

Peabody Public Schools

**Parent/Guardian and
Faculty Guidance
during COVID-19**



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Overview:

On March 13, 2020, our community was faced with an unprecedented challenge. Due to the global pandemic, students and staff were asked to leave the comfort of our school building for what would amount to three months and teach our students remotely. This school closure shifted our pedagogy and family lives overnight. We faced these challenges as a community and supported our students socially, emotionally, and academically, to the best of our ability. Now we are all shifting again, with uncertainty and significant changes to our typical practices. We will also conquer this challenging shift, and realize you are in need of guidance and detail. So, we hope to provide you with that in this document and with our perpetually open doors. Thank you in advance for your patience and understanding.

Our district and school goals going forward will build on the District Strategic Plan of **H.O.P.E.** and focus on Building Community and Equity & Access:

- Create safe, caring, and culturally responsive classrooms and schools, and partner with families and the community to support students' academic growth and their social, physical, and emotional wellbeing.
- Ensure that every student engages in a rigorous curriculum that is implemented consistently within and across schools;
- Provide inclusive instruction that engages every student in authentic learning experiences, demonstrates the power of effective effort, and fosters inquiry, creativity, and positive risk-taking;
- Monitor student progress diagnostically and plan instruction after thorough and thoughtful data analysis to ensure each student reaches proficiency.

Flexibility and adaptability are of paramount importance for all of us. We are committed to continually assessing, adjusting, and communicating changes to our learning models. The Peabody Parent/Guardian Handbook for COVID works to illustrate family expectations for the home-school interface as well as faculty staff expectations for the school-home interface. Let's all work together and be safe, smart, and supportive.

Health and Safety Protocols At Home for Staff and Students

Overall Guidelines

In an effort to ensure optimal safety and health for our community, please adhere to the following guidelines:

- **Staff and Students, please perform a Daily Wellness Check prior to the start of each school day. Parents/guardians, please perform this wellness check for your child/children, specifically looking for any of these COVID-19 symptoms:**
 - Fever (100.0) or chills
 - Cough
 - Shortness of breath or difficulty breathing
 - Fatigue - when in combination with other symptoms
 - Muscle or body aches
 - Headache - when in combination with other symptoms
 - New loss of taste or smell
 - Sore throat
 - Nasal congestion or runny nose - when in combination with other symptoms
 - Nausea or vomiting
 - Diarrhea

If your student is experiencing any of the symptoms on this list, please keep them home and get them tested. Also, report the COVID-19- like illness to the school on the absentee line.

For staff, if you are experiencing any of the symptoms on the list, please stay home and get tested. Report the presence of COVID-related symptoms to the building Principal and/or through the dedicated absence line.

Additional Staff Guidelines:

- Masks must be worn at all times.
- Teachers must wash their hands between 5-7 times per day: before and after eating, using the restroom, or blowing their nose or coughing into hands, or assisting a child with hygiene. The use of gloves is not a substitute for handwashing.
- Staff should not bring in their own decorative items from home into the classroom.

Health and Safety Protocols in School

There is a COVID-19 medical waiting room in each building. This will be used anytime a student is presenting with COVID-19-like symptoms and as a result needs to be separated from their peers. From a facilities perspective, every effort will be made to find a self-contained space, ideally near an exit/entrance and with a dedicated bathroom. When occupied, the medical waiting room will be monitored by appropriate staff. Students will remain in the medical waiting room while awaiting dismissal to the parent or guardian.

If a staff member develops any of the COVID-19 symptoms listed above during the school day, they are advised to contact their building administration and if safe to do so, leave as soon as possible and drive themselves home.

If a student develops any of the COVID-19 symptoms listed above during the school day, they will be escorted to the designated medical waiting room. There they will be assessed by the school nurse and be dismissed home to a parent/guardian in a timely manner.

Return to School Protocol - No Known Exposure to COVID-19

According to DESE and MDPH guidance...

If a student or staff member has COVID-19-like symptoms (with no known exposure to COVID-19), **they may return to school when:**

- Have a negative COVID PCR test result – as per protocol, they must get a test for active COVID-19 infection prior to returning to school (students/staff will need to remain home until the test results are reported)
- AND they have improvement in symptoms
- AND they have been without fever for at least 24 hours without the use of fever reducing medications (ie, Tylenol or Motrin).

If a student or staff member presents COVID-19-like symptoms and chooses **not** to be tested, they may return to school **10 days from the start of symptoms**, as long as:

- Their symptoms have improved
- AND they have been without fever for at least 24 hours prior to their return to school without the use of fever reducing medication.

If a primary care provider makes an alternative diagnosis for the COVID-19-like symptoms, the individual may return to school based on the recommendations for that alternative diagnosis (ie, strep throat, influenza), accompanied by a written note from the primary care provider.

Return to School Protocol - Known Exposure to COVID-19

If a student/staff member is exposed to a COVID-19 positive individual and is identified as a “close contact,” as per state protocols they will be advised to get tested for COVID-19.

A “close contact” is defined by the Massachusetts Department of Public Health as “only those who have been within 6 feet of distance of the individual for at least fifteen minutes, while the person was infectious.”

If you are identified as a close contact of an individual confirmed with COVID infection, follow the requirements below:

- If you have a negative test result - remain home in quarantine for 14 days from last exposure to COVID-19 positive individual
- If you test positive - remain home, monitor symptoms, and follow the isolation guidelines provided by the local public health department.
- If you chose not to be tested - remain home in quarantine for 14 days from last exposure to COVID-19 positive individual.

School Attendance/Illness.

As previously stated, students who present with symptoms of COVID-19 while at school will be dismissed home to parent/guardian and will not be allowed to take the bus home.

While out of school, students are encouraged to access and will be responsible for engaging with remote lessons provided by the teachers in their class(es).

Masks

When planning for the school day, all staff, students, and visitors will follow **School Committee Policy**. Remember, masks covering the nose and mouth, with a snug fit under the chin, are to be worn by all students from the time students leave home to the time they return home. When at home or in school, ensure proper removal and placement of masks before eating. Masks should be removed by handling the ties or back/ear areas of the mask once seated. Do not touch the outside or inside of the part covering the face. While eating, masks should be placed on a napkin, paper towel, or other container on the table, with the inside of the mask facing up.

Hand hygiene should be ensured prior to removal and putting masks back on.

The wearing of face shields, while helpful as an additional mitigation strategy, does not provide adequate protection when used without a mask. Face shields alone are therefore not acceptable face coverings.

Exceptions to the mask policy will be made for students with medical, behavioral, or other challenges that preclude their wearing masks/face coverings per School Committee Policy. Families need a written note from a physician for a requested exemption. Parents may not excuse their child from the face mask requirement by signing a waiver.

- This requirement is for all students and staff unless they have provided a doctor's note documenting a medical or disability exemption.
- Students/families and faculty/staff members are responsible for providing their own face coverings. If a staff member or student does not have a face-covering, they will be provided with one by the school district.
- Masks breaks will be scheduled for staff and students
- Reusable or cloth face coverings are acceptable
- Reusable cloth face masks need to be cleaned daily
- Families are encouraged to pack an extra reusable face mask for each student daily
- Masks that contain a "valve" are not acceptable
- Gaiters/buffs are not acceptable

Mask Breaks

Students will have mask breaks each day per individual school guidelines. When mask breaks are scheduled, specially designated spaces (ideally outdoors) will be used. Spaces for mask breaks must allow students to be at least 6 feet apart. Handwashing facilities or hand sanitizer will be available upon entering and leaving this space. Staff will monitor for strict social distancing during mask breaks.

Hand-Washing

When at home, encourage hand washing. While handwashing with soap and water is the best option, alcohol-based hand sanitizer (at least 60 percent ethanol or at least 70 percent isopropanol) may be utilized when hand washing is not available. Given the importance of maximizing hand washing and sanitizing stations, it may be permissible to have students within 3 feet of distance for a brief period of time (20 seconds) during hand washing as long as masks are worn and students are not directly facing one another.

As with the Student Handbooks, parents will need to provide permission by signing COVID Handbook to allow their child to use sanitizer when in school. If you would like to have your child "opt-out" of hand sanitizer use, you may contact the school nurse by either email or writing a note.

Bringing Water to School

We are strongly encouraging families to send their children with a filled water bottle each day. We may be eliminating the use of water fountains. However, refill stations may be available in schools.

Bringing Classroom Materials to School

Students should be directed to come to school with limited belongings (i.e. HW folder, snack or lunch, jacket if needed). All student materials must be unique and personal to the student and kept in the student's desk (pencil case, notebooks). There will be no 'group sharing' of classroom materials or material stations such as pencils, crayons, scissors, etc.

Families and School Events

At the opening of school, we will not be planning any grade-wide or school-wide communal activities. In addition, we have not scheduled any in person field trips. Outdoor Ed, if scheduled, will occur in the spring. We are going to plan whole school assemblies, spirit days and cultural arts for Wednesdays when we can enjoy these as a whole community, virtually.

Snack and Lunch

Families are encouraged to provide a snack daily for students. Lunch counts for both in-person and remote free and reduced lunch will be taken by classroom teachers daily at the same time as attendance is taken. On remote learning days, parents or child care providers may pick up Grab and Go lunches from our cafe staff at the child's school if they are participating in the free/reduced lunch program.

During meals, mask breaks, and other times when masks are not worn, 6 feet is the minimum distance allowed. If a student needs help opening a lunch, a teacher can pick up the lunch item and take it to the side to open the item and return it to the student or quickly help the student wearing a mask. The teacher should wash or sanitize hands before and after assisting a student.

The Department of Elementary and Secondary Education recommends minimizing non-essential food distribution in school settings. Therefore, there will be no food-based celebrations (for birthdays and holidays) during the school year.

Eating in the classroom: Based on CDC recommendations, students will eat in classroom spaces when possible. Grab and Go meals will be provided to classrooms. Students will be responsible for clearing their individual desks as appropriate following snack and lunch. Also vital to student's safety is caring for students with life-threatening food allergies. There will be classrooms designated as "Allergy Aware Classrooms." Parents/guardians will receive a notice if your child is in an "Allergy Aware Classroom."

Eating outdoors: Outdoor meal consumption can be an effective way to ensure physical distancing, weather permitting. Physical and social distancing of at least 6' must be practiced.

Physical Distancing

It is imperative that all students and staff strictly adhere to physical distancing guidelines. DESE's team of medical advisors has stated that the greater the physical distance between individuals, the greater the protection from potential exposure to the virus. The minimum acceptable distance is three feet (American Academy of Pediatrics, 2020) when maintained in combination with face coverings and other measures. The **Peabody Public Schools is striving to maintain six feet between individuals whenever feasible.** To facilitate social distancing, we are making the following accommodations:

- There will be directional markings in all hallways to create traffic flow for students and staff that will help students and staff maintain appropriate social distancing.
- Cubbies or lockers will be used only if social distancing can be guaranteed.
- All schools will follow limited student restroom access procedures, and there will be a protocol in place at each school for identifying when a bathroom is occupied. Schools will do their best to supervise this expectation, but it is imperative that families emphasize the importance of this process through discussion with their students.
- Social distancing will be monitored in all spaces throughout the day by school staff.
- Desks in each classroom have been spaced to allow for 6' of distance between students and between the teacher and students.
- ***For specific details pertaining to each school in Peabody, please visit the district website.***

Fire and Emergency Drills

Our staff will be trained and will train our students on school safety procedures, in collaboration with the Peabody police and fire departments for regular drills.

Desk Cleaning

Desks will be cleaned at least daily. For situations when cohorts of students move between classrooms or where meals are eaten at desks, cleaning of desks will take place between classes and before and after meals. Cleaning of desks can be done by students or custodial staff. The District will use disinfectant solutions that require a short dwell or drying time and are appropriate with food surfaces. The safety data sheets for all products used will be posted to the District website.

Bathrooms

There will be a limited number of students allowed in the bathroom at a given time. Each school will have a system for maintaining social distancing protocols. Please visit our district website for specific protocols at each building. Schools will ensure that bathrooms are accessible throughout the building to allow for proper hygiene. Bathrooms will be monitored regularly throughout the school day by custodial staff to ensure that soap and paper towels or air dryers are available.

Ventilation

Teachers are asked to keep classroom windows open to increase fresh air exchange whenever possible. The use of fans is not allowed based on established ventilation systems.

Substitutes

Substitutes teachers will have to do the same daily health self-assessment as required by all staff. All substitutes will be provided with an employee email with the symptom checklist.

Classroom Set Up Checklist:

Please share creative ideas with one another. The ultimate goal is to create a supportive and welcoming environment, but know this is challenging with the given restrictions below.

Teachers will:

- Ensure all seating 6' edge of seat to edge of seat and facing in same direction
- Ensure 6' teacher instruction space at front of classroom
- Remove anything that can be spared due to space restrictions and let custodial staff know it needs to be stored by tagging it with your name
- Manage book shelving along/against the wall/windows so as not to block ventilation systems or windows.
- Ensure the sink area is open/available throughout the day. Water bubblers are being closed for student use.
- Ensure that desks are not blocking means of egress in the event of an emergency and that desks are adequately spaced from radiators or other heating or cooling elements.

- ❑ Assign seating in each class and to the extent feasible for meals and other activities. Students in cohort A would alternate seating with a student in cohort B.
- ❑ Remove all soft and cloth-based materials, such as rugs, pillows, stuffed animals, and dress-up clothing. Children can bring their own stuffed animal, but it cannot be shared.

Classroom Materials:

- **Classroom libraries** can remain as they are, but there cannot be group book shopping.
- **Material management in classrooms** - Students should be directed to come to school with limited belongings (i.e. HW folder, snack and/or lunch, jacket if needed). All student materials must be unique and personal to the student, and kept in the student's desk (pencil case, notebooks). There will be no 'group sharing' of classroom materials or material stations such as pencils, crayons, scissors, etc.

Scheduling

Student and staff schedules will be designed to be consistent and stable each day with limited, if any, cross-exposure between and among student cohorts during the school day. Visit our district website for information about each specific school schedule.

Arrival

Students who walk to school, ride their bikes, or travel by car or bus will go directly to their classroom/homeroom.

Dismissal

Handwashing or hand sanitization is required upon exit from the classroom. Dismissal procedures will align with safety guidelines for social distancing and students will wear masks during this process. For specific dismissal procedures at each school visit our website.

Navigation of Hallways

Although students and staff will not be routinely traveling through the building, the stairwells are almost 6 feet wide. Therefore there can be up and down traffic so long as everyone is wearing masks. Please follow all arrows and signage throughout the building and visit the district website for specific protocols in each building.

Main Office

There will be no entry into the main office unless it is permitted by the building principals or secretaries. Families will not be permitted to drop off forgotten items such as water bottles, homework, etc. They will only be allowed to drop off medication.

- Families will communicate with each building's school nurse with respect to medication delivery.
- Staff will be limited to the principals, secretaries, nurse, and those needing to enter by appointment or with approval of the building principal.
- Students needing to come to the office must be escorted by an adult and a call must be made to the office to secure an escort.

Visitors

Those allowed to enter school will have to be deemed "essential" to come into the building. Please do not arrange for volunteers or visitors to the building without prior permission from the building principals. Service providers work with our students and are essential. They must follow all safety guidelines.

Restrooms (Staff and Student)

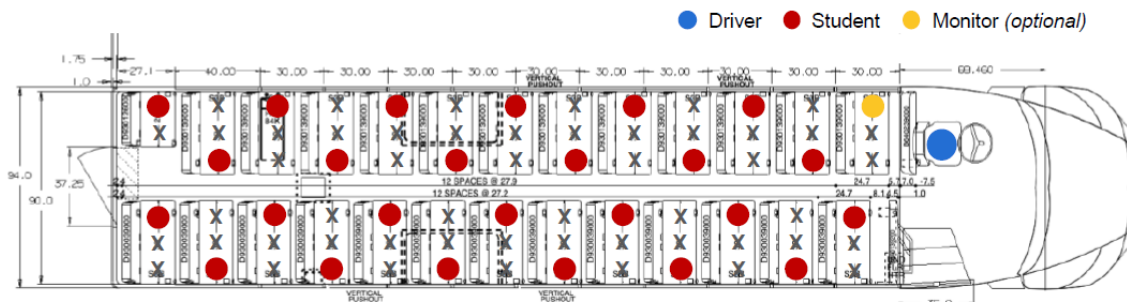
In order to reduce traffic in bathrooms, staff should use staff restrooms on their designated floor. Students should use bathrooms closest to their classroom space. Office bathrooms are for the nurse and office staff only.

Recess

Handwashing facilities or hand sanitizer needs to be used upon entering and leaving recess space (if different than classroom). There are designated outdoor spaces to separate cohorts and support physical distancing while still providing recess opportunities. If students are outdoors and maintain a distance of at least 6 feet, consider using recess as an unmasked time. Otherwise, staff will monitor for adherence to masking requirements and at least 3 feet of distancing.

Logistics To and From School

Due to reduced busing capacity, families are encouraged to drop off and pick up their children from school. Children who ride the bus are mandated to wash their hands once they disembark. All staff and students on the bus, regardless of age, are required to wear masks at all times. Exemptions for students due to medical and/or behavioral reasons – and associated protocols – are described above and will follow the School Committee Policy Mask Policy.



Students should be seated no more than one student per bench, alternating sides for each row, which allows students 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). Ideally, students will sit in assigned seats each day for contact tracing as needed.

Remote Learning When Fully Remote or Hybrid

What is Asynchronous vs. Synchronous Learning?

Over the last couple of months, as we worked to develop our models for teaching and learning in the 2020-2021 school year, we received a number of inquiries from parents about the manner and extent to which we plan to deliver direct instruction. For example, a teacher might introduce new content by activating prior student knowledge on the topic. The teacher might then briefly deliver direct instruction--providing a short introduction to a new concept, posing questions for discussion, and/or modeling a new skill. After this introduction, the teacher might provide students with a progression of learning activities, ones that allow the students to explore the content or skill through independent readings, research, project-based activities, collaborative group work, and/or development of multimedia presentations. All activities are designed to promote depth of understanding, syntheses of ideas, and authentic application of the content or skill in question. Like most schools today, the Peabody Public Schools employ this approach with all students, Pre-kindergarten through high school.

As educators, it is our responsibility to provide students with the information, tools, resources, and support they need as well as the associated, high-quality, online and in-person learning activities in order to construct a meaningful and long-lasting understanding of the content. We believe we can best meet this responsibility by delivering instruction both “synchronously” and “asynchronously.” In the remainder of this section, we define and provide examples of these two terms.

Synchronous Learning Defined

This is a general term describing learning that occurs in real-time and requires attendance at a scheduled meeting or lecture. This can occur in person in traditional schooling models or virtually over platforms that allow live meetings or streaming of classroom activities, such as Google Meet, or other virtual meeting programs. Students may also have the opportunity to work in real-time, virtually, with classmates on a shared Google doc, Google Slides, Google Sheets, or on academic gaming platforms.

Synchronous Learning in Remote Settings Examples: Scheduled tests & quizzes, scheduled Google classroom meetings, scheduled video conferences or group phone calls, live-streamed lectures, or discussion. Synchronous work can also be completed when groups of students work on shared documents or presentations with their classmates in real-time.

Asynchronous Learning Defined

The instructor and students interact on their own schedules. Pre-recorded video lecture or video demonstration of skills occurs in a “flipped model” where students experience the content independently (through reading, videos, podcasts, or discussion boards), and in-person instruction is reserved for individual student skill work, intervention, or collaborative projects. *Asynchronous Learning Examples:* Recorded presentations such as slide decks or videos, email, audio recordings, discussion boards, social media groups, collaborative documents in the cloud.

Here are some examples of Asynchronous and Synchronous Learning

English Language Arts	
<p>Asynchronous: Students will watch prerecorded reading and writing lessons that review concepts and strategies they are working on. These videos may also include read-alouds. They will then have follow-up assignments to practice, reflect, and respond through written work, digital assignments or video from Moby Max or Freckle. Students will also have word work lesson videos to watch in which they can practice the skills being modeled for them, using manipulatives at home, either during or after the video. For example, the video may show tapping out sounds that letters make within a word. Students will then take their letter tiles, build words and tap out those sounds. They can then record themselves for the teacher to see (and hear) their practice.</p>	<p>Synchronous: Students participate in scheduled small group instruction targeted to work on specific concepts and strategies outlined in Google Classroom. These will last around 10-15 minutes. They will then follow-up with practice assignments for those concepts and strategies that were just reviewed. Students may also participate in interactive read-alouds with their teacher reading a mentor text that is modeling a concept related to what they are currently learning. The teacher will pause throughout the story to ask questions and prompt discussion. During this time students can collaborate with peers.</p>

Math	
<p>Asynchronous: Students log into STMath and MobyMax with a math visual learning video provided by a digital math program or recorded by a teacher. During or following the video, students practice with manipulatives they have been given for home. They then apply the new skills and strategies in follow-up online lesson practice in the Realize platform and/or a paper pencil assignment.</p>	<p>Synchronous: Students log into a Google Meet and the teacher directs a small group strategy lesson (10 min) on a new skill. During this lesson, students use physical manipulatives and whiteboard slates they have been given to keep at home. They engage in small group collaboration to solve problems using the new skill.</p>
Science	
<p>Asynchronous: Students watch a pre-recorded lesson from FOSS Science Online; either new content or reviewing content that was taught in person or in a Google Meet. They work independently to reflect and respond to related tasks/questions using paper and pencil or digital tools in Google Classroom. For example, they might draw the parts of the water cycle and label vocabulary or they might record themselves explaining how fog forms and submit that recording on Google Classroom.</p>	<p>Synchronous: Students log into Google classroom meetings. Their teacher teaches a concept, leads class discussion about the topic, and then assigns students to work in collaborative small groups through a shared slide deck or document to solve a problem or perform a task. For example they might learn about energy conservation in the home and then in small groups find all the ways a home might do a better job of conserving energy. They might label a diagram or write suggestions to solve the problem. complete a related assignment in a shared document or slide.</p>
Social Studies	
<p>Asynchronous: Students log into an online text or article selected by their teacher and read about a social studies concept in Freckle. They respond to their reading by recording themselves answering a reflection question. Once these are posted, students may also view others' responses and share their understandings through comments.</p>	<p>Synchronous: Students work with the teacher online in face to face class meetings to read together a story or passage about an important historical event. They stop along the way to check understanding by responding to an online poll or share an answer on their slate or paper. They follow up by breaking into collaborative groups to illustrating their understanding of the concept.</p>

Hybrid Learning Defined

In a hybrid learning model, 50% of the students will attend school in-person, while the other 50% will attend school online for two days and then reverse so that those who were online will attend school in person for two days while the others are online. On Wednesdays, all students will learn online synchronously while schools are cleaned. Students in school will utilize Google Classroom as their core tool and learn through direct instruction, small group and individual instruction methodologies. Students learning at home on alternating days will also utilize Google Classroom and other tools to engage in reading, writing, mathematics and all content areas, and when possible--partner with classroom peers engaging in the same learning, through book clubs and small group work, as examples. In both the classroom and at home, the blended learning methodology becomes the common through-line of the instructional program. At home learning in the hybrid model will provide more consistency and structure than was provided in last spring. Students at all grade levels will follow a regular schedule in school and remotely. Teachers will take daily attendance, assign grades and provide frequent feedback. At the elementary and middle level, classrooms will have staffing support for at home learning days. At the high school level, some classes will be supported by a learning facilitator for at-home learning days. Students will be divided into three learning cohorts (A/B or C). By doing this, students and teachers will have increased social distancing (more than the DESE minimum of 3') and 6' distance for breakfast, snack, and lunch. Safety precautions as defined by DESE will be in place, and all buildings will be regularly cleaned and disinfected before, during, and after the school day.

For families who select the hybrid model for their child(ren), the school students will attend a full day in one of two cohorts: A and B. Cohort A will attend a full school day on Monday and Thursday. Cohort B will attend a full school day on Tuesday and Friday. On Wednesdays, Cohort A and Cohort B will attend a full school day remotely with synchronous teaching and learning. This will also allow schools to be thoroughly cleaned on Wednesdays and provide time for extended learning opportunities or related therapies, teacher collaboration, and professional development. Students will have breakfast, snack, and lunch at school. Families on free and reduced lunch may pick up food at the school on remote learning days based on daily morning attendance taking which will be done virtually or in-person every morning by teachers. In the hybrid model, some high needs students may be availed of full-time, in-person instruction to

ensure effective learning and accommodations (Cohort C). Some families may decide to have their children engage in fully remote learning.

Remote Learning

When given a choice between in-person and remote learning, about 20% of Peabody families indicated they would select fully remote learning for their students if the school district returned to school in-person. Similar to the in-person and hybrid models, remote learning is based on a blended learning model using Google Classroom as the core tool and mirrors a bell schedule similar schedule to the other models. This common approach to scheduling ensures a common learning experience among in-person, hybrid, and remote learning to ensure consistency for students, and allows for synchronous opportunities among peers. Continuity is created by mirroring standards, curriculum, assessment, schedules, and instructional supports as much as possible. Similar to the other models, virtual attendance will be taken daily and students will meet according to a defined and posted bell schedule for each school. Feedback will be provided and the district's grading system will be used. In remote learning at the elementary, middle, and high school levels, students receive direct, live, synchronous video conferencing and instruction, as well as small group instruction that is organized synchronously and asynchronously.

Synchronous class time may be used for class discussion, practice and application, and extension opportunities, as examples. Synchronous instruction will occur for a portion of the instructional blocks each day. Individual and small group support will also be provided. Students will also engage in asynchronous independent work throughout the schedule, which may include independent reading, writing, research, and problem solving, as examples.

Each day will begin with attendance, morning meeting (or a morning check-in at middle and high schools). Students will utilize Google Classroom to view their schedule, access their learning resources, and engage in teaching and learning. There will be defined breaks and a lunch break in the day. The day will end with a short closing meeting (or check-out) designed to promote the community. Visit our district website for specific schedules.

Parents may select fully remote learning for their children, even if the district provides an in-person or hybrid learning model. Students will have their own Peabody teachers in the fully remote model, however, these may be separate from the hybrid teachers. Students will use the learning management and follow a similar academic and time block schedule as students in the hybrid model, which will allow for live, synchronous learning opportunities when possible and teacher collaboration. Attendance will be taken, feedback will be provided, and the regular grading system will be used. In the event of a full school or district closure, hybrid students would attend fully remote with their hybrid teachers, and remote academy students would continue to attend fully with their remote academy teacher.

At any point in the school year, we could go into a fully remote learning mode. In such a situation, daily schedules and instruction would continue in the same patterns.

Privacy Notice and Notification of Waivers

The Peabody Public School's Acceptable Use Policy and Bullying Policy still apply in the remote learning environment. Teachers will notify Assistant Principals of infractions and disciplinary action may be taken.

Parents and family members need to keep in mind the privacy of other students in classroom meetings. No screenshots, videos, or other use of video conference meetings are allowed.

A Shared Understanding Via the Signed Student Handbook

In signing the usual yearly Student Emergency Information and Demographics form, families agree to the shared mutual understanding of both the Student Handbook and the COVID Handbook and the guidelines shared therein.

Online Resources for Peabody Families

[Peabody Public Schools Website](#)

[Peabody Health and Safety Presentation](#)

[CDC Parent In-Person Learning Checklist](#)

[COVID-19 Testing Sites in Massachusetts](#)

[COVID-19 Test Site Locator](#)

[DESE guidance for Specialist and Exploratory subjects](#)

[Guidelines for Youth Sports](#)

[DESE COVID-19/On the Desktop Messages](#)

[Special Needs Frequently Asked Questions](#)

[Peabody Public Schools Mask Policy](#)

[DESE Reopening Guidance:](#)

- [Initial Fall School Reopening Guidance](#)
- [Protocols for responding to COVID-19 scenarios](#)
- [Fall Reopening Facilities and Operations Guidance](#) (*download*)
- [Fall Reopening Transportation Guidance](#) (*download*)