

Peabody Public Schools **Planning for Reentry and Recovery**



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Executive Summary

Peabody Public Schools has conducted a **feasibility study** to determine the number of students that can safely be accommodated in our schools. The district explored the capacity of each school to accommodate the safe return of students and staff with both three feet distancing and six feet distancing requirements. In addition, families and faculty were surveyed in order to gain a better understanding of our ability to return to a full in-person model of instruction. Over 3,100 families responded to the survey representing over 4,500 students (77% response rate) and over 600 faculty and staff responded.

Although physical distancing requirements could be met at 3 ft, other safety considerations including arrival and dismissal procedures, transitions between classes and continuous cleaning and sanitizing of surfaces cannot be **safely** met with the 3 ft distance. In collaboration with the Peabody Public Health Department, the safest way to return to in-person learning in Peabody will be with 6 ft distancing guidelines. **Based on the results of our feasibility study, Peabody Public Schools has determined it cannot safely return all students and staff to a full in-person model of instruction at this time.**

Peabody Public Schools has designed a model of Hybrid Learning that takes into account the varying and unique needs of students at each grade level. The Hybrid Learning model provides K-12 students and staff with a combination of in-person and remote teaching and learning experiences.

Families will be asked to select one option from an alternating in-person/remote schedule (Hybrid Option) or a remote only schedule (Remote Option). For the hybrid schedule, students will participate in in-person instruction 2 days per week and connect virtually on the other days. Alternatively, students may opt to participate in a remote only schedule. We ask that families choose one of the two options by Friday, August 21st.

When in school, student and staff exposure/risk levels will be mitigated by limiting the number of buildings and classrooms each person visits. The schedule will be designed to minimize student and staff movement and transitions throughout the day. Students identified as high priority considering state guidance may receive in-person instruction up to 4 days per week. Criteria for identifying high priority students is based on DESE guidelines, maintaining building capacity at six feet of physical distancing, and staffing considerations.

Additional details regarding alternative child care options, student supports and professional learning, facilities and operations, and transportation are contained in the document that follows.

August 4, 2020

Dear Families,

We hope this letter finds you all safe and healthy. Please know that the health and well-being of our students and staff are our top priority. At this time, there are still many questions about the return to school; however, we want to provide you with the most updated information we have at this time.

Our goal for the fall continues to be the safe return of as many students and staff as possible to in-person school settings, to maximize learning and address our students' holistic needs. The results of our feasibility study have revealed that 80% of staff prefer to return to in-person learning (full time or hybrid) and 75% of families prefer in-person learning. After analyzing the capacity of our buildings and reviewing other health and safety considerations, we have determined that we cannot safely bring all staff and students back to full-time in-person learning at this time.

As a result, **I am recommending that the Peabody Public Schools begin the 2020-2021 school year with a Hybrid Learning Model that offers a Remote Learning Option for individuals who are unable or uncomfortable returning to an in-person learning environment.** I am also recommending that we begin the year with a phased-in approach that will ensure our schools are ready to welcome students and our staff receives the proper training and resources to implement these new learning models.

- **Phase 1: August 31-September 11 - Professional Development and Training**
 - Phase 1 will allow all staff to effectively plan for the implementation of our Hybrid Model described later in this document.
- **Phase 2: September 14-15 - Relationship Building and Establishing Routines**
 - During Phase 2, we will begin to support the return to school by establishing routines for learning and distributing materials, including Chromebooks for K-5.
 - Opportunities will be created for students to meet their teachers, see their school and classroom in a safe and appropriate way (by appointment only).
- **Phase 3: September 16: Implementation of the Hybrid Schedule (first day for students)**
 - During Phase 3, we will begin implementation of the Hybrid Schedule (or in some cases full-time remote learning) for all students.
 - We will continue to focus on relationships, routines, resilience, building stamina, and community connections.
- **Phase 4: TBD: Full In-Person Learning**
 - During Phase 4, we will return back to full in-person instruction with increased health and safety measures in place or transition to full remote learning for all.

Please consider providing feedback on our Reentry and Recovery Plan. We are looking forward to reopening in the fall and seeing our students, staff and families again.

Sincerely,

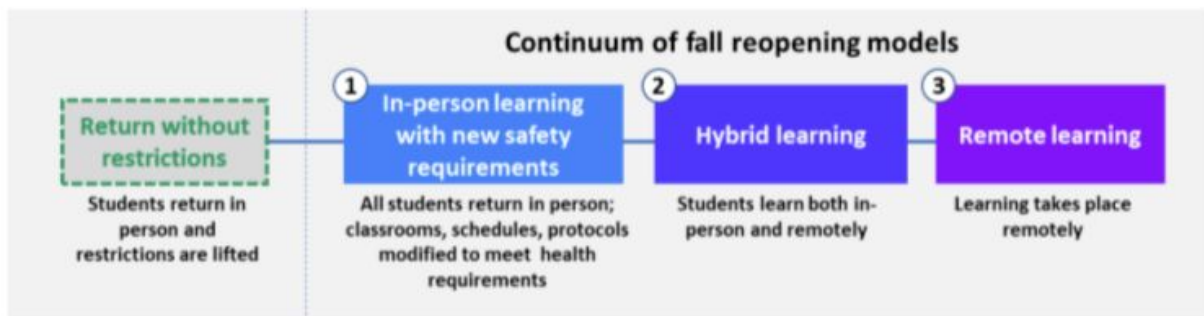
Josh Vadala Ed.D.

Background and Context

The Massachusetts Department of Elementary and Secondary Education (DESE) has required school districts to outline three plans for the reopening of school:


- A plan for in-person instruction
- A hybrid model of in-person coupled with remote learning
- A plan for fully remote instruction.

In order to determine the feasibility of conducting school under each of the three scenarios, DESE required districts to assess the facilities, safety, scheduling, and instruction for each of the three plans. Although DESE has released guidance documents to support the planning of multiple components of the school day, it is important to note that the guidance is subject to change based on medical and scientific developments. We understand that throughout the year based on guidance from DESE as well as the Department of Health all three models may be used, and that we may need to flow in and out each model at any given time. Until such time as we are able to return to school as we once knew it, the Peabody Public Schools plans to implement a **Hybrid Learning Model** based on the current information available to us.



The Massachusetts Department of Elementary and Secondary Education (DESE) has required school districts to outline three plans for the reopening of school:

- By July 31st, school districts must complete and submit a preliminary reopening plan.
- By August 10th, districts must finalize their comprehensive plan documents and release them publicly to their school communities. The additional time will provide districts an opportunity to make changes based on additional guidance provided by the state.



This document outlines our response to DESE’s continuum of fall reopening models shared in the image above.

As a district, the Peabody Public Schools is committed to providing students, staff and families with high quality educational opportunities. Our mantra of “Every Student, Every Day” drives our decision making. The Peabody Public Schools sought feedback from multiple stakeholders in the creation of this plan for return to instruction. In the spring the district administered a survey to parents and families to gather feedback on the implementation of remote learning. The District Leadership team analyzed the data, which was used to help inform this document.

On June 30th, our initial reopening planning procedures were presented to the school committee. In collaboration with the School Committee and the Mayor’s Office, we created a reopening task force designed to address policy and communication surrounding the return to school this fall. A larger working group consisting of various sub committees will be working on logistics and details in the areas of Teaching and Learning Professional Development, Transportation, Facilities and Operations, Food Services and Alternative Childcare Options. Additionally, each school has developed a school-based implementation team consisting of administrators, teachers, parents and support staff.

In addition, school principals meet with their building based reopening teams on a weekly basis and continue to meet with staff on an ongoing basis throughout the summer. Surveys were used to gather input from the community, families, and staff on what the return to instruction would look like. All of that data was analyzed and informs the planning of this document. We will also continue to seek feedback on this proposed plan and expect additional revision to address students, families, and staff needs.

This document outlines the three plans required by DESE. We prioritize the following guiding principles in the development of this plan:

- **Health, Safety, and Wellbeing.** The safety of our students and staff is our top priority.
- **Equity.** A commitment to ensuring all students experience success through equity and access.
- **High Quality Teaching and Learning.** Provide for excellence in teaching and learning with high quality instruction.

These guiding principles support the implementation and continued evolution of the plan.

Peabody Public Schools has already made numerous investments to prepare for the beginning of the school year for all possible scenarios for the return to school.

- The district has procured **safety supplies** including over 175,000 masks. Additionally, supplies of face shields, gowns, gloves, cleaning supplies, and hand sanitizer for each classroom and high traffic areas have been ordered.
- The district has also committed to **increasing technology access**. All teachers will receive Chromebook that will allow them to engage with students remotely. **In addition, the district has**

ordered additional Chromebooks that will support implementation of a one to one learning environment for all K-12 students.

This summer, the district implemented small summer programming that involved both in-person and remote synchronous instruction. Policies and procedures developed through the program will support implementation in the fall.

Phases of Implementation

Until such time as we are able to fully return to school in-person, the Peabody Public Schools plans to implement a **Hybrid Learning Model**. After weighing the advantages and disadvantages of various models of learning, it became clear that the Hybrid Learning Model described in this document best meets the needs of the Peabody school community at this time. Families will be asked to select from the following options:

- Alternating in-person/remote schedule, or
- Remote only option

In the first option, students alternate between in-person and remote instruction. Alternatively, students may opt to participate in a remote only option. Specific schedules for in person and remote delivery have been developed for elementary, middle school and high school students. Please see the detailed description in this document for the Hybrid Learning Model.

Once a student is assigned to a group, they should plan to remain in that model for the entire school year (or until we return to pre-COVID-19 conditions). Note that in either scenario, students who have an IEP or a 504 plan will receive their required services. All ELL students will also receive required services. These services will take place either remotely or in-person, depending on individual circumstances.

The following outlines the implementation of the Hybrid Learning Model this fall.

- **Phase 1: August 31-September 11 - Professional Development and Training**
 - Phase 1 will allow all staff to effectively plan for the implementation of our Hybrid Model described later in this document.
- **Phase 2: September 14-15 - Relationship Building and Establishing Routines**
 - During Phase 2, we will begin to support the return to school by establishing routines for learning and distributing materials, including Chromebooks for K-5.
 - Opportunities will be created for students to meet their teachers, see their school and classroom in a safe and appropriate way (by appointment only).
- **Phase 3: September 16: Implementation of the Hybrid Schedule (first day for students)**
 - During Phase 3, we will begin implementation of the Hybrid Schedule (or in some cases full-time remote learning) for all students.
 - We will continue to focus on relationships, routines, resilience, building stamina, and community connections.
- **Phase 4: TBD: Full In-Person Learning**

- During Phase 4, we will return back to full in-person instruction with increased health and safety measures in place or transition to full remote learning for all.

In-Person Learning Model

Peabody Public Schools has conducted a **feasibility study** to determine the number of students that can safely be accommodated in our schools. The district explored the capacity of each school to accommodate the safe return of students and staff with both three feet distancing and six feet distancing requirements. In addition, families and faculty were surveyed in order to gain a better understanding of our ability to return to a full in-person model of instruction. Over 3,100 families responded to the survey representing over 4,500 students (77% response rate) and over 600 faculty and staff responded. This information has informed decision making with respect to each learning model described below.

Building Capacity and Survey Results

School principals, in collaboration with their school based reopening teams, explored the feasibility of returning students to in-person learning with 3 ft and 6 ft distancing requirements. It was determined that 100% of students in grades K-8 could return within the 3 ft guidelines. Returning students in grades 9-12 with 3 ft distancing would require some scheduling changes; however, it was determined that the physical space could likely accommodate all students at 3 ft. The Department of Elementary and Secondary Education (DESE) guidance determined the following considerations with respect to the feasibility study: classroom configuration, de-densifying students in common areas, arrival and dismissal procedures, transitions between classes, mask breaks, hygiene/handwashing, and continuous cleaning and sanitizing of surfaces. Although physical distancing requirements could be met at 3 ft, other safety considerations including arrival and dismissal procedures, transitions between classes and continuous cleaning and sanitizing of surfaces cannot be **safely** met with the 3 ft distance.

Once it was determined that returning to school with 3 ft distancing was not a feasible option in Peabody, school based teams focused on returning to school with 6 ft distancing requirements. Schools are able to bring 50-60% of students back to in-person instruction within the distancing requirements of 6 ft. Survey data also supports that safely returning to full in-person instruction is not feasible at this time. For example, 25% of families indicated that they are not comfortable returning to a full in-person model of instruction. Results of the faculty survey also informed the feasibility of returning to full in-person learning. Nearly 40% of faculty and staff indicated that they would not feel comfortable returning with only 3 ft distancing requirements. Conversely, 80% of faculty and staff responded that they would prefer returning to a full in-person model or hybrid model of instruction if we implemented 6 ft distancing requirements. **As a result, Peabody will implement 6 ft distancing requirements for return to school this fall.**

Feasibility of Full In-Person Model

Based on the results of our feasibility study, Peabody Public Schools has determined it cannot safely return all students and staff to a full in-person model of instruction at this time.

Hybrid Learning Model

Peabody Public Schools has designed a model of Hybrid Learning that takes into account the varying and unique needs of students at each grade level. The Hybrid Learning Model provides K-12 students and staff with a combination of in-person and remote teaching and learning experiences.

Families will be asked to select one option from an alternating in-person/remote schedule (Hybrid Option) or a remote only schedule (Remote Option) Please see the chart below. For the hybrid schedule, students can participate in in-person instruction 2 days per week and connect virtually on the other days. Alternatively, students may opt to participate in a remote only schedule. Families must choose one of the two options and commit to this choice for the 2020-2021 academic year. Families must identify their choice by Friday, August 21st.

When in school, student and staff exposure/risk levels will be mitigated by limiting the number of buildings and classrooms each person visits. The schedule will be designed to minimize student and staff movement and transitions throughout the day.

Students identified as high priority considering state guidance may receive in-person instruction up to 4 days per week. Criteria for identifying high priority students is based on DESE guidelines, maintaining building capacity at six feet of physical distancing, and staffing considerations.

When in-person, all students in grades 2-12 and all staff will be required to wear masks and maintain 6 feet physical distancing at all times. The building will be continuously cleaned during the school day and at the end of each day. At the end of each week, the school will be thoroughly disinfected.

Peabody Public Schools will make every effort to keep siblings on the same schedule. Siblings in the same grade level will be kept with the same homeroom teacher at the elementary level during the 2020-2021 school year. The K-12 student population will be divided into three learning models, as shown in the table below.

Table: Summary of Hybrid and Remote Options

Hybrid Option	Hybrid; In-School and Connected Virtually Students will be assigned to Cohort A (in-person Monday and Thursday) or Cohort B (in-person on Tuesday and Friday). Cohorts will be designed to be diverse, inclusive, and heterogeneous (mixed ability groups). Students will attend in-school instruction two days per week. When one cohort is not attending school in-person, the student will participate in asynchronous and some synchronous instruction at home. When remote, synchronous instruction opportunities will be planned dependent on available staffing.
Remote Option	Remote; Connected Virtually Only Students that choose remote only do not physically attend school and will participate in asynchronous instruction from home. Depending on staffing, opportunities for synchronous instruction may be available. Opportunities will also be available for students to participate in other virtual school community events.
Selected Populations*	Select Programs: High priority students, dependent on DESE guidance, may attend in-person instruction 4 days per week in order to receive specific services or support.

Note: **There may be opportunities for the district to expand this option to students and families based on DESE guidelines and in accordance to the health and safety of the students and staff. This decision will be made according to space and staffing demands impacted by the number of families and students who choose to participate by connecting virtually in the Remote option.*

The following represents the weekly schedule for families dependent on their assigned cohort.

Table: Weekly Schedule for Cohorts A, B and C

	Monday	Tuesday	Wednesday	Thursday	Friday
Cohort A	In-school Instruction	Asynchronous Virtual Instruction	Synchronous Virtual Instruction, Check-in and Conferences	In-school Instruction	Asynchronous Virtual Instruction
Cohort B	Asynchronous Virtual Instruction	In-school Instruction	Synchronous Virtual Instruction, Check-in and Conferences	Asynchronous Virtual Instruction	In-school Instruction
Cohort C*	In-school	In-school	Synchronous	In-school	In-school

selected populations	Instruction	Instruction	Virtual Instruction, Check-in and Conferences	Instruction	Instruction
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The following principles will apply for the Hybrid Learning Model:

- All students in grades 2-12 will be required to wear masks. Students will be required to have masks. Schools will have masks available for students who may have forgotten one or in a need of one for the day.
- Schools will be cleaned throughout the school day and at the end of each school day. Each school will receive a deep sanitization every month during the school year.
- Faculty and staff will be provided with technology and training needed to support remote learning.
- Procedure and protocols based on DESE guidance will address the necessary actions to be taken when a student or adult has COVID-19 symptoms or tests positive.
- Students will be provided with a Chromebook and hotspot connectivity device as needed.
- The district will make plans for breakfast and lunch distribution safely and allows students in need to have access.
- During the periods of asynchronous virtual instruction students will have opportunities for synchronous connection with teachers and other students each day.
- Mask breaks will be planned for when students are in-school. They may occur outside, in the gym, or in the classroom six feet apart with the windows open if possible.
- The district will comply with all health and safety procedures per the state DESE guidance and work closely with the Peabody Health Department. In addition, the district will outline procedures and processes for when there are suspected or confirmed cases of COVID-19.

Elementary Hybrid Learning Model

Those engaged in the Hybrid Learning Model will follow a weekly schedule and will be assigned to Cohort A (in-person Monday and Thursday) or B (in-person Tuesday and Friday). In-person instruction will occur at six feet of physical distancing with all staff and students in grades 2-12 wearing masks. On remote days, students will receive asynchronous instruction as well as opportunities to participate in some synchronous learning opportunities. Additionally, selected populations of students will be identified to attend school 4 days per week to receive additional supports and services.

We believe our specialists provide additional rich learning experiences for our students. Specialists will be scheduled to provide in-person instruction to the extent possible when students are in school. The following table summarizes elements of the in-school and connected virtually, Hybrid Learning Model.

Table: Summary of Hybrid Learning Model- Elementary

CONNECTED VIRTUALLY	IN-SCHOOL LEARNING
<p>Starting the Day</p> <ul style="list-style-type: none"> All students attend synchronous sessions, starting with a “Daily Community Circle”: Attendance is taken. 	
<p style="text-align: center;">During the Day</p> <ul style="list-style-type: none"> Students participate in asynchronous learning at a pace that works for students and families. The schedule <i>may</i> provide for synchronous instruction as staffing levels allow. Teachers will provide suggested completion times for all activities to help guide students and families through work. The bulk of remote work is designed to allow students to work independently, but they will be provided with support as needed. Students may also be supported and taught by various additional educators both synchronously and asynchronously (e.g. special educators, English Learners, counselors). Specialists (art, music, PE, health, etc.) may provide synchronous, asynchronous or in person instruction to students during the week. All assignments, including asynchronous, are required to be completed. Students who need assistance will be able to communicate with their teacher(s) for support. 	<p style="text-align: center;">During the Day</p> <ul style="list-style-type: none"> Students receive in-person instruction. Staggered entry and dismissal of students will provide for physical distancing. The day will include instructional blocks for the study of ELA, mathematics, and writing. Students follow a modified regular schedule. Mask breaks will be provided throughout the day. Students will also be allowed a snack break. Students are dismissed at 2:50 P.M. Students are provided support and explanation of assignments they are to complete during asynchronous virtual instruction. Student classrooms at the elementary level will operate as cohorts, meaning students will stay grouped together from start to finish, to the extent possible.
<p>Ending the Day</p> <ul style="list-style-type: none"> All students attend a synchronous session for “Daily Closing Circle” that supports social-emotional learning at the end of the day (e.g. read aloud; preview for tomorrow; etc.) 	

The following table represents a sample schedule for the elementary day for the in-person instruction component of the Hybrid Learning Model.

Table: Sample Schedule- Elementary

Time	Activity	Student Expectation
8:50-9:00	Arrival Handwashing Morning Work	Students go directly to their classrooms in a staggered entrance.
9:00-9:10	Community Circle	All students, both asynchronous and synchronous, participate in the community circle.
9:10-9:30 9:30-10:30	*ELA: Whole Group *Independent ELA practice and small group instruction	Provide whole group instruction using mini-lesson structure. Students work independently and in small and collaborative groups. Students would continue to be physically distant. Integrate 10 min mask break (per school wide schedule)
10:30-11:10	Special	Art, Music, Health, PE or Library
11:10-11:15	Bathroom, Handwashing & Snack	Students participate in a mask break, eat snack, and wash hands. Students will eat in classroom 6 ft apart from each other. All classrooms will be “nut free” environments.
11:15-12:00	Writing/Science/ Social Studies Block	Students participate in cross curriculum mini lessons, science experiments and writing workshops
12:00 - 12:25	Recess	Students play outside following social distancing protocols.
12:25 - 12:30	Handwashing	
12:30 - 1:00	Lunch	Students will eat in classroom 6 ft apart from each other. All classrooms will be “nut free” environments.
1:00 - 1:30 1:30 - 2:30	*Math: Whole Group *Independent Math Blocks and Small group instruction	Provide whole group instruction using mini-lesson structure. Students work independently and in small and collaborative groups. Students would continue to be physically distant. Integrate 10 min mask break (per school wide schedule)
2:30 - 2:40	Closing Circle	All students, both asynchronous and synchronous, participate in community circle.
2:40 - 2:50	Handwashing Dismissal	Students meet a caregiver during a staggered dismissal.

Higgins Middle School Hybrid Learning Model

At Higgins Middle School, students are divided into two cohorts (one half of each cluster in each cohort) as described above. During remote learning, students will engage in more independent work, with faculty support as needed and appropriate. Students identified as high priority will be notified and given the opportunity for in person instruction 4 days a week. Criteria for identifying high priority students will be based on the DESE guidelines, building capacity at six feet, and staffing. When in school, we plan to decrease staff exposure/risk level by assigning students in each cohort to pods. These 12- to 13-student pods will attend classes, eat lunch, and transition together throughout the school day.

The following summarizes elements of the connected virtually and in-person, Group A, model.

Table: Summary of Hybrid Learning Model- HMS

CONNECTED VIRTUALLY	IN-SCHOOL LEARNING
<p><i>During the Day</i></p> <ul style="list-style-type: none"> ● Students participate in asynchronous learning at a pace that works for students and families. ● Teachers suggest completion times for all activities to help guide students and families. ● The bulk of remote work is designed to be an extension of in-school learning and will allow students to work independently, and with support as needed. ● As appropriate, students may also be supported and taught by various educators asynchronous or synchronous (e.g. special educators, counselors). 	<p><i>During the Day</i></p> <ul style="list-style-type: none"> ● Students are in school for a traditional school day. ● Staggered entry and dismissal of students. ● Students participate in each of their content area classes every day. In addition students will have one exploratory class per day. ● Mask breaks will be provided throughout the day. ● Students will eat lunch at school.

The following represents a sample schedule for the secondary level for the in-person instruction.

Table: Sample Schedule for Hybrid Learning- HMS (Monday & Thursday In School)

	Monday	Tuesday	Wednesday	Thursday	Friday
8:05- 8:50	Arrival, Homeroom & Academic Support				
8:50- 9:40	Exploratory I	Remote Learning	Remote Learning	Exploratory II	Remote Learning
9:40- 10:30	English	Remote Learning	Remote Learning	Math	Remote Learning
10:30- 11:30	Math	Remote Learning	Remote Learning	English	Remote Learning
11:30- 12:30	Lunch, Mask Break, Cluster Time				
12:30- 1:30	Science	Remote Learning	Remote Learning	Social Studies	Remote Learning
1:30- 2:20	Social Studies	Remote Learning	Remote Learning	Science	Remote Learning
2:20- 2:30	Homeroom & Dismissal				

Peabody Veterans Memorial High School Hybrid Learning Model

At PVMHS, students are divided into two cohorts alphabetical by last name. During remote learning, students will engage in more independent work, with faculty support as needed and appropriate. Students identified as high priority will be notified and given the opportunity for in person instruction four (4) days a week. Criteria for identifying high priority students will be based on the DESE guidelines, building capacity at six feet, and staffing. When in school, we plan to decrease staff exposure/risk level by minimizing exposure to the number of buildings and classrooms. Cohort A will attend in-person learning Monday and Thursday; Cohort B will attend Tuesday and Friday. We may provide some virtual options for elective and/or required courses as needed. The schedule will also minimize student movement and transitions throughout the day.

The following summarizes elements of the connected virtually and in-person, Group A, model.

Table: Summary of Group A Model- Secondary (PVMHS)

CONNECTED VIRTUALLY	IN-SCHOOL LEARNING
<p><i>During the Day</i></p> <ul style="list-style-type: none"> ● Students participate in asynchronous learning at a pace that works for students and families. ● Teachers suggest completion times for all activities to help guide students and families. ● The bulk of remote work is designed to allow students to work independently, and with support as needed. ● As appropriate, students may also be supported and taught by various educators asynchronous or synchronous (e.g. special educators, counselors). 	<p><i>During the Day</i></p> <ul style="list-style-type: none"> ● Students are in school for a modified school day. ● Staggered entry and dismissal of students. ● Students participate in up to three class meetings each day or participate in other learning to support remote learning and social-emotional learning needs. ● Mask breaks will be provided throughout the day. Students will also be allowed a snack break as well. ● Students are dismissed 11:30-11:50 AM and have lunch at home. Grab and go lunches will be provided. ● Students in the afternoon continue learning at home with asynchronous instruction courses. ● Schedule is reduced from 7 periods to 6 and time is expanded to maximize instructional time, lessen transitions, and provide opportunities to embed SEL strategies

The following represents a sample schedule for the secondary level (PVMHS) for the in-person instruction.

Table: Sample Schedule for Hybrid Learning- Secondary (PVMHS)

	Monday Cohort A	Tuesday Cohort B	Wednesday All Remote	Thursday Cohort A	Friday Cohort B
7:20-7:40	Staggered Entrance		Remote Learning	Staggered Entrance	
7:40-8:50	Period 1	Period 1	Remote Learning	Period 4	Period 4
8:50-9:00	Transition		Remote Learning	Transition	
9:00-10:10	Period 2	Period 2	Remote Learning	Period 5	Period 5
10:10-10:20	Transition		Remote Learning	Transition	
10:20-11:30	Period 3	Period 3	Remote Learning	Period 6	Period 6
11:30-11:50	Staggered Dismissal/Grab and Go Lunch		Remote Learning	Staggered Dismissal/Grab and Go Lunch	
11:50-1:50	Teacher Lunch and Prep Period, Asynchronous Learning, Check in session and extra support, Intervention, Virtual Meetings				

Remote Learning Model

The Remote Learning Model is meant to provide instruction during times when school is not able to be in-person per state guidelines and prompted school closures. The following learning model outlines guidelines for when the majority of students are in remote learning. This model will include improved instructional practices and higher expectations for students, including the way in which we assess student learning and progress, which will align with past practices that the district has used.

In this model of remote learning, the district is emphasizing synchronous learning opportunities for students. We define synchronous virtual instruction as remote learning that occurs in real time that includes interactions between teachers and students through the platform of Google Meet. At times, students also will be expected to work asynchronously on assignments as outlined by their teachers and with consistent and predictable feedback from the educator.

Schedule

The schedule during remote learning for the school day will include the following principles:

- Students will receive virtual synchronous instruction for a portion of the instructional blocks each day. Classes will be held every day that school is in session as outlined in the school calendar. In these instructional blocks, students will also be engaged through small group instruction, discussion groups, and asynchronous instruction. Individual and small group instruction will provide support and scaffolding for all students.
- Below are only sample schedules. Times and class sequence will be adjusted at the school level.
- ESL and special education services will be scheduled synchronously throughout the day to provide direct instruction as required to meet state guidance.
- Attendance will be taken everyday. At the elementary level, attendance will be taken at the beginning of the day. At the secondary level, attendance will be taken at the beginning of every class period.
- When possible, the remote learning schedule will mirror that of in-person instruction outlined in the Hybrid Model above. This consistency will support student needs in the event that health and safety guidelines require us to transition between In-Person, Hybrid, and Remote models of education due to school closure.

Technology

Technology will support both synchronous and asynchronous instruction, including the following principles:

- To the extent possible, physical texts and materials will be distributed to students to provide for low-tech options for students to use at home.
- Tech Help will be scheduled every single morning K-12 to support any technology needs. A phone line will also be established during the school day for the reporting of technology needs.

Staffing

The following staffing considerations will support remote instruction:

- Paraprofessionals will support in-person instruction for our vulnerable populations. Additionally, some paraprofessionals will be assigned to support students in the remote setting. Paraprofessionals can assist teachers in monitoring and supporting students while working in break-out spaces and other independent synchronous learning times.
- Paraprofessionals may be used to provide small-group 5-10 minute support and instruction for on-fluency checks, math drills, etc.
- Continuity of instruction across the district is essential, and the schedule will provide opportunities for staff to meet together across grade levels and departments. This common planning time will support employees who may need to be “absent” or take an extended leave of absence for various reasons.
- To the extent possible, school buildings will be open for staff use only to support access to instructional materials. Principals will arrange for the schedule.

Role of Caregiver in Remote Learning

The role of the parent during remote learning instruction is to provide a safe, organized, and quiet space for learning. Please ensure that your child is up, dressed, and logged in ready to go at the required times per their school schedule. Make sure the student takes breaks as outlined in the school schedule. We know it will be a challenge for families, so families are asked to do the best they can. Parents should refrain from helping your students complete assignments. If assignments are too challenging or taking longer than expected, the student or parent should communicate with teachers to make adjustments.

We understand that remote learning is challenging for everyone. Families can expect that there may be changes and adjustments to schedules over time to meet students’ individual needs and the classroom as a whole. Families can expect teaching methods and routines to change over time as we continually adjust instruction to the medium. Teachers will seek regular feedback from students and parents.

Elementary

Before going into remote learning, efforts will be made to ensure students have physical materials such as reading and math textbooks and journals to record ideas. In this way, while students participate in online instruction, they also have access to low-tech learning options.

Staff will be available at the beginning of each day at an assigned Google Meet check-in to support any technology help students or families need. Each day begins with attendance and announcements. All students will participate in a beginning of day community circle that serves as an SEL check-in for the day. The day also will end with a shorter closing circle meant for reflection on the day.

Each day students participate in direct instruction in English Language Arts and Math. Each lesson will include no more than 30 minutes of whole group instruction and explanations followed by independent work or teacher-led small group teacher-led instruction. We anticipate that over time, as students and teachers build more routines, we all will build more stamina.

All student assignments and materials will be organized on Google Classroom, and attempts will be made to have all teachers use the same format for their Google Classrooms. Students will also make use of curriculum websites to access online math and reading materials.

We believe that the arts, music, wellness, library media, and digital literacy are essential components of a student's overall education. Therefore, specialists will be scheduled into the school day and provide for synchronous instruction.

SAMPLE remote learning schedule for elementary school students.

Time	Activity	Student Expectation
8:30-9:00	Tech Help and Announcements	Students seek out supports for technology needs. Students participate in school based announcements and school wide activities.
9:00-9:30	Community Circle	All students participate in a synchronous community circle.
9:30-10:00	ELA or MATH Block	Provide whole group synchronous instruction using mini-lesson structure.
10:00-10:30	Independent Blocks and Small groups	Students work independently on assignments asynchronously, work in small and collaborative groups synchronously.
10:30-10:45	Snack/ Movement Break	Students participate in snack/movement break independently. It is recommended that this be time away from a device.
10:45-11:15	ELA or MATH Block	Provide whole group synchronous instruction using mini-lesson structure.
11:15-11:30	Independent Blocks and Small groups	Students work independently on assignments asynchronously, work in small and collaborative groups synchronously.
11:30-12:00	Movement Break	Students participate independently in a movement break. It is recommended that this be time away from a device.
12:00-12:15	Closing Circle	All students participate in the community circle synchronously.
12:15-1:15	Break and Lunch	
1:15-1:45	Writing	Students participate in a writing workshop as a community synchronously.
1:45-2:45	Remote Learning	Students participate in asynchronous instruction as assigned including science, social studies and/or specialist classes.. During this time, teachers continue to plan for instruction.

Higgins Middle School

Higgins Middle School will begin each day with an opportunity for students to check in with their homeroom teacher, receive technical or academic support, and connect with their classmates.

During instructional blocks, teachers will provide in-person instruction. Attendance will be taken at the beginning of each class. Lunch and break will be scheduled the same as our in-school model. All student assignments and materials will be organized in Google Classroom. Synchronous instruction will occur via Google Meets.

Instruction during these blocks will not consist of fifty to sixty minutes of direct teacher instruction. Instead, teachers will plan for short chunked mini-lessons with time provided for independent and collaborative work. Teachers will also outline assignments for students to complete on their own.

Table: Sample Schedule for Remote Learning- HMS

	Monday	Tuesday	Wednesday	Thursday	Friday
8:05- 8:50	Homeroom & Check In				
8:50- 9:40	Exploratory	Exploratory	Cluster Community Meeting	Exploratory	Exploratory
9:40- 10:30	Block B	Block F	Independent Projects & Small groups	Block C	Block G
10:30- 11:30	Block C	Block G	Independent Projects & Small groups	Block B	Block F
11:30- 12:30	Lunch & Break				
12:30- 1:30	Block F	Block B	Independent Projects & Small groups	Block G	Block C
1:30- 2:20	Block G	Block C	SEL	Block F	Block B

Peabody Veterans Memorial High School

PVMHS will begin each day with an opportunity for students to receive technical support monitored by technology personnel at the high school. In addition, staff/teachers will be available in the morning for office hours, student support, and interventions.

During instructional blocks, teachers will provide in-person instruction. Attendance will be taken at the beginning of each class, followed by an SEL check-in with students. Screen breaks and lunch are built into the remote learning schedule. All student assignments and materials will be organized in Google Classroom. Synchronous instruction will occur via Google Meets. Instruction during these blocks will not consist of sixty minutes of direct teacher instruction. Instead, teachers will plan for short chunked mini-lessons with time provided for independent and collaborative work. Teachers will also outline assignments for students to complete on their own.

SAMPLE remote learning schedule for PVMHS

	Monday Cohorts A&B	Tuesday Cohorts A&B	Wednesday All Remote	Thursday Cohorts A&B	Friday Cohorts A&B
7:20-8:50	Teacher: Collaboration and Planning Time Students: Asynchronous Learning				
9:00-9:40	Tech Support, Interventions, Student Support, Office Hours				
9:40-9:50	Screen Break		Asynchronous Remote Learning	Screen Break	
9:50-10:50	Period 1	Period 4	Asynchronous Remote Learning	Period 1	Period 4
10:50-11:00	Screen Break		Asynchronous Remote Learning	Screen Break	
11:00-12:00	Period 2	Period 5	Asynchronous Remote Learning	Period 2	Period 5
12:00-12:50	Lunch and Screen Break		Asynchronous Remote Learning	Lunch and Screen Break	
12:50-1:50	Period 3	Period 6	Asynchronous Remote Learning	Period 3	Period 6

Alternative Child Care Options

Peabody Public Schools recognizes that child care options will be a major concern for any families if we operate in a hybrid or remote model. In an attempt to mitigate those concerns, we are currently exploring partnerships with For Kids Only, the Public Library, Metro North YMCA and Passos Avante. On days when students will be learning remotely, these partners could provide child care options to families of students attending the Peabody Public Schools as well as the children of school employees.

Below are some guidelines for potential alternative child care options:

- 1) On the days where *elementary* students attend school in person on the hybrid model, For Kids Only will continue to have before and after school child care on site available as usual. Students will transition outdoors as much as possible before and after school.
- 2) Passos will continue to provide the before and after school program at the South Elementary School.
- 3) On the days where students are not in the building, **provided a physical space can be found**, For Kids Only and the YMCA will continue to provide child care for families in various locations throughout the City.
- 4) This will be a fee-based program. However, we will continue to seek subsidies to offset the cost for families, if needed.
- 5) Remote instruction will be delivered by Peabody School employees (both synchronously and asynchronously) and will be supported by FKO or YMCA staff members.

Student Supports and Professional Learning

Safety, Wellness and Social Emotional Supports

Peabody has already taken measures to respond to the health and safety needs. Personal Protective Equipment have been purchased. Additional spaces for the isolation of students who are ill have been identified in every school. Peabody Public Schools will collaborate closely with the Peabody Health Department. Peabody Public Schools will meet and exceed the standards outlined by the Massachusetts Department for health and safety of students and staff. As a supplement to DESE's Initial Fall School Reopening Guidance, we have also been provided with protocols for responding to specific COVID-19 scenarios this fall, including in school, on the bus, or in community settings.

Social-Emotional Learning

We know that all of the plans will require special attention to meeting the social-emotional needs of staff and students as we return to instruction. The District will leverage the past efforts of employing community circles, social thinking and Positive Behavior Intervention Systems (PBIS) to continue

providing opportunities for staff and students to develop self-awareness, social awareness, relationship building, and problem-solving skills.

Social-emotional learning opportunities will be built into the schedule for each day. Each day at the elementary level will begin and end with a community circle to serve as a Social-Emotional Learning check-in for all students. At the secondary level, all classes will start with the opportunities for a social-emotional learning check-in. Additionally, schools will also make efforts to include school-wide community-building events, which might include special speakers and grade-level assemblies to help the students feel connected to the school as a whole. It is expected that clubs and activities will continue to occur out of school time as they would if they met in person. To the extent possible, sports and athletics, even if canceled, will continue to hold meetings and remote meetings to support students.

Guidance and Counseling Supports


Every student, family, and staff member has been impacted by the COVID-19 pandemic. Our school counselors, social workers, and school psychologists' support will be integral to our safe return to instruction. They are dedicated to fostering the growth of our students as individuals in a safe and caring environment. These priorities will continue regardless of the educational setting (remote, hybrid, or in-person).

Counselors and school psychologists will work with students, families, teachers, administrators, and outside agencies to support each student. They will continue to provide:

- short-term situational individual and group counseling as needed
- monitoring of student progress
- services associated with IEPs or 504 plans
- mediation in areas of conflict resolution between peers
- referrals to appropriate outside agencies
- participation in the student support teams
- social skills groups
- support in positive parent-teacher-student communication; and
- individual/family check-ins
- college and career exploration and guidance

Training and Professional Development

All professional development will be provided in both asynchronous and synchronous ways to support staff as we transition to our chosen return to instruction model for the school year. Elementary instructional coaches will provide support to classroom teachers to adapt to the new instructional models. Department directors at the secondary level will continue to frequently meet with common planning teams and provide for individual coaches.



The goals of the return to instruction for teaching and learning will be as follows:

- Assess student learning to address student needs.
- Design plans to accelerate student learning.
- Provide professional development and training to develop the skills that students and staff will need to support asynchronous and synchronous instruction and hybrid learning.
- Support implementation of remote and hybrid learning that is personalized, meets the needs of all learners, and provides equity and access for all learners.

Assessment

Teachers will plan to make use of a variety of formative and summative assessments that will include online platforms and other low-tech options as we are able. When students are present in the classroom, teachers receive ongoing feedback immediately from students. In remote learning, immediate feedback is not always provided. Teachers will survey students and families repeatedly during remote learning to gather feedback to make changes to instruction, pacing, and learning. At the elementary level, teachers will plan for short formative and summative assessments and projects to assess students' progress. Students at the secondary level will receive grades for all classes based upon a combination of formative and summative assessments that will include short and long term projects. Teachers will communicate expectations for all formative and summative assessments.

Additional Supports and Intervention

Peabody Public Schools recognizes that some students require additional supports and services in order to access the curriculum. We are committed to ensuring that all students receive the support they need to be successful academically and social emotionally. Students identified as high priority considering state guidance may receive in-person instruction up to 4 days per week. Criteria for identifying high priority students is based on DESE guidelines, maintaining building capacity at six feet of physical distancing, and staffing considerations. Selected populations that may be considered high priority are addressed in the sections below.

English Language Learners (ELLs)

This spring, the Peabody Public School's English Language Learner (ELL) teachers have consistently connected with our English Learners (ELs), and their families during the school closure. These home-school relationships were essential in enabling the families in our program to transition to remote learning. Through the coordination of our Technology Department, all Peabody families in need were provided with electronic devices and internet access. Additionally, a remote summer program was offered to continue to provide additional support and maintain school-home relationships with our to English Learners.

As we begin the 2020-2021 school year, the ELL teachers will continue to assist our English Learners in language acquisition. Additionally, our ELL teachers will support students in developing the linguistic skills needed to succeed in content classrooms through language instruction and using a variety of methods, whether provided in-person or remotely, depending on the individual student and family needs and circumstances.

ELL teachers will provide direct, small group synchronous instruction in reading and writing to support students' language acquisition needs. To promote safety and maintain students' cohorts, all ELL teachers in the Hybrid Learning Model will provide synchronous remote small group instruction.

Special Education

Peabody Public Schools will meet and exceed the standards outlined by the Massachusetts Department of Elementary and Secondary Education's July 9, 2020 [Comprehensive Special Education Guidance for the 2020-21 School Year](#). Students with significant and complex needs, as a result of a disability, including preschool-age students will be prioritized for receiving in-person instruction during the 2020-2021 school year. These students will receive as much in-person instruction as is feasible within the health and safety parameters in effect at each particular time. We plan to provide this group of students with in-person instruction 4 days a week, every week at the elementary level. These students will follow the same beginning and end of the school day schedule as described under the Hybrid Learning Model. If in-person instruction cannot be provided due to increased health and safety reasons, students with significant disabilities will receive synchronous and asynchronous instruction and related services remotely in full, or in part, as necessary, to provide Free and Appropriate Public Education (FAPE).

All other students with disabilities will be participating in the same learning model and schedule as their peers, and will additionally receive their identified services synchronously and asynchronously. There may be opportunities for the district to expand the in-person learning model to a wider range of students with disabilities based on DESE guidelines and in accordance with health and safety standards. Decisions will be made according to space and staffing capacity, impacted by the number of families who choose to participate by connecting virtually in the Remote option.

Instruction in all models of service delivery, In-person, Hybrid or Remote will include:

- A regular and consistent schedule of classes, services and therapies as required by the student's IEP, offered synchronously and asynchronously;
- Structured learning time designed so that the student can access state standards;
- Frequent interactions with teachers, related service providers and families provided via phone, email, and or/virtual platform, to ensure student engagement;
- Student privacy and confidentiality will remain core to all communications and will be respected by all parties, and:

- Student community connections provided routinely via phone, email, and or/virtual platform.

For students receiving Special Education, written parent notification describing any differences in how services will be delivered will include how, where and when specialized services are being provided. The notification will be dated to reflect when services, that are being provided differently, begin. DESE has indicated that parental consent is not required to implement modified in-person, hybrid or remote special education services; however, such documentation will describe the district's efforts to provide services as closely aligned to the IEP as possible.

Early Childhood Special Education and Preschool Children

The District recognizes that remote learning is especially difficult for preschoolers and, in many cases, not developmentally appropriate for learning. Preschool students needing special education services will be invited to participate in in-person schooling commensurate with their Individualized Education Plan (IEP). Additionally, related services for young children (speech, occupational therapy, physical therapy) are most effective when children and adults are together in the same space. Face-to-face therapy enables our youngest learners to manipulate materials, see the adult's face, and receive immediate feedback. Given the small-group nature of preschool, Peabody will be offering consistent programming, while keeping classes small enough to ensure physical distancing and adhering to all safety protocols. Currently, we are scheduling preschool age students who qualify for in-person instruction and special education services. We also aim to include inclusion opportunities that meet safety protocols and guidelines, offering half day opportunities for inclusion.

Staff will be utilizing professional learning time to enhance further our capacity for appropriate and engaging remote learning activities, and plans should there be a need for another district closure during the school year.

Draft of School Calendar

<p>8/19& 8/20 NEW TEACHERS(NT) 8/24/20 FRESHMAN ORIENTATION 9/28-TEACHER ADMIN DAY 9/28 & 9/29-TEACHER PD DAYS</p> <p># SCHOOL DAYS =</p>	<p>AUGUST '20</p> <table border="1"> <thead> <tr><th>S</th><th>M</th><th>TU</th><th>W</th><th>TH</th><th>FR</th><th>S</th></tr> </thead> <tbody> <tr><td></td><td></td><td></td><td></td><td></td><td></td><td>1</td></tr> <tr><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td></tr> <tr><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td></tr> <tr><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td></tr> <tr><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td></tr> <tr><td>30</td><td>PD/NS</td><td></td><td></td><td></td><td></td><td></td></tr> </tbody> </table>	S	M	TU	W	TH	FR	S							1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	PD/NS						<p>SEPTEMBER '20</p> <table border="1"> <thead> <tr><th>S</th><th>M</th><th>TU</th><th>W</th><th>TH</th><th>F</th><th>SA</th></tr> </thead> <tbody> <tr><td></td><td></td><td>NS</td><td>PD/NS</td><td>PD/NS</td><td>NS</td><td>6</td></tr> <tr><td>6</td><td>NS</td><td>PD/NS</td><td>PD/NS</td><td>PD/NS</td><td>PD</td><td>12</td></tr> <tr><td>13</td><td>PD/NS</td><td>PD/NS</td><td>16</td><td>17</td><td>18</td><td>19</td></tr> <tr><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td></tr> <tr><td>27</td><td>NS</td><td>29</td><td>30</td><td></td><td></td><td></td></tr> </tbody> </table> <p>9/1 - State Primary Election 9/4 - NS 9/7 - NS (LABOR DAY) 9/16, 9/17 & 9/18 K Screening 9/21 Kindergarten 1st Day 9/21 McCarthy & Tide 1 Pre-K-1" 9/28 - NS (YOM KIPPUR)</p> <p># SCHOOL DAYS = 10</p>	S	M	TU	W	TH	F	SA			NS	PD/NS	PD/NS	NS	6	6	NS	PD/NS	PD/NS	PD/NS	PD	12	13	PD/NS	PD/NS	16	17	18	19	20	21	22	23	24	25	26	27	NS	29	30			
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<p>2/15- 2/19 NS (FEBRUARY VACATION)</p> <p># SCHOOL DAYS = 15</p>	<p>FEBRUARY '21</p> <table border="1"> <thead> <tr><th>S</th><th>M</th><th>TU</th><th>W</th><th>TH</th><th>FR</th><th>S</th></tr> </thead> <tbody> <tr><td></td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr> <tr><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td></tr> <tr><td>14</td><td>NS</td><td>NS</td><td>NS</td><td>NS</td><td>NS</td><td>20</td></tr> <tr><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td></tr> <tr><td>28</td><td></td><td></td><td></td><td></td><td></td><td></td></tr> </tbody> </table>	S	M	TU	W	TH	FR	S		1	2	3	4	5	6	7	8	9	10	11	12	13	14	NS	NS	NS	NS	NS	20	21	22	23	24	25	26	27	28							<p>MARCH '21</p> <table border="1"> <thead> <tr><th>S</th><th>M</th><th>TU</th><th>W</th><th>TH</th><th>FR</th><th>S</th></tr> </thead> <tbody> <tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td></td></tr> <tr><td>7</td><td>8</td><td>9</td><td>ERM</td><td>11</td><td>12</td><td>13</td></tr> <tr><td>14</td><td>15</td><td>PD/ER</td><td>17</td><td>18</td><td>19</td><td>20</td></tr> <tr><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td></tr> <tr><td>28</td><td>29</td><td>30</td><td>31</td><td></td><td></td><td></td></tr> </tbody> </table> <p>3/10 - ERM (Parent/Teacher Conf) 3/17 - PVMHS (Parent/Teacher Conf) 3/16 - EARLY RELEASE PD</p> <p># SCHOOL DAYS = 23</p>	S	M	TU	W	TH	FR	S	1	2	3	4	5	6		7	8	9	ERM	11	12	13	14	15	PD/ER	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31										
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<p>4/2-NS (GOOD FRIDAY) 4/8 - ERE (Parent/Teacher Conf) 4/19 - 4/23 NS (SPRING VACATION)</p> <p># SCHOOL DAYS = 16</p>	<p>APRIL '21</p> <table border="1"> <thead> <tr><th>S</th><th>M</th><th>TU</th><th>W</th><th>TH</th><th>FR</th><th>S</th></tr> </thead> <tbody> <tr><td></td><td></td><td></td><td></td><td>1</td><td>NS</td><td>3</td></tr> <tr><td>4</td><td>5</td><td>6</td><td>7</td><td>ERE</td><td>9</td><td>10</td></tr> <tr><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td></tr> <tr><td>18</td><td>NS</td><td>NS</td><td>NS</td><td>NS</td><td>NS</td><td>24</td></tr> <tr><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td><td></td></tr> </tbody> </table>	S	M	TU	W	TH	FR	S					1	NS	3	4	5	6	7	ERE	9	10	11	12	13	14	15	16	17	18	NS	NS	NS	NS	NS	24	25	26	27	28	29	30		<p>MAY '21</p> <table border="1"> <thead> <tr><th>S</th><th>M</th><th>TU</th><th>W</th><th>TH</th><th>FR</th><th>S</th></tr> </thead> <tbody> <tr><td></td><td></td><td></td><td></td><td></td><td></td><td>1</td></tr> <tr><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td></tr> <tr><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td></tr> <tr><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td></tr> <tr><td>23</td><td>25</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td></tr> <tr><td>30</td><td>31</td><td></td><td></td><td></td><td></td><td></td></tr> </tbody> </table> <p>5/31 - NS (MEMORIAL DAY)</p> <p># SCHOOL DAYS = 20</p>	S	M	TU	W	TH	FR	S							1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	25	25	26	27	28	29	30	31					
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<p># SCHOOL DAYS = 13</p> <p>TOTAL SCHOOL DAYS: 179</p> <p>(5 snow days)</p> <p>PVMHS GRADUATION JUNE 4, 2021 (SUBJECT TO CHANGE)</p>	<p>JUNE '21</p> <table border="1"> <thead> <tr><th>S</th><th>M</th><th>TU</th><th>W</th><th>TH</th><th>FR</th><th>S</th></tr> </thead> <tbody> <tr><td></td><td></td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr> <tr><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td></tr> <tr><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td></tr> <tr><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td></tr> <tr><td>27</td><td>28</td><td>29</td><td>30</td><td></td><td></td><td></td></tr> </tbody> </table>	S	M	TU	W	TH	FR	S			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30				<p>NS=NO SCHOOL ER=EARLY RELEASE ALL ERE=EARLY RELEASE ELEMENTARY ERM=EARLY RELEASE MIDDLE SCHOOL T=TEACHERS ONLY NT=NEW TEACHER ORIENTATION PD/NS=PROF. DEV NO SCHOOL PD/ER=PRO. DEV. EARLY RELEASE 1/2D=1/2 Day of School</p> <p>APPROVED BY THE PEABODY 6.16.20</p> <p>ALL DATES SUBJECT TO CHANGE</p>																																																	
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PEABODY PUBLIC SCHOOLS
2020-2021 SCHOOL YEAR CALENDAR

Facilities and Operations

On July 22, 2020 DESE published [Facilities and Operations Guidance](#) providing additional details and considerations for school facilities and grounds, as well as operational protocols based on the most recent COVID-19 information and related mitigation practices. As the knowledge and research related to COVID-19 continues to evolve, this Facilities and Operations Guidance will be updated as appropriate. In partnership with the City of Peabody Public Health Department and Facilities Department, the Peabody Public Schools' will meet or exceed all of the facilities and operations guidelines.

Preparing our Schools

Our goal is to promote the **safe** in-person return of as many students as possible in a school setting. In partnership with the City of Peabody Public Health Department and Facilities Department, we have taken several health and safety measures to minimize risk to all our school community members to ensure we can safely return to school while the COVID-19 risk remains. First, as indicated above, we conducted a feasibility study for the return to school. The purpose of the Facilities Needs Assessment is to determine the number of teaching spaces and classrooms in each school that provides adequate square footage based on approved physical distancing guidelines to safely seat students and staff. We have analyzed air handling and filtration system capacity to ensure proper, safe, and high-quality ventilation in teaching spaces. We have conducted walk-throughs to identify additional expanded space for nursing staff to separate sick students from well students, and care for students or staff when they become ill during the day. Finally, we have procured PPE supplies for staff and students in each building location.

Building Sanitation

Consistent with DESE [Facilities and Operations Guidance](#), our custodial and maintenance teams will clean our facilities daily using industry-standard COVID-19, the United States Environmental Protection Agency approved cleaning procedures. Also, each school will receive a deep sanitization every month during the school year during face-to-face operations.

Each school and district facility will have all touchpoints disinfected at least once each day and daily cleaning of door handles, push bars, etc. Custodial staff will receive any needed training to use the equipment, approved cleaning products, and follow the required cleaning protocols.

All handwashing stations in every school will have soap, disposable paper towels, and wall-mounted and freestanding hand sanitizing stations installed in various locations at each school and Central Office.



Air Quality and HVAC in School Buildings

The Peabody Leadership Team has collaborated with the City of Peabody Facilities Department to review the air quality and HVAC systems outlined below.

Elementary Schools

All elementary schools have steam or hot water unit ventilators. The one exception to this system is the Welch Elementary School which uses electricity to heat a coil in the unit ventilators. The boilers in all other elementary schools provide steam or hot water to small fan coils that take in fresh air from outdoor grates that are cut into the building. The grates are visible from the outside of the buildings just below the center window of each classroom. The fresh air is mixed with the returned air from the classroom, filtered, heated (if necessary), and circulated within the room. All filters are to manufacturer's specification and are changed regularly to meet American Society of Heating, Refrigerating, and Air Conditioning Engineers (ASHRAE) standards.

Higgins Middle School

HMS uses hot water for its classroom unit ventilators, with the same through-the-wall fresh air intake and return air filtration. There are also multiple rooftop units that feed common zones. Each unit has excellent filtration and outdoor air controls. All filters are to manufacturer's specification and are changed regularly to meet ASHRAE standards.

Peabody Veteran's Memorial High School

PVMHS has hot water unit ventilators in the majority of classrooms and offices. Some classrooms and laboratory spaces on the top floor are serviced through roof top units. All filters are to manufacturer's specification and are changed regularly to meet ASHRAE standards.

Cleaning Responsibilities and Protocols

The Peabody Public Schools and the City of Peabody Facilities Department will collaborate when students are in the school building to ensure health and safety for all students and staff. In response to the COVID-19 pandemic, the school department has collaborated with the Facilities Department to develop a comprehensive plan to maintain a clean and safe school environment per state guidance.

Food Service Operations

During school closure last spring, our food service department's professionals prepared and distributed individual meals to students at meal distribution sites. The same team will adapt to the reopening. We will continue to provide breakfast and lunch each day, whether students are learning remotely or in-person. Our food service team will implement a combination of grab and go, or onsite food delivery systems. We believe that this delivery method will optimize student and staff safety.

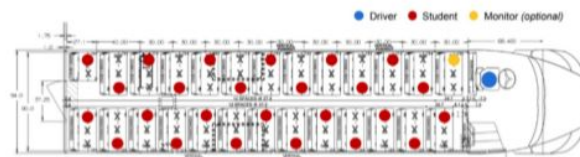
Transportation

On July 22, 2020, DESE issued [transportation guidance](#) to supplement [DESE's Initial Fall School Reopening Memo](#). The initial memo put forth the goal of the safe return of as many students as possible to in-person school settings. The safe and reliable transportation of students to and from school is our goal. The Peabody Public Schools plan to meet or exceed all of the guidance that has been provided by the Massachusetts Department of Elementary and Education.

The [DESE transportation guidance](#) focuses on supporting districts to develop a transportation strategy that provides safe conditions for all students and staff traveling by bus or van, while also maximizing in-person learning:

- Follow the medically-advised health and safety requirements for school bus transportation. As outlined in the guidance, students and drivers will wear masks and adhere to physical distancing guidelines.
- Address bus capacity challenges created by the physical distancing requirements. Peabody has already committed to additional buses for the transportation of students, if needed. The implementation of the Hybrid Learning Model will support cohorts of students to travel to school.
- Take proactive steps to promote safe alternative transportation options for students, including family-provided transportation, walking, and biking when possible.

Bus model	Maximum occupancy (excluding students who could sit together from same household)	Percentage of full bus capacity
83-passenger bus	27 passengers	33%
77-passenger bus	25 passengers	32%
71-passenger bus	23 passengers	32%
47-passenger bus	15 passengers	32%
29-passenger bus	9 passengers	31%
26-passenger bus	8 passengers	31%
22-passenger bus	7 passengers	32%
14-passenger bus	6 passengers	43%



Several core practices will support safe school bus operations this fall:

- All staff and students on the bus, regardless of age, are required to wear masks at all times.
- Students will be seated *at no more than* one student per bench, alternating sides for each row, which allows them to maintain approximately 3 feet of physical distance. Children from the same household may sit together and in closer proximity (e.g., two students per bench).
- Windows will be kept open at all times during operation unless it is not possible due to extreme weather conditions.
- Students will be assigned to a single bus and a particular seat.

Several core practices will support safe school van operations this fall:

- Parents must screen their children for symptoms prior to boarding a vehicle.
- Physical distancing (3 ft.) must be maintained to the extent possible while embarking, disembarking, and in transit.
- All drivers and students will wear masks, unless they are unable to as a result of a medical or disability need.
- In cases where physical distancing cannot be maintained (e.g., students who need to be buckled in, transferred in and out of wheelchairs, etc.), drivers and/or monitors should wear gloves.
- If not possible nor comfortable to open windows, set the ventilation system to high. Do not recirculate conditioned air.
- Staff will assist children with washing or sanitizing hands upon arrival after exiting the bus, van, or vehicle and prior to departure before boarding the bus, van, or vehicle.

Certification of Health and Safety Requirements

Peabody Public Schools certifies that it will meet or exceed all health and safety requirements set forth by the Department of Elementary and Secondary Education in collaboration with the Peabody Department of Public Health.