-emotional, academic, and enrichment time for students. Both schools will continue to use SEL lessons designed by the guidance and wellness departments during this block for whole school social-emotional learning. Many of these lessons will be related to understanding and coping with the stress and anxiety associated with Covid19 and its impact on students. At the 6-12 level, we are also considering purchasing a social-emotional program through grant funding. The high school will continue to offer student-lead SEL programming (both in person and remotely) focused on diversity, equity, and inclusion through the Anti-Defamation League's A World of Difference program.

The elementary level will continue to use Open Circle as its primary SEL curriculum. Activities at each level were researched and compiled by the summer curriculum group specifically related to understanding and coping with COVID 19, and the impacts on society, individuals, and the school procedures are shared with educators through Google folders. Additionally, the district has purchased books for all classrooms from kindergarten through third grade that discuss the topics of social distancing, wearing masks, and the Coronavirus in general. School Adjustment Counselors will be available to provide small group and individual coping skills sessions for students in need. Additionally, they have access to GoZen as an additional tool to support students

suffering from anxiety, procrastination, and other executive functioning barriers to learning.

Athletics, Extracurricular Activities, and Before/After School Programming

Participation in co-curricular activities, including clubs, fine arts, and athletics, is an integral part of the Norwood Public Schools' student experience. In conjunction with guidance received from the Massachusetts Department of Elementary and Secondary Education, appropriate state organizations, and the Norwood Board of Health, school officials will determine the appropriate health and safety measures necessary to determine if and how we can offer co-curricular programming in our schools. During the planning and assessment phase, in addition to health and safety considerations and modifications, careful consideration will be given to transportation, supervision, and scheduling of such activities. We will be actively monitoring updates on the status of activities, such as interscholastic athletics, and provide updates to families as this information becomes available.

Norwood Public Schools is currently evaluating options for our Extended Day program. More information regarding before and after school programming will be announced in the coming weeks.

School Faculty and Staff Rights and Responsibilities

Norwood Public Schools will comply with all laws and regulations pertaining to the American Disabilities Act and Section 504.

Norwood Public Schools, in conjunction with the Norwood Teachers Association, will develop a training plan for COVID-19 for Fall 2020 that outlines all staff's rights and responsibilities as it relates to maintaining the health and safety of our students and employees during this pandemic. All staff members will be required to participate in the mandatory training conducted by our health staff and in conjunction with the Norwood Department of Health to ensure all staff members understand the steps they must take to do their part in minimizing the spread of COVID-19 through enforcing social distancing, cleaning and hygiene protocols. Administrators and supervisors must follow these same requirements and have additional responsibilities to monitor compliance with social distancing, cleaning, and hygiene protocols and communication in the event of a confirmed positive case of COVID-19 in their school. The District's Staff Plan for COVID-19 for Fall 2020 will address special considerations including individuals with a

disability, vulnerable individuals, pregnant employees, lactating employees, and mental illness.

Links To Relevant DESE Guidance and Other Documents:

Department of Elementary and Secondary Education COVID-19 Guidance and Resources: <http://www.doe.mass.edu/covid19/>

[Case Flow Chart](#)

[Family Self Screening tool](#)

[Staff Self Screening Tool](#)

[The Parabola Project](#)

[The Parabola Project Reopening Guide](#)

[Impact Norwood,](#)

[Project Lead the Way](#)

[World Savvy](#)