

Agawam School District

Return to School Plan

2020-2021

A Message from Interim Superintendent Sheila Hoffman

****Any part of this document or information in this document is subject to change, pending impact bargaining results with the AEA****

Dear Agawam Families,

I hope this message finds you and your family well as we begin our reopening of schools. I am writing with an update regarding our plans for the start of the 2020-21 school year and will continue to provide you with important updates throughout the year.

Under normal circumstances, students are best served in schools every day, interacting with their peers and engaged in live classroom learning. Nothing can replace the in-person environment our dedicated and talented educators provide for our students. However, we are not under normal circumstances, and the health and safety of our staff and students is our main priority.

Agawam's reopening of schools plan was developed with the intention to help meet the educational, social, and emotional needs of each learner, realizing they may differ significantly. With several changes to our school schedules and operating procedures, we believe a partial return to in-person learning can be successful.

This reopening plan is dependent on three critical health and safety measures that include wearing masks, washing hands frequently, and maintaining a social distance of 6 feet, when feasible. In addition, cleaning and sanitizing facilities, screening daily for symptoms of illness, and staying home when sick will be vital safety factors.

Our planning process includes a comprehensive set of strategies and investments to minimize the risk of transmitting the virus. We are also fortunate to have a low level of active COVID-19 cases in our community.

The hybrid phased-in start plan that was approved by our School Committee provides families with choice. Students have been divided into cohorts and can attend school in a hybrid model (some days in-person, some days remote) or choose a remote-only option. Please see our full plan for details.

We recognize that the circumstances of every family and staff member are different, and that no plan ultimately will satisfy everyone in our community. We continue to listen to feedback and are prepared to make adjustments along the way.

We will continue to keep you informed about our progress. I ask for your patience and continued partnership. Together, we can provide our students with the best possible educational experience under such challenging circumstances.

Sincerely,

Sheila M. Hoffman

Interim Superintendent of Schools

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Executive Summary

Introduction to Agawam Reopening of Schools Plan

This plan outlines guidance on instructional and service delivery for the 2020-21 school year. This document provides a detailed framework of The Agawam Public Schools (APS) plans and preparations for reopening schools in fall 2020. Based on lessons learned from spring 2020, review of State guidance, and reflection on stakeholder input, APS has developed a reopening plan that consists of three models; full in-person with precautions, hybrid, and fully remote.


A Reopening Schools Task Force was established in June, composed of teachers, parents, elected officials, as well as city and school administrators. Their task was to look at resources, discuss potential obstacles, and create action steps that will be necessary to open schools. It is not a decision-making body. Task Force membership




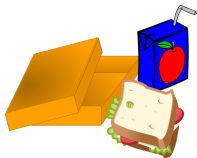
reflects diverse perspectives of actively involved stakeholders. The various perspectives ensure a range of community, staff, and student needs are considered as plans are developed. The Task Force was formed to address eight (8) key action areas: Health and Safety, Facilities, School Operations, Curriculum and Instruction, Social and Emotional Well-Being, Sports and Activities, Technology, and Communication. Listening Sessions for teachers were held along with a Public Forum for families and the community to obtain feedback from larger groups of stakeholders. Agawam Public Schools has identified four (4) principles to guide planning for school reopening.

Guiding Principles

1. Create safe learning and working environments for students and staff.
2. Provide all students instruction that meets state standards and have the necessary supports for success that include:
 - A. access to technology and connectivity;
 - B. social-emotional wellness and health supports; and
 - C. additional supports to meet the needs of special populations.
3. Provide training, time, and the support necessary for staff to prepare for a successful reopening.
4. Provide timely, consistent communication to all families and staff.

The plan to reopen schools in Agawam consists of three models; a in-person model with health and safety precautions, a hybrid model, and a full remote model. On August 7, 2020, the School Committee voted to begin the school year in the hybrid model, with the understanding that, at any point in the year, our model may need to change.

	1. Full In-person Learning with new safety requirements	2. Hybrid Learning Model with new safety requirements	3. Remote Learning
<p>Model Description</p> 	<p>In this model, all students return in person to school settings that are appropriately modified to accommodate the health and safety requirements. Examples of modifications include altered classroom configurations, setting up additional learning spaces, schedule changes, hand hygiene,</p>	<p>A hybrid model means that groups of students would alternate between in-person and remote learning. For instance, students could switch between in-person and remote learning on different days of the week. As with the spring school closure, we will deploy district devices to support the needs of all students.</p>	<p>All districts and schools are required to have a plan for operating a remote learning program. This model must be available for individual students who cannot yet return in-person and for all students in the event of future classroom or school closures due to COVID-19. For further information see below.</p>

	and mask wearing		As with the spring school closure, we will deploy district devices to support the needs of all students.
<p>Health Protocols</p> 	Staff will guide students on health and safety protocols, following Federal, State and local guidelines. All staff and students must wear face coverings as developmentally appropriate. Schools will provide masks to students unable to provide their own. Six feet of social distancing will be maintained whenever possible. Handwashing/hand sanitizing stations will be provided and used throughout the day.	Staff will guide students on health and safety protocols, following Federal, State and local guidelines. All staff and students must wear face coverings as developmentally appropriate. Schools will provide masks to students unable to provide their own. Six feet of social distancing will be maintained whenever possible. Handwashing/hand sanitizing stations will be provided and used throughout the day.	Not applicable
<p>Curriculum</p> 	All courses required by Massachusetts Standards of Learning are regularly offered. There is no guarantee that all programs or elective courses will be available.	All courses required by Massachusetts Standards of Learning are regularly offered. There is no guarantee that all programs or elective courses will be available.	All courses required by Massachusetts Standards of Learning are offered. There is no guarantee that all programs or elective courses will be available.
<p>Transportation</p> 	Limited transportation will be available to families who aren't able to provide their own.	Limited transportation will be available to families who aren't able to provide their own.	Not applicable
<p>Food Services</p> 	Meals will be available during the week. Grab and Go Meals will be available to students who choose the remote only learning option. Breakfast will also be available on days a	Meals will be available during the week. Grab and Go Meals will be available on days that students are not in school. Breakfast will also be available on days a	Student lunches will be available for pickup at the Agawam Junior High School.

	student is at school.	student is at school.	
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Agawam Public Schools is committed to reopening school the safest way possible for students and staff. The plan for reopening must comply with the state and local health guidelines. The State’s most recently issued guidelines include the use of a combination of ALL of the following mitigation strategies:

- Social distancing for students and staff at a goal of six feet
- Face masks/coverings that cover the nose and mouth are required for all adults
- Face masks/coverings that cover the nose and mouth is required for all students in grades 2-12; face masks/coverings are STRONGLY RECOMMENDED for all preK-2 students
- Daily symptom checks by families and caregivers in order to ensure that students in attendance are symptom free
- Increased handwashing and hand sanitization are expected, including upon arrival to school and then periodically during the school day
- School schedules have been modified to minimize mixing of students and staff, to the extent possible

Elementary and Secondary Education Commissioner Jeffrey Riley and state teachers' unions agreed to reduce the 180-day school year requirement to 170 days, to accommodate a 10-day period for districts to prepare to reopen school buildings. Therefore, The 2020-2021 school calendar was modified to accommodate these essential days to prepare staff for the changes in instruction and the safety precautions that need to be followed. In addition, students entering new buildings this year will be given a week in these buildings before the other grade level students in the building return. This means some students will begin the school year remotely. You will be notified of your child’s actual start date in your return to school letter provided by your child’s school. These dates are still being finalized with the Agawam Education Association.

Our Hybrid Schedule: Cohort A - last names A-K, Cohort B - last names L-Z

Monday	Tuesday	Wednesday	Thursday	Friday
Cohort A	Cohort A	Cohort A	Cohort B	Cohort B
Cohort B	Cohort B	Cohort B	Cohort A	Cohort A
Fragile Populations	Fragile Populations	Fragile Populations	Fragile Populations	Fragile Populations

In-School/In-Person

Remote Learning

Depending on their grade level and cohort, students will start the 2020-2021 school year in either the Hybrid Learning Plan or Remote Only Learning Plan. Each plan is described in detail in the full plan. **All students have the option of choosing the remote-only model at any time in the school year, regardless of what model the district is in as a whole.** After the first two weeks of school and at the end of a marking period, a student in the remote-only model may switch to the whatever in-person model the district is in. Notification at the school level will be required. We ask families to be in close communication with their child's school regarding any changes.

DESE guidance requires districts to develop a plan across all three models for special populations, including students with disabilities and English learners, and how they will receive necessary services and accommodations. Some students have a particularly high need for in-person instruction in order to progress adequately in their learning. For this reason, Agawam Public Schools will prioritize in-person learning students with disabilities identified as high needs and English learners who also have disabilities. Even if a student is prioritized for in-person learning, parents/caregivers have the option to choose our district's remote-only learning plan for their child's instruction if they prefer, with the understanding that the remote learning cannot replace the full benefits of learning in person.

The Lower Pioneer Valley Educational Collaborative (LPVEC) offers Agawam students programs in Special Education and Career Technical Education. The CTEC staff is working hard with sending districts to determine the most appropriate way to deliver instruction as we start this new school year. This reopening plan for CTEC will take into consideration what sending districts have decided upon, recommendations from the Massachusetts Department of Secondary and Elementary Education (DESE), applicable health and safety guidelines, as well as input from various stakeholders. CTEC will communicate the learning plan to their employees, sending districts, and families.

As of July 21, 2020, the Massachusetts Interscholastic Athletic Association (MIAA), the governing body for competitive high school sports, determined that the fall season will not commence before September 14. Additional delays may be scheduled as new information becomes available. Extracurricular activities conducted in-person will align with guidelines set forth for athletics. Extracurricular activities may meet virtually starting at the beginning of the school year.

We reserve the right to make changes to any and all aspects of this Reopening Plan, as we consider community input, additional guidance from the State and DESE, as well as

updates from the Massachusetts Department of Public Health and other health agencies as we monitor COVID-19 trends.

Communication





Agawam Public Schools will provide our school community with regular, multimodal, communication. Our new messaging system allows us to convey consistent information instantaneously across a variety of platforms in the language of a person’s choice. All important announcements, updates, and documents will be posted to the district website at www.agawamed.org. Families and staff can expect communication at both the district and school level throughout the year regarding:

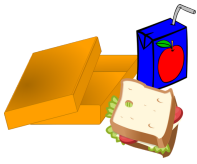
- The beginning of the 2020-2021 school year
- Modifications to the school calendar
- Changes in the model of instruction
- New safety and health protocols and procedures
- Important updates
- School activities and events
- Ways families can partner with schools

Agawam’s Components for Fall Reopening Plan

Each school district in Massachusetts was asked to plan for three possibilities on the continuum of reopening: 1) in-person learning with new safety requirements; 2) a hybrid of in-person and remote learning; and 3) remote learning. Agawam will reopen schools in the fall of 2020 using a phased-in hybrid model. Depending on current COVID circumstances in our area, we may need to switch from one model to another throughout the school year.

	1. Full In-person Learning with new safety requirements	2. Hybrid Learning Model with new safety requirements	3. Remote Learning
Model Description	In this model, all students return in person to school settings that are appropriately modified to accommodate the health and safety requirements. Examples of	A hybrid model means that groups of students would alternate between in-person and remote learning. For instance, students could switch between in-person and remote learning on different	All districts and schools are required to have a plan for operating a remote learning program. This model must be available for individual students who cannot yet return in-person

	<p>modifications include altered classroom configurations, setting up additional learning spaces, schedule changes, hand hygiene, and mask wearing</p>	<p>days of the week. As with the spring school closure, we will deploy district devices to support the needs of all students.</p>	<p>and for all students in the event of future classroom or school closures due to COVID-19. For further information see below. As with the spring school closure, we will deploy district devices to support the needs of all students.</p>
<p>Health Protocols</p> 	<p>Staff will guide students on health and safety protocols, following Federal, State and local guidelines. All staff and students must wear face coverings as developmentally appropriate. Schools will provide masks to students unable to provide their own. Six feet of social distancing will be maintained whenever possible. Handwashing/hand sanitizing stations will be provided and used throughout the day.</p>	<p>Staff will guide students on health and safety protocols, following Federal, State and local guidelines. All staff and students must wear face coverings as developmentally appropriate. Schools will provide masks to students unable to provide their own. Six feet of social distancing will be maintained whenever possible. Handwashing/hand sanitizing stations will be provided and used throughout the day.</p>	<p>Not applicable</p>
<p>Curriculum</p> 	<p>All courses required by Massachusetts Standards of Learning are regularly offered. There is no guarantee that all programs or elective courses will be available.</p>	<p>All courses required by Massachusetts Standards of Learning are regularly offered. There is no guarantee that all programs or elective courses will be available.</p>	<p>All courses required by Massachusetts Standards of Learning are offered. There is no guarantee that all programs or elective courses will be available.</p>
<p>Transportation</p> 	<p>Limited transportation will be available to families who aren't able to provide their own.</p>	<p>Limited transportation will be available to families who aren't able to provide their own.</p>	<p>Not applicable</p>
<p>Food Services</p>	<p>Meals will be available during the week. Grab</p>	<p>Meals will be available during the week. Grab</p>	<p>Student lunches will be available for pickup</p>

	<p>and Go Meals will be available to students who choose the remote only learning option. Breakfast will also be available on days a student is at school.</p>	<p>and Go Meals will be available on days that students are not in school. Breakfast will also be available on days a student is at school.</p>	<p>at the Agawam Junior High School.</p>
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Recognizing the Special Role of Families

Families in consultation with their medical providers, will ultimately make the decision as to whether their children will attend in-person instruction, or whether their children will continue with remote learning. Those families that choose to keep their child engaged in remote learning when in-person instruction is occurring, will be asked to sign a contract, agreeing to the new expectations for student learning and engagement.

Model 1. Full In-Person Learning with New Safety Requirements:

Learning Time: Agawam will plan for an in-person return to school 5 days per week.

Classroom arrangements: To accommodate all students, classrooms in all buildings can provide a minimum of 3 feet of distancing, but not 6 feet of distancing. Desks face in one direction, with 6 feet of instructor space in the front or side of the classroom. Examples of classroom configuration are below.



Utilizing alternative school spaces: Agawam would use alternative spaces as needed to reduce class sizes, such as libraries, cafeterias, auditoriums, and other appropriate available spaces for additional classrooms to accommodate more students, reduce class size, and/or enable additional distancing. Teachers may also hold classes outdoors when the weather is appropriate.

Changes to the daily schedule: In order to accommodate times of the day where there is large traffic flow, staggered arrival and dismissal times will be needed. Additional lunch times and locations will be used. Mask breaks would have to be scheduled throughout the day for students and staff in identified spaces, since they will be unable to be taken in the classroom with less than 6 feet distancing.

Reducing the mixing of student groups: When in classrooms, all students will have assigned seating. Students will be restricted to their grade level class to the greatest extent possible. Junior high and high school students will have a modified schedule so that only 4 classes meet each day, with reduced class sizes.

Limiting travel within a school: Schools will group students into clusters in the school to try to reduce interactions with other groups of students, to the greatest extent possible.

Feasibility Study: Agawam administrators and maintenance staff examined each school's amount of usable instructional space for students. In order to accommodate all students for in person learning, classrooms in all buildings can provide a minimum of 3 feet of distancing, but not 6 feet of distancing. Desks face in one direction, with 6 feet of instructor space in the front or side of the classroom. Mask breaks for students could never occur in the classroom if students were at a distance of 3 feet apart. Using the social distancing guideline of **six feet** and utilizing all alternative learning spaces, only two schools have the capacity to service students in an all-in-person model. The chart below summarizes these findings.

Name of School	Current Student Count	Student Capacity - Groups no larger than 10-12	Rooms Available - Groups no larger than 10-12
Phelps	349	310	31 rooms (this includes using the gym, cafeteria and several office spaces).
Clark	296	300	30 rooms (this includes using the gym, cafeteria and several office spaces)
Granger	258 (not including ECC preschool)	280 (28 groups of 10), with 4 spaces for 1:1 instruction for smaller groups if needed.	28
Robinson	369	310 (RPS has 23 rooms that are designed as grade-level classrooms or intervention rooms. There are 2 rooms designated for the VB program. . In addition the cafeteria /library in half or even quarters. Best case scenario (using and splitting all spaces - 30 rooms or 300 students.	31
Doering	591	488	53 (47 spaces for 10 students & 3 classrooms for 6 or less students)
Junior High	600	400	42
High School	1062	924	77

If all Agawam students returned to full in-person learning, there would be a need to use alternative spaces to reduce class sizes, such as libraries, cafeterias, auditoriums, and other appropriate available spaces to set up additional classrooms. The Agawam

School Department is renting tents for each school to use as appropriate, for example mask breaks, alternate instruction space and to serve lunches.

Model 2. Hybrid Learning Model:

Agawam’s Hybrid Learning Model: We have developed two distinct groups (or cohorts) of students who attend school in person on different days of the week.

Our Hybrid In-Person Schedule: Group A will consist of students whose last name begins with the letters A – K. These students will attend school on Mondays and Tuesdays. Group B will consist of students whose last name begins with the letters L – Z. Those students will attend school in person on Thursdays and Fridays. Students who share the same household will attend school in-person on the same days. All students will participate in learning remotely on Wednesdays. This will allow for additional cleaning in between groups of students entering the building.

Our Hybrid Remote Schedule: On the days of remote instruction, when the classroom teacher is working with in-person students at school, students at home will participate in mostly asynchronous learning. Asynchronous learning occurs when students are not online at the same time to complete work. Teachers may provide video lessons or guided/independent work to students on those remote learning days. Every Wednesday, all students participating in the hybrid model must participate in synchronous (live) lessons with their teacher.

Our Hybrid Schedule: Cohort A - last names A-K, Cohort B - last names L-Z

Monday	Tuesday	Wednesday	Thursday	Friday
Cohort A	Cohort A	Cohort A	Cohort B	Cohort B
Cohort B	Cohort B	Cohort B	Cohort A	Cohort A
Fragile Populations	Fragile Populations	Fragile Populations	Fragile Populations	Fragile Populations

In-School/In-Person

Remote Learning

Attendance: All Agawam Schools will take daily attendance whether a student is in-person or remote. Parents/caregivers are responsible for ensuring their child attends school every day, **whether in-person or remote learning**. Agawam Schools will continue to investigate extended absences and will make and

document reasonable efforts to locate the student and determine the reason for non-attendance. Attendance will be taken daily and participation is mandatory.

Student Expectations on Remote Wednesdays:

- Attend daily live class sessions
- Have sound and video available to ensure engagement
- Comply with the expectations outlined in the handbook for behavior during group instruction
- Be present and attentive during dedicated class time
- Complete and turn in assignments directed by teachers

Grades: Agawam Schools will assess all students based on the district's and educator's performance criteria for students during the 2020-21 academic school year. All assignments will be assessed and included in a student's grade.

Learning Standards: All Agawam students, whether learning in-person or remotely, will have access to grade-level instruction in all content areas included in the Massachusetts Curriculum Frameworks. The scope and sequence of the instruction that teachers provide will vary depending on student needs. The hybrid model is based on a blended learning approach; where instruction is provided both in person and online. Blended learning is student-centered and conducive to encouraging collaboration, problem solving, and communication skills in groups and individually.

At the elementary level, cohorts of teachers and paraprofessionals have been established. Educators will work collaboratively as a team to provide skill-based, direct instruction and supervision to the in person cohort, while also monitoring the work of remote students.

At the secondary level, a modified schedule consisting of 75 minutes of class time daily and with approximately 10 students in person, will allow for teachers to design their instructional blocks to be student-centered. This modified schedule will allow teachers to deliver multiple doses of content rich, direct instruction to students in person, while still having time to address the work of remote learners.

Special Education Information in the Hybrid Model:

Students with Individual Education Plans (IEPs) with the Majority of their Services in the General Education Setting (B-grid):

- will be in the general education cohorts according to the first letter in their last name.
- will have schedules created by the principals/counselors that take into account their classes and special education services.
- will have face-to-face learning while in school and their special education teachers will create schedules for them while they are learning on remote days, including direct teaching time via Google Meets and possibly related services as appropriate.
- **If there is an academic support class in the C-grid:** Academic support classes will be smaller cohorts and the special education teacher will reach out to their special education students, whose cohort is at home on those days.
- Related services will continue to be available to special education students in cohorts. Related service providers will do their best to provide services in the classroom and not mix cohorts. We do know, however, that some services need to happen in a pull-out model and may require students from separate cohorts to be in the same area. Related service providers and principals are encouraged to use available space in the school where DESE guidelines are able to be followed when it comes to appropriate distancing and PPE.

Higher Needs Students on Individual Education Plans (IEPs):

Students who require substantially separate settings and students who spend the majority of their day outside of the general education setting will be eligible to attend school 4 days a week in person (All students will receive services remotely on Wednesdays).

Teachers/paraprofessionals in these settings will schedule times to meet with the students who are remote, but attached to classrooms. Related services will continue to be available to special education students in cohorts. Related service providers and principals are encouraged to use available space in the school where DESE guidelines are able to be followed when it comes to appropriate distancing and PPE.

Realizing every family has unique circumstances, parents who would rather consider a “hybrid” model for their child with high needs should contact the special education department. When the district is

recommending and offering full “in-person” services (4 days/week), the parents may opt out and move to a hybrid model where their child attends school on the 2 days that the district has approved for his/her alphabetical name. The student will be expected to be engaged in remote learning on the days when he/she is at home and attendance will be taken in accordance with the regulations for all other students in cohorts.

Special Education Students attending LPVEC for half-days:

All guidelines that are in place for general education students in cohorts will stay in place for special education students who are attending LPVEC half-days. Refer to district guidelines.

All students from substantially separate and partial inclusion settings are still considered high needs, therefore they will attend In-person learning all four days and also attend LPVEC on those days. At this time, Wednesdays are for remote learning for all students across the district.

Related Services (Occupational therapy, speech and language therapy, physical therapy):

Students who have related services in their IEPs will continue to receive those services. Providers will do the best that they can when it comes to in-person and remote services. We will minimize the amount of buildings that related service providers will attend each day and look at doing some of our direct services through tele-health when appropriate.

We will look to offer certain groups, such as counseling and social skills, to students on their remote days. If their family can get students to and from school, we encourage the providers to work with the principals to find larger spaces (outdoors, cafeteria, etc...) in order to provide those services to the appropriate students, as long as all DESE guidelines for safety and PPE can be adhered to by all students and staff.

IEP Team Meetings:

All Team meetings will be held remotely at this time. Staff is still required to attend and be in a private area on their district device for the entirety of the meeting. Multiple staff from the same buildings can be in the same room for the meetings, as long as all DESE guidelines for safety and PPE can be adhered to by all students and staff.

Team meetings will continue to be held on the days and times that individual buildings have historically held those meetings. These

schedules will be adhered to by the ETFs when setting meetings. Only required and invited personnel should attend. All other staff should be providing services and should submit a report that can be shared with the family and team at the meetings.

Contracted Employees:

All vendors will adhere to the DESE guidelines that have been set forth regarding PPE. All vendors will adhere to the Covid protocol that has been set forth by the Agawam Public Schools.

English Learners (ELs) in the Hybrid Model:

- Within Agawam's hybrid model, English Learners (Levels 1-4.2) and Former English Learners will return to district facilities 2 days per week.
- All English Learners will be placed within a Sheltered English Immersion classroom for content area instruction.
- Intake screening assessments using the WIDA Screener will take place in face-to-face or online format as directed by DESE's Office of Language Acquisition.
- Identified English Learners in PreK and Kindergarten will be identified, monitored, and assessed by EL staff.
- English Learners in Grades 1-6 will receive English as a Second Language services 2 days per week virtually or in-person by ESL certified staff, and complete 3 days of assignments remotely.
- English Learners in Grades 7-12 will receive direct ESL instruction 2 days in-person, and complete 3 days of assignments remotely.
- The amount of service time all English Learners will receive will be based upon their level of language proficiency.
- Level 1&2 English Learners will receive 90 minutes of direct instruction daily.
- English Learners working at Levels 3-4.2 will receive 45 minutes of direct language instruction daily.
- Former English Learners (FELs) will continue to be monitored by Agawam's EL staff.
- Agawam Public Schools has purchased a new information system that allows for enhanced communication in multiple languages.

Uniform Digital Learning Platform: Agawam's Learning Management System (LMS) platform is Google Classroom. Google Classroom will

enable self-directed study and allow teachers to assign and receive work, track progress, and provide targeted feedback and support.

Collaboration tools: Agawam Public Schools will use the following collaboration tools for staff and students:

- Face-to-face communication will use Google Meet
- Instant-messaging will use Google Chat
- Document collaboration will use Google Documents
- File-sharing will use Google Drive
- Calendar-sharing will use Google Calendar
- Online assessments will use Google Forms

Google Classroom: is the online platform accessible to all staff and students in the district. This is the easiest way to keep everything in one place and organized. The district has streamlined additional online programs and apps that will be used as part of remote learning.

Additional programs for learning and instruction: In addition to Google Classroom, our district will be purchasing the following tools to enhance instruction, assessment, and learning: Nearpod, Screencastify, STAR360, Freckle ELA, Freckle Math, Accelerated Reader, GradeSlam/Paper Education, BrainPop, Razkids, PebbleGo, ESGI, and FitnessGram. We are continuing to explore other additional resources as well throughout the summer months.

Single-sign on Platform: Agawam has purchased a platform called Clever that provides a single-sign on access point for students and families to make accessing remote learning as simple as possible. This will eliminate the multiple user names and passwords.

Model 3. Remote Learning Plan:

Agawam's Remote Learning Model: will be available for individual students who cannot yet return in-person, and for all students in the event of future classroom or school closures due to COVID-19. The remote learning plan will look slightly different than the two situations described above.

Attendance: All Agawam Schools will take daily attendance whether a student is in-person or remote. Parents/caregivers are responsible for ensuring their child attends school every day, **whether in-person or remote learning**. Agawam Schools will continue to investigate extended

absences and make and document reasonable efforts to locate the student and determine the reason for nonattendance. Attendance will be taken daily and participation is mandatory.

Our Remote Learning Plan will include: consistent, two-way communication between students, educators, and families to ensure students and families have meaningful opportunities to connect regularly with staff. Students will have regular, consistent opportunities to access live lessons, synchronous instruction, student-to-student interaction, collaborative assignments/projects, teacher feedback, and other needed support. Attending the live lessons with our staff is a requirement for all students when they are remote learning.

Student Expectations in the Remote Model:

- Attend daily live class sessions
- Have sound and video available to ensure engagement
- Comply with the expectations outlined in the handbook for behavior during group instruction
- Be present and attentive during dedicated class time
- Complete and turn in assignments directed by teachers

Grades: Agawam Schools will assess all students based on the district's and educator's performance criteria for students during the 2020-21 academic school year. All assignments will be assessed and included in a student's grade.

Learning Standards: All Agawam students, whether learning in-person or remotely, will have access to grade-level instruction in all content areas included in the Massachusetts Curriculum Frameworks. The scope and sequence of the instruction teachers provide will vary depending on student needs.

Special Education in Remote Settings:

- Related service providers will deliver services to the best of their ability (parent training, modeling videos, parent consultation, Google Meetings). The Department of Special Services will continue to work with the State and the related services providers to determine if students with disabilities that require more intense services can receive in-person services (location to be determined if applicable).
- Special education teachers will take groups. The privacy disclaimer needs to be present in any invite to a group where a special education student

will be taking part. All teachers will post this disclaimer on their pages and in an area that is easily visible to students and families. Teachers are encouraged to put this disclaimer in the banner section of their Google Classroom Page.

- All special education students have a liaison who will document communication with families.
- Contact with special education students will be attempted 1-3 times per week. A communication log will be shared with the Special Education Director and Supervisor.
- Special education teachers will modify work for teachers, as needed.
- Co-teachers should co-plan once per week, for 15 minutes per week.
- Virtual IEP and 504 meetings will be scheduled and the necessary staff members will be present to participate in these meetings to adhere to the special education meeting guidelines and requirements.
- The Department of Special Services will continue to work with the State and local staff to determine if students with disabilities, who require more intensive services, will be prioritized for in-person learning (location to be determined if applicable)

English Learners (EL) in Remote Settings: When EL students are learning remotely, Agawam's EL teachers will continue to have contact and service them.

Agawam Public Schools has purchased a new information system that allows for enhanced communication in multiple languages.

Uniform Digital Learning Platform: Agawam's Learning Management System (LMS) platform is Google Classroom. Google Classroom will enable self-directed study and will allow teachers to assign and receive work, track progress, and provide targeted feedback and support.

Collaboration tools: Agawam Public Schools will use the following collaboration tools for staff and students:

- Face-to-face communication will use Google Meet
- Instant-messaging will use Google Chat
- Document collaboration will use Google Documents
- File-sharing will use Google Drive
- Calendar-sharing will use Google Calendar
- Online-assessments will use Google Forms

Google Classroom: is the online platform accessible to all staff and students in the district. This is the easiest way to keep everything in one

place and organized. The district has streamlined additional online programs and apps that will be used as part of remote learning.

Additional programs for learning and instruction: In addition to Google Classroom our district will be purchasing the following tools to enhance instruction, assessment and learning: Nearpod, Screencastify, STAR360, Freckle ELA, Freckle Math, Accelerated Reader, GradeSlam/Paper Education, BrainPop, Razkids, PebbleGo, ESGI, and FitnessGram. We are continuing to explore additional resources as well throughout the summer months.

Single-sign on Platform: Agawam has purchased a platform called Clever that provides a single-sign on access point for students and families to make accessing remote learning as simple as possible. This will eliminate the multiple user names and passwords.

Remote-Only Learning Option for Families Who Choose Not to Participate in In-Person Learning:

- All Agawam Students will be assigned to a Google Classroom.
- Instructional videos will be provided and posted by Agawam staff members.
- Students will have consistent access to asynchronous (not in person) instruction.
- Assignments will be posted and completed through Google Classroom.
- Teachers will have live sessions with remote students every Wednesday for lessons, review of content, to answer questions and provide feedback.
- Students will be expected to have sound and video available to ensure engagement.
- Students will be expected to complete and turn in assignments directed by teachers

Attendance: All Agawam Schools will take daily attendance whether a student is in-person or remote. Parents/caregivers are responsible for ensuring their child attends school every day, Agawam Schools will continue to investigate extended absences and make and document reasonable efforts to locate the student and determine the reason for nonattendance. Attendance will be taken daily and participation is mandatory. Ways to track attendance may include participation in lessons, submitting assignments online, logging onto online learning platforms, attending virtual check-ins, etc.

Family Partnerships and Expectations:

Agawam Public Schools is providing the curriculum, instruction, assignments and guidance, however there is a component that would require some independence by students and their families.

Agawam Public Schools is planning on using one of the professional development days before the start of school as a time for students to connect with their teacher(s), get books and supplies, including a school issued Chromebook.

We are developing a remote learning contract for students and guardians to sign that outlines expectations of a student who is choosing to work remotely. It is our hope that this will help define for families that this will be more robust and rigorous compared to the spring distance learning when schools closed unexpectedly.

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Learning Standards: All Agawam students, whether learning in-person or remotely, will have access to grade-level instruction in all content areas included in the Massachusetts Curriculum Frameworks. The scope and sequence of the instruction teachers provide will vary depending on student needs.

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- All special education students have a liaison who will document communication with families.
- Contact with special education students will be attempted 1-3 times per week. A communication log will be shared with the Special Education Director and Supervisor.

- Special education teachers will modify work for teachers, as needed.
- Co-teachers should co-plan once per week, for 15 minutes per week.
- Virtual IEP and 504 meetings will be scheduled and the necessary staff members will be present to participate in these meetings to adhere to the special education meeting guidelines and requirements.
- The Department of Special Services will continue to work with the State and local staff to determine if students with disabilities, who require more intensive services, will be prioritized for in-person learning (location to be determined if applicable)

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Social Emotional Learning (SEL)

Social Emotional Learning Reopening Framework



The above visual is the overall framework we will be focusing on as a school district to address our students' social and emotional needs and their families. The framework incorporates four tenets: Connection, Safety, Self-Regulation, and Empowerment. The tenets provide opportunities to include key principles of trauma-sensitive classrooms, PBIS, relationship building, and students' voices to create a safe and supportive environment for students. In addition, this framework is applied to all staff in the district to help support themselves in this new learning environment.

This framework is intentionally not meant to be complicated and confusing. There are simple actions with simple guidelines that will be provided to staff. We recognize that staff has a high level of stress in their daily work without a pandemic. Staff is experiencing anxiety around changes with teaching guidelines and working with students who are stressed and experiencing anxiety as well as in-person and remotely. We recognize that teachers will need concrete plans to embed SEL in their classrooms.

This is not the time to train teachers on new programming; instead, we need to build on existing strengths and streamline interventions.

Teachers will be offered three professional development opportunities on SEL. Staff will be able to choose one that will address their individual needs. The week returning to school, staff will be offered live sessions with presenters and the Social Emotional Learning Director to consult and gain support in implementation.

Social Emotional Learning PD's available:

- The Role of Race in Your Classroom
- Self-Care in a Time of Managing A New Start
- SEL and Cultivating Positive Relationships

Other PD's that will be made available to staff as a self-paced learning opportunity:

- Teacher Training Module: Supporting Grieving Students in Schools through The Coalition to Support Grieving Students
 - Provides school staff with tools to support grieving students and learn practical suggestions for how school professionals can initiate a conversation with students who have recently experienced the death of a close family member or friend.
 - <https://grievingstudents.org/>
- The Trauma-Sensitive Schools Training
 - Provides a framework for adopting a trauma-sensitive approach school- or districtwide. The training includes a variety of resources for educating school staff about trauma and trauma-sensitive practices, and a step-by-step process for implementing a universal, trauma-informed approach
 - <https://safesupportivelearning.ed.gov/trauma-sensitive-schools-training-package>

Our IT department will be implementing a Social Emotional Learning tab on all teachers' laptops so all teachers can quickly access the information. They will also be provided with shortened infographic-like handouts that reinforce key concepts with scripts and steps as quick reminders and support.

Tenet: Connection

A significant focus of teachers and staff will be connecting with students and building a sense of community in their classrooms. They have experienced a loss of connection through remote learning in the spring of last school year. The students will be less connected to all their classmates due to the hybrid model since they will not be able to physically see some of their classmates who come to school on opposite days of the week. Many of our students have transitioned into another building altogether, and it will be a completely new experience with new teachers and expectations. There will be a high need to create connections in both the classrooms and remotely.

Interventions that will address this tenet:

1. Intentional greeting and closures

Although this is something generally seen as occurring in the school buildings, this interaction quickly fades away after the first few weeks. There will be a focus (and training) that will address how to provide supportive greetings and closures that go beyond salutations. This includes:

- Verbal positive interactions
- Behavior-specific praise statements
- Pre-corrective statements to individual student or entire class
- Providing a reminder to the students to look at the class schedule and of the time when class will begin

2. Community Buildings through Classroom Meetings

There will be an emphasis on creating a supportive, predictable, and positive learning environment for all. Staff will focus on discussing classroom expectations, develop a culture and guidelines of interacting with one another, and have opportunities for students to voice any concerns.

- Teachers will have PD and guidelines on how to hold effective 15-minute classroom meetings with their students, including the following:
 - Establishing rules/norms and purpose of classroom meeting that includes restorative justice practice of sharing the circle allowing students to discuss a prompt that the teacher provides.
 - Example prompting questions
 - Closing the meeting with optimistic closures

- And if fitting, reflections

Tenet: Safety

Social and emotional competencies, such as self-regulation, strong coping and problem-solving skills, and positive social connections, buffer the effects of trauma and strengthen resilience. The Social Emotional Learning Reopening plan works to:

- Ensure all students feel a sense of belonging
- Have consistent opportunities to learn about, reflect on, and practice SEL
- Examine the impact of the pandemic and systemic racism on their lives and communities
- Create clear and consistent routines and expectations
- Access support through school or our community partners.
- Providing families and students information about what is expected in the reopening of school to lessen anxiety.

Interventions that will address this tenet:

- 1) **PBIS:** PBIS will be a guiding force for developing routines and structures that are safe and supportive.
 - PBIS team leaders will meet before school starts to incorporate mask-wearing, handwashing, social distancing, bus behaviors, and positive interactions remotely into their existing school's matrix. New positive reinforcement opportunities will be developed to encourage the above. They will present it to their schools.
- 2) **Welcome Back Video**
 - The Safe and Supportive School Teams are working together to produce a welcome back video for students and families. The video will incorporate all district school buildings and the admin to provide a tour of the school so students and families can see what their classrooms, hallways, and their new environment will look like before they step into the buildings. We will also include the bus so it can help students visualize how they will be sitting.
 - The Safe and Supportive School Teams are also creating a welcome back song and video on the do's and don't of the new safety precautions that will have some humor threaded into it.
 - The team will work with our community TV channel to broadcast it. We will also have it available on our district's website and youtube channel.
- 3) **Remote Mental Health Counseling**

- APS has increased our collaboration with mental health providers this past school year. We have an on-going working collaboration with the area's largest mental health providers. SAC's will have access to making direct referrals to other agencies that have a working relationship to increase the availability of service providers and avoid waitlists.
- APS will set up counseling nooks in each school where teletherapy can be conducted during the school day.
- We will have an outside mental health professional available to the schools 3 hours a week to consult or provide an in-the-moment check-in's with struggling students, support warm referrals, and consult with staff.

4) Onsite counseling

- Our School Adjustment Counselors have been recently trained in evidence-based cognitive-behavioral group therapy (both traditional CBT and trauma-focused CBT) that has a focus on anxiety and depression. Counseling staff will develop a plan to carry out group services while maintaining cohorts and safety precautions and offering groups to take place in less enclosed settings such as outdoor tents at each of the buildings.
- All SAC's and school counselors are versed in conducting groups and individual support services remotely. All necessary consent paperwork had been developed and used during the initial closing of schools.
- ALL SAC's have access to GoZen:
 - Go-Zen is an online social and emotional learning program for students ages 5-15. SAC's can use it in person or remotely. It provides individual and group sessions that focus on skill-based strategies to deal with stress, anxiety, worry, anger, perfectionism, negativity, and social worry.

5) Community Collaboration

- APS recently developed a 'Culture of Care Network' that promotes the well-being of Agawam School's students, staff, and families.
 - The group will meet quarterly and convene Agawam School District staff and mental health providers/experts, grief and loss experts, community organizations, and a parent representative to address the prevalent issue of mental health and wellness within the realm of education and community.
 - Strengthen coordination of care and support.
 - Discuss practical skills and background knowledge that will assist staff and mental health service providers in effectively engaging and supporting students and their families.

6) Staff support

Staff wellness is essential to a school building in creating a supportive atmosphere for all. They also have been affected by the Pandemic and racial acts of violence in the past six mos.

- APS is creating a staff weblink off the district website
 - It will include instructions on how to access our school's Employee Assistance Program and quick self-care webinars that can be accessed on their own.
 - STAT (Support for Teachers Affected by Trauma) on-line training will be available for educators PreK-12. It comprises five online modules that explore the concepts of secondary trauma, risk factors associated with susceptibility to STS, the impact of STS across multiple life domains, and tangible self-care skills.
 - <https://statprogram.org/>
- APS has collaborated with MassSupport Network Crisis Counseling Program to offer a voluntary online group to provide a PTSM (Post Traumatic Stress Response Management) group for staff. This program was created in partnership between the MA Department of Health and Riverside Trauma Center and is funded by the Federal Emergency Management Administration (FEMA). This group serves communities that experience a state of emergency. It will support and help enhance staff's natural skills and support systems and focus on generating coping strategies.

Tenet: Self-Regulation

Students are returning to school after six months of not sitting behind a desk. They will experience less movement and more restrictive guidelines. Tools to help self-regulate students and support teachers to gain and maintain student's attention will be introduced. Teachers will be able to gain quick access to key resources.

Interventions that will address this tenet:

1) Quick Check-Ins: on current student and classroom moods

- Teachers will have the ability through the Nearpod platform to ask students to check in with themselves. This check-in will generate a quick snapshot of the classroom's overall mood and help teachers create awareness of students' readiness to learn.

- If teachers find their students in a space where learning for the majority will be difficult, they can engage students in quick brain breaks for student engagement.

2) Brain Breaks

- Teachers will be able to access quick brain break videos on the SEL tab on their school's laptops. They will only have to press play, and students (and teachers/staff) follow along.
- Each school will have a Social Emotional Learning resource library with quick tools on brain breaks that includes movement that crosses the midline and rejuvenates with minimal movements at their desk.

3) Mindfulness: Inner Explorer

- Inner Explorer program is a series of daily 5-10 minute audio-guided mindfulness practices. The program focuses on key areas of development, bringing mindfulness to education and helping students prepare for learning.
- Daily practice teaches kids the practical techniques to appropriately handle difficult emotions such as stress, anxiety, anger, and more. Inner Explorer offers programs for all age-groups (K-12). Teachers can access it on the SEL tab on their school's laptops.

4) Self-Care Individual Bags

- Tier-2 self-care bags have been developed for each school. The individual self-care bags will be used as part of a wellness tool in School Adjustment Counselors' plans and incorporated in the classroom. The self-care bags have small manipulatives and fidgets that can help with emotional regulation and calm a student to help prevent or de-escalate behaviors. It can support learning since some children learn better when their hands are active and funneling extra energy.

Tenet: Empowerment

Empowered is to feel stronger and more confident, especially in controlling one's own life and rights. Empowerment is a set of measures designed to increase the degree of autonomy and self-determination in people and communities to enable them to represent their interests in a responsible and self-determined way. There has been a layered impact on students, families, and staff due to school closures, the COVID-19 pandemic, an economic crisis, and racial inequities exacerbated by the pandemic and

amplified by the nationwide mobilization for racial justice. Both students and staff can be part of a process of empowering themselves and others. This act supports healing after experiencing a traumatic incident or situation.

Key Principles To Be Considered and Integrated:

- Give students choices
- Allow students the opportunity to be part of their educational process
- Allow students to make mistakes, practice and master new skills
- Allow students to find and use their voices
- Allow students to contribute to a safe and supportive classroom environment

Interventions that will address this tenet:

1) Empowering Resources: 'It Takes A Village'

<https://sites.google.com/view/agawamsmentalhealthwellbeingre/home>

APS created this family website linked to our district's main website that includes resources such as:

- Immediate needs (i.e. food assistance, emergency mental health services, 211 and domestic violence services)
- Mental wellness information
- Family access to Inner Explorer mindfulness program
- Staff created parent webinars on:
 - Creating calm corners in the home
 - Accessing and utilizing Inner Explorer in the home
 - Tutorials on Google Classroom and how to create choice learning menus for children while managing in remote learning
 - Incorporating PBIS in the home
 - Anxiety and depression
 - Mask wearing in the summer months
 - Having difficult conversations about racial inequalities and acts of violence as well as talking to children about the pandemic

APS staff will develop additional webinars in early September to address the new norms of the school environment and work to prepare families towards a successful start to the school year.

2) [#APS2getherwethrive Campaign](#)

- Public Service Announcements:
 - Asking staff and students to submit videos, artwork, writing pieces, or pictures that can show others how APS will thrive together even in masks, even when we are not in person or even when we have to be socially distant.
 - Empowering the community to express their strengths and intentions starting the new year.
 - Will be showcased on districts website and Agawam Public Access Television
 - Raffle prizes donated and will be distributed to staff and students for submitting

Critical Health and Safety Requirements for Facilities

COVID-19 Cases & Symptoms

Self-isolation for COVID-19 positive cases is a minimum of 10 days:

Most people who test positive and have a relatively mild illness will need to stay in self-isolation for at least 10 days. People who test positive can resume public activities after 10 days and once they have:

- a. gone for 3 days (72 hours)without a fever (and without taking fever-reducing medications like Tylenol); and
- b. experienced improvement in other symptoms (for example, their cough has gotten much better); and
- c. received clearance from public health authority contact tracers (the local board of health or Community Tracing Collaborative).

Repeat testing prior to return is not recommended. Return to school should be based on time and symptom resolution.

Close contacts of a positive COVID-19 case should be tested. For general guidance, DPH defines close contact as:

- Being within less than 6 feet of COVID-19 case for at least 10-15 minutes. Close contact can occur while caring for, living with, visiting, or sharing a healthcare waiting area or room with a COVID-19 case while the case was symptomatic or within the 48 hours before symptom onset, OR

- Having direct contact with infectious secretions of a COVID-19 case (e.g., being coughed on) while not wearing recommended personal protective equipment.

In school settings, close contacts include: A close contact is defined as only those who have been within 6 feet of distance of the COVID-19 positive individual for at least fifteen cumulative minutes within a 24 hour period, while the person was infectious. The infectious period begins 2 days prior to symptom onset. If someone is asymptomatic, the infectious period is considered to begin 2 days prior to the collection of their positive test.

Identified close contacts are recommended to be tested and must not return to school and are required to quarantine for 14 days regardless of a negative test obtained during the quarantine period. If an individual tests positive for COVID-19, then self-isolation is for a minimum of 10 days and until at least three days have passed with no fever and improvement in other symptoms as noted.

Policy of when a student/staff person may return to school after COVID-19 symptoms

- If a student or staff member has COVID-19-like symptoms, they may return to school after they have tested negative for COVID-19, have improvement in symptoms, and have been without fever for at least 24 hours without the use of fever reducing medications. If a 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 (e.g., influenza or strep pharyngitis).
- 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 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.

Definition of COVID-19 related fever

A fever as a COVID-19 symptom will be defined as 100.0°F or higher. (Over the summer, the threshold for a COVID-19 related fever by the Centers for Disease Control and Prevention (CDC) has been updated from greater than 100.4°F to greater than 100.0°F).

Most common symptoms of COVID-19 and testing requirements:

The single most important thing to do if any of the following symptoms are present is to STAY HOME. Our collective health relies, in part, on individual attention and

responsibility. Note that some symptoms of COVID-19 are the same as the flu or a bad cold; please do not assume it is another condition. When in doubt, stay home.

COVID-19 Testing in Schools: At this time, in-school testing is not recommended. Students' families should discuss testing with their health care provider. As the accuracy of point-of-care testing develops, this guidance may change.

Partnerships with families: Families and caregivers will serve as the primary screening mechanism for COVID-19 symptoms. The Agawam School District will provide a checklist of symptoms to help families and students identify symptoms.

Vaccines: It is important for parents and caregivers to ensure that students are current on all standard vaccinations before they return to in-person school. **In addition, influenza vaccination is now required for every student by December 31st.** Previously released guidance emphasized the importance of maintaining school immunization requirements and obtaining the flu vaccine as students return to in-person school. This is equally important for students who are enrolled in remote or hybrid schooling models. Immunization requirements must be met in all models of learning.

Please STAY HOME if you have any of the symptoms listed.

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

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

If staff or students have any of these symptoms: A symptomatic individual 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.

Previously released guidance emphasized the importance of maintaining school immunization requirements and obtaining the flu vaccine as students return to in-person

school. This is equally important for students who are enrolled in remote or hybrid schooling models. Immunization requirements must be met in all models of learning.

Medical Waiting Room (COVID-19 related isolation space):

- Purpose: This is a separate space from the nurse's office or the regular space for providing medical care. It may be located near a nurse's or other health related office.
- The medical waiting room will be used when a student presenting COVID-19 symptoms needs to be separated. This will be located in a self-contained space, ideally near an exit/entrance and with a dedicated bathroom.
- Staffing: When occupied, the medical waiting room should always be monitored by appropriate staff. *Agawam is looking to hire additional nursing staff for medical waiting rooms.*

Masks: Masks are one of the most important tools to prevent transmission of the COVID-19.

- Students in grades K-12 are required to wear a mask that covers their nose and mouth while on school grounds, school busses, and at school events. Exceptions for meals, mask breaks, and medical exemptions are permitted. Students in preschool are strongly encouraged to wear a mask.
- Adults, including educators and staff, are required to wear masks/face coverings while on school grounds and at school events. Exceptions for meals, mask breaks, and medical exemptions are permitted.
- Exceptions to mask/face covering requirements will be made for those for whom it is not possible due to medical conditions, disability impact, or other health or safety factors. If a medical exception is being used, appropriate medical documentation may be required.
- Mask breaks will occur throughout the day. Mask breaks will occur when students can be six feet apart and ideally outside or at least with the windows open.
- Masks/face coverings should be provided by the student/family, but extra disposable face masks will be made available by the school for students who need them.
- Reusable masks/face coverings provided by families should be washed by families daily.
- Students should bring a spare mask to school each day.
- Students must make sure their masks comply with the school's Dress Code.

- Masks/face coverings are required to be worn by everyone on the bus during school bus transportation.
- To properly protect the wearer and others, a mask must:
 - cover both your nose and mouth
 - fit snugly against the skin
 - be washed daily
 - be put on and removed using the ear loops, without touching the front of the mask
 - not have a one way valve that allows unfiltered exhaled air
- Neck gaiters are not an acceptable form of mask/face covering.

Mask Policy: The Agawam School Committee has set a mask policy, EBCFA. Refusal to wear a face covering and/or to wear the face covering correctly for non-medical reasons will result in disciplinary consequences in accordance with the Student Handbook, or progressive discipline in the case of staff, as well as removal from the classroom.

Physical distancing: Physical distancing is another important practice that helps mitigate transmission of the virus.

- Agawam Public Schools will aim for a physical distance of six feet when feasible, and a minimum than three feet at all times.
- Classroom and facility configuration: To the extent possible, desks will be spaced six feet apart (but no fewer than three feet apart) and facing the same direction.
- Additional safety precautions are required for school nurses and/or any staff supporting students with disabilities in close proximity, when distance is not possible: These precautions must include eye protection (e.g., face shield or goggles) and a mask/face covering. Precautions may also include gloves and disposable gowns or washable outer layers of clothing depending on duration of contact and especially if the individual may come into close contact with bodily fluids.

Handwashing and hand sanitizing stations: Handwashing removes pathogens from the surface of the hands. 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.

- Handwashing or hand sanitizing stations will be provided in the following common areas. We will ensure that there are enough supplies (soap and sanitizer) at all times to accommodate frequent hand washing and sanitizing:

* All entries and exits

- * In bathrooms
 - * In classrooms
 - * In shared activity spaces
 - * Next to meal distribution and consumption areas
 - * Next to mask break areas (if additional mask break areas are identified)
- 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. This will permit all sinks in a bathroom to be used even if closer than 3 feet apart, for example.

Student Cohorts (groups): To minimize the number of students who would potentially be exposed in the event of a COVID-19 event, to the extent feasible, elementary schools will aim to keep students in the same group throughout the day. Middle and high schools will minimize mixing student groups to the extent feasible. There are no required maximums on cohort or group sizes, so long as schools adhere to the physical distancing requirements above.

Health and Safety/PPE Supplies: Per the initial supply guidance issued by DESE, Agawam schools will have an inventory of standard healthcare supplies (e.g., masks and gloves). Use of additional supplies may also be used based on the type of tasks performed (e.g., teachers do not need to wear gloves while teaching but may need to during necessary contact with students, such as when providing physical support to students with disabilities).

Facilities:

Agawam Public Schools established a *Reopening Schools Task Force* in June, composed of teachers, parents, elected officials, as well as city and school administrators. Their task was to look at resources, discuss potential obstacles, and create action steps that will be necessary to open schools. Task Force membership reflects diverse perspectives of actively involved stakeholders. The various perspectives ensure a range of community, staff, and student needs are considered as plans are developed. One of the key action areas the Task Force addressed was School Facilities.

School Cleaning and Disinfecting: Agawam Public Schools has updated its

cleaning and disinfecting protocols in adherence to CDC guidelines, obtained additional supplies, and trained staff appropriately. Cleaning and disinfecting will occur daily for shared spaces and furniture. For high-touch surfaces (e.g., door handles, light switches, handrails), cleaning and disinfecting will occur multiple times per day between uses. Desks will be cleaned at least daily.

- **Responsibility:** Dedicated custodial staff will handle all disinfection requiring chemicals for facilities (e.g., classrooms, bathrooms, mask break areas) and high-touch objects (e.g., door handles, light switches, water fountains). For other surfaces, cleaning responsibility will be determined on a case-by-case basis. For shared and high-touch items such as desks, cleaning responsibility may be shared by staff and/or students, if the task is age appropriate and safe.
- **Shared Items:** Sharing materials is discouraged, but when shared, they must be cleaned before being used by other students.

Ventilation: The Agawam Maintenance Department has inspected and serviced all school ventilation systems. All air filters have been replaced. It is also recommended for classroom windows to be opened during school hours for increased air circulation. For any spaces without windows that may be used for student activities, special attention has been given to ensure that there are adequate HVAC capabilities for the space.

All of our school buildings currently have univent systems in all classrooms. These systems draw in fresh air from the outside, through filters and out through rooftop exhaust fans, making continuous airflow.

Movement Protocols within Facilities: Administration has developed movement protocols to avoid crowding, maintain cohorts (groups), and minimize unnecessary person-to-person interactions. This will include plans for arrival and dismissal times, transitions between classes, and bathroom breaks, as well as outlining one-way movement pathways for hallways and cafeterias.

Signage: Agawam schools will ensure clear and age-appropriate signage is posted in highly visible locations throughout school property, reminding students and staff to follow proper health and safety protocols.

Food service operations: Eating areas for students: As students will be unmasked to eat, there is a strict requirement of 6 feet of physical distance between each student. Based on current CDC recommendations, it is preferable for students to eat in classroom spaces. This may not be feasible for all sites, given classroom sizes, room scheduling, and physical distancing requirements. Some schools will have alternative options for students to eat their meals, such as outdoor tent options.

- Meals for Remote Learners: Agawam Schools will continue to offer meals to eligible students who are learning remotely from home. We will operate lunch and breakfast programs (as applicable) for students who will not be attending in-person school 5 days a week.
- At the elementary schools, Food Service will deliver lunches to classrooms
- Breakfast will be served in a grab and go model and eaten in the classrooms
- Meal choices and number of available options will be consolidated at the Roberta Doering School, Agawam Junior High School, and Agawam High School
- Google Sheets will be utilized to obtain lunch counts in the morning at the elementary level
- Most schools are planning to utilize cafeteria space for teachers as prep space or lunch breaks
- All meal counting and claiming be done in a contactless format. All four elementary schools and the Roberta Doering School, will not have lunch cards. Agawam Junior High School and Agawam High School will scan cards using appropriate protective safety measures.
- All meals will be served in disposable serving containers with menu items wrapped individually.
- There will be no self service areas including vending machines.

Visitors and volunteers: Agawam Schools will reduce outside visitors or volunteers: No outside visitors and volunteers are recommended, except for contracted service providers for the purpose of special education, required support services, or program monitoring as authorized by the school or district. A staff member in each school will be assigned to enforce this protocol.

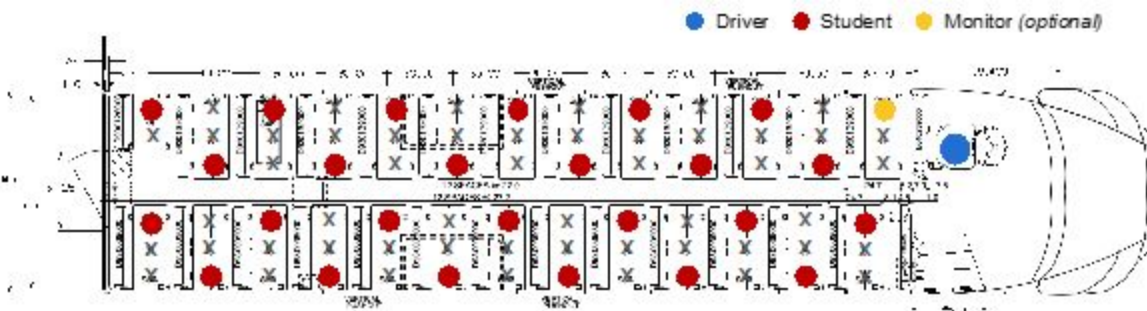
- **Single entry/exit:** Each school will designate a single entry and exit point for all visitors and volunteers to be visually screened and logged in. For visitors who need to enter, they should first gain approval, be briefed on school COVID-19 policies, and verify they do not have symptoms. We will ensure that these individuals are all wearing masks that cover their nose and mouth at all times and are aware of any other health and safety protocols for the school.
- **Track visitor log:** A log of all visitors will be kept at each school and maintained for 30 days, with the date, contact phone number, arrival/departure times, and areas visited within the building for each visit.
- **Minimized parent/family visits:** Schools will require them to occur only in the school office and/or outside spaces, if appropriate.

- Visitors necessary for drop off or pick up must wear masks We are encouraging only one guardian to visit a building when possible and we will continue to utilize virtual communication options with families (e.g., for parent-teacher conferences).

It is recommended that the same adult drop off and pick up the child each day, if it is necessary that they enter the building.

Transportation - Bussing: Agawam Public Schools will be asking families, who are able to transport their own children to and from school, to assist in creating more room on busses, as we adhere to the state’s transportation guidelines.

- **Masks:** All staff and students on the bus, regardless of age, are required to wear masks at all times.
- **Distance:** Students should be seated no more than one student per bench, alternating sides for each row, which allows
- **Ventilation:** Keep windows open at all times during operation, unless not possible due to extreme weather conditions.
- **Routine Cleaning/Disinfecting:** Busses will be cleaned multiple times daily, including between each bus route.
- **Seat assignments:** Students should be assigned to a single bus and a particular seat.



In addition to transportation provided through our contract with the Lower Pioneer Valley Education Collaborative, contractual services with other transportation have been explored and will be initiated, if needed in the hybrid or all-in person models.

Transportation - Pick-up and drop-off Protocols: Arrival and departure protocols will be modified as needed at each school building to limit crowding upon student drop-off and pick-up.

School Schedules in the Hybrid Model

Early Childhood Master Schedule

Hybrid Model 2020-2021

ECC Location:		Granger Location:	
8:35-11:15 AM session		8:50-11:30 AM session	
12:30-3:10 PM session		12:30-3:10 PM session	

(These times will be staggered by 5 minutes to minimize arrival and dismissal.)

Daily Schedule (In person):

Arrival/attendance			
Wash hands 10 min			
Individual tubs/activities 15 min			
Movement break/			
Mask Break/wash hands 15 min			
Circle Time 10-15 min			
Read aloud/Dance/SEL moment 5-10 min			
Movement break/			
Mask Break/wash hands 10 min			
Learning centers/ 20-30 min			
Individual/small group			
Wash hands/Snack 15 min			
Gross Motor/social 30 min			
Wash hands/Dismissal 10 min			

Clifford M. Granger School ~ Master Class Schedule 2019 - 2020

While mask breaks are scheduled, teachers have the flexibility to incorporate more as needed for students

	K	1	2	3	4
8:30					
8:35					
8:40	ELA 8:30 - 9:00	ELA 8:30 - 9:00		ELA 8:20 - 9:20 (Includes a working mask break)	Math (Morning Work) 8:30 - 8:50
8:45					
8:50					
8:55					
9:00	Working Mask Break 9:00 - 9:10				
9:05		Working Mask Break 9:00 - 9:10			
9:10	ELA 9:00 - 9:30		Math 8:30 - 9:30		Special 8:50 - 9:20 (Includes a working mask break)
9:15					
9:20					
9:25					
9:30			Working Mask Break 9:30 - 9:40	Special 9:23 - 9:53 (Includes a working mask break)	9:20 - 10:35
9:35	Math 9:30 - 10:00	ELA 9:10 - 10:00			Room 5 - Math
9:40			Math 9:40 - 9:55		Room 6 - Writing / Science
9:45				Recess 9:55 - 10:10 (Includes Mask Break)	
9:50					Room 4 - Reading / Social Studies
9:55					
10:00	Working Mask Break 10:00 - 10:10	Working Mask Break 10:00 - 10:10	Special 9:56 - 10:26 (Includes a working mask break)		
10:05					
10:10	Math 10:00 - 10:30	ELA 10:10 - 10:30		Math 10:10 - 11:00	Teachers will incorporate a working mask break at 10:30
10:15					
10:20					
10:25					
10:30					
10:35		Special 10:30 - 11:00 (Includes a working mask break)	ELA 10:26 - 11:00		
10:40	ELA 10:30-11:00				
10:45				Working Mask Break 11:00 - 11:10	10:35 - 11:50
10:50					Room 5 - Reading
10:55					
11:00					
11:05			Recess 11:00 - 11:15 (Includes Mask Break)		Room 6 - Math
11:10	Special 11:03 - 11:33 (Includes a working mask break)	Lunch in Classroom 11:00 - 11:25 (Includes Mask Break)			Room 4 - Writing
11:15					
11:20				Math 11:10 - 11:50	Teachers will incorporate a working mask break at 11:15
11:25		Recess 11:30 - 11:45 (Includes Mask Break)	Lunch in Classroom 11:20 - 11:45 (Includes Mask Break)		
11:30					
11:35					
11:40	Flex Block 11:35 - 12:05				
11:45					
11:50		ELA 11:50 - 12:05	ELA 11:45 - 12:15	Lunch in Classroom 11:50 - 12:15 (Includes Mask Brea	Recess 11:50 - 12:05 (Includes Mask Break)
11:55					
12:00					
12:05					
12:10					
12:15	Lunch 12:05 - 12:35 (Includes Mask Break)	Flex Block 12:10 - 12:40 (Includes a mask break)	Working Mask Break 12:15 - 12:25	Recess 12:20 - 12:35 (Includes Mask Break)	Lunch in Classroom 12:10 - 12:35 (Includes Mask Break)
12:20					
12:25			ELA 12:25 - 12:45		
12:30					
12:35					Recess 12:40 - 12:55 (Includes Mask Break)
12:40					
12:45				ELA 12:40 - 1:30	
12:50	ELA 12:30 - 1:15	Math 12:45 - 1:10	Flex Block 12:45 - 1:15 (Includes a mask break)		12:55 - 2:10
12:55				Teachers will incorporate a working mask break at 1:15	
1:00					Room 6 in Room 6 for Reading
1:05					
1:10					
1:15	Working Mask Break 1:15 - 1:25	Working Mask Break 1:15 - 1:25			Room 4 in Room 4 for Math
1:20			Recess 1:25 - 1:40 (Includes Mask Break)		
1:25		Math 1:25 - 1:45			Room 5 in Room 5 for Writing
1:30					
1:35					
1:40	ELA 1:25 - 2:00	Recess 1:45 - 2:00 (Includes Mask Break)		Flex Block 1:35 - 2:05 (Includes a mask break)	Teachers will incorporate a working mask break at 1:45
1:45			ELA 1:40 - 2:15		
1:50					
1:55					
2:00					
2:05	Recess 2:00 - 2:30 (Includes Mask Break)				
2:10		ELA 2:05 - 2:30		ELA 2:10 - 2:40	
2:15			Working Mask Break 2:15 - 2:25		
2:20					
2:25					
2:30		Working Mask Break 2:30 - 2:40		Working Mask Break 2:30 - 2:40	Flex Block 2:10 - 2:40 (Includes a mask break)
2:35	ELA 2:30 - 2:50		ELA 2:25 - 2:50		
2:40					
2:45		ELA 2:40 - 2:50		ELA 2:40 - 2:50	
2:50					

Robinson Park School Schedule 2020-2021

Room	Grade	8:55 AM	9:00 AM	9:05 AM	9:10 AM	9:15 AM	9:20 AM	9:25 AM	9:30 AM	9:35 AM	9:40 AM	9:45 AM	9:50 AM	9:55 AM	10:00 AM	10:05 AM	10:10 AM	10:15 AM	10:20 AM	10:25 AM	10:30 AM	10:35 AM	10:40 AM	10:45 AM	10:50 AM	10:55 AM	11:00 AM	11:05 AM	11:10 AM	11:15 AM	11:20 AM	11:25 AM	11:30 AM	11:35 AM	11:40 AM	11:45 AM	11:50 AM	11:55 AM	12:00 PM	12:05 PM	12:10 PM	12:15 PM	12:20 PM	12:25 PM	12:30 PM	12:35 PM	12:40 PM	12:45 PM	12:50 PM	12:55 PM	1:00 PM	1:05 PM	1:10 PM	1:15 PM	1:20 PM	1:25 PM	1:30 PM	1:35 PM	1:40 PM	1:45 PM	1:50 PM	1:55 PM	2:00 PM	2:05 PM	2:10 PM	2:15 PM	2:20 PM	2:25 PM	2:30 PM	2:35 PM	2:40 PM	2:45 PM	2:50 PM	2:55 PM	3:00 PM	3:05 PM	3:10 PM	3:15 PM	3:20 PM	3:25 PM	3:30 PM	3:35 PM	3:40 PM	3:45 PM	3:50 PM	3:55 PM	4:00 PM																																																																																																																														
Kindergarten	Room 9	Arrival/HR - 8:55-9:10	ELA - 9:10-9:50	Snack - 9:50-10:05	Recess - 10:05-10:20	Math - 10:20-11:20	Flex - 11:20-11:55	Math - 11:55-12:30	Choice Time - 12:30-1:00	ELA - 1:00-2:10	Recess - 2:10-2:25	Specials - 2:25-3:15	HR/D dismissal - 3:15-3:35	Kindergarten	Room 10	Arrival/HR - 8:55-9:10	ELA - 9:10-9:50	Snack - 9:50-10:05	Recess - 10:05-10:20	Math - 10:20-11:20	Flex - 11:20-11:55	Math - 11:55-12:30	Choice Time - 12:30-1:00	ELA - 1:00-2:10	Recess - 2:10-2:25	Specials - 2:25-3:15	HR/D dismissal - 3:15-3:35	Kindergarten	Room 11	Arrival/HR - 8:55-9:10	ELA - 9:10-9:50	Snack - 9:50-10:05	Recess - 10:05-10:20	Math - 10:20-11:20	Flex - 11:20-11:55	Math - 11:55-12:30	Choice Time - 12:30-1:00	ELA - 1:00-2:10	Recess - 2:10-2:25	Specials - 2:25-3:15	HR/D dismissal - 3:15-3:35	Grade 1	Room 1	Arrival/HR - 8:55-9:10	ELA - 9:10-9:50	Math - 9:50-10:50	Flex - 10:50-11:20	Lunch/Recess - 11:20-12:10	ELA - 12:10-1:40	Recess - 1:40-1:55	Specials - 1:55-2:25	HR/D dismissal - 2:25-3:15	Grade 1	Room 2	Arrival/HR - 8:55-9:10	ELA - 9:10-9:50	Math - 9:50-10:50	Flex - 10:50-11:20	Lunch/Recess - 11:20-12:10	ELA - 12:10-1:40	Recess - 1:40-1:55	Specials - 1:55-2:25	HR/D dismissal - 2:25-3:15	Grade 1	Room 3	Arrival/HR - 8:55-9:10	ELA - 9:10-9:50	Math - 9:50-10:50	Flex - 10:50-11:20	Lunch/Recess - 11:20-12:10	ELA - 12:10-1:40	Recess - 1:40-1:55	Specials - 1:55-2:25	HR/D dismissal - 2:25-3:15	Grade 1	Room 8	Arrival/HR - 8:55-9:10	Math - 9:10-9:50	Math - 9:50-10:50	Flex - 10:50-11:20	Lunch/Recess - 11:20-12:10	ELA - 12:10-1:40	Recess - 1:40-1:55	Specials - 1:55-2:25	HR/D dismissal - 2:25-3:15	Grade 2	Room 4	Arrival/HR - 8:55-9:10	Math - 9:10-9:50	Math - 9:50-10:50	Flex - 10:50-11:20	Lunch/Recess - 11:20-12:10	ELA - 12:10-1:40	Recess - 1:40-1:55	Specials - 1:55-2:25	HR/D dismissal - 2:25-3:15	Grade 2	Room 5	Arrival/HR - 8:55-9:10	Math - 9:10-9:50	Math - 9:50-10:50	Flex - 10:50-11:20	Lunch/Recess - 11:20-12:10	ELA - 12:10-1:40	Recess - 1:40-1:55	Specials - 1:55-2:25	HR/D dismissal - 2:25-3:15	Grade 2	Room 6	Arrival/HR - 8:55-9:10	Math - 9:10-9:50	Math - 9:50-10:50	Flex - 10:50-11:20	Lunch/Recess - 11:20-12:10	ELA - 12:10-1:40	Recess - 1:40-1:55	Specials - 1:55-2:25	HR/D dismissal - 2:25-3:15	Grade 2	Room 7	Arrival/HR - 8:55-9:10	Math - 9:10-9:50	Math - 9:50-10:50	Flex - 10:50-11:20	Lunch/Recess - 11:20-12:10	ELA - 12:10-1:40	Recess - 1:40-1:55	Specials - 1:55-2:25	HR/D dismissal - 2:25-3:15	Grade 3	Room 13	Arrival/HR - 8:55-9:10	ELA - 9:10-9:50	ELA - 9:50-10:20	Recess - 10:20-10:35	ELA - 10:35-12:15	Lunch/Recess - 12:15-1:00	ELA - 1:00-1:15	Math - 1:15-2:45	Specials - 2:45-3:15	HR/D dismissal - 3:15-3:35	Grade 3	Room 14	Arrival/HR - 8:55-9:10	ELA - 9:10-9:50	ELA - 9:50-10:20	Recess - 10:20-10:35	ELA - 10:35-12:15	Lunch/Recess - 12:15-1:00	ELA - 1:00-1:15	Math - 1:15-2:45	Specials - 2:45-3:15	HR/D dismissal - 3:15-3:35	Grade 3	Room 17	Arrival/HR - 8:55-9:10	ELA - 9:10-9:50	ELA - 9:50-10:20	Recess - 10:20-10:35	ELA - 10:35-12:15	Lunch/Recess - 12:15-1:00	ELA - 1:00-1:15	Math - 1:15-2:45	Specials - 2:45-3:15	HR/D dismissal - 3:15-3:35	Grade 4	Room 15	Arrival/HR - 8:55-9:10	ELA - 9:10-9:50	Flex - 9:50-10:20	ELA - 10:20-11:05	Recess - 11:05-11:20	ELA - 11:20-12:15	Lunch/Recess - 12:15-1:00	Specials - 1:05-1:38	Math - 1:40-3:15	HR/D dismissal - 3:15-3:35	Grade 4	Room 16	Arrival/HR - 8:55-9:10	ELA - 9:10-9:50	Flex - 9:50-10:20	ELA - 10:20-11:05	Recess - 11:05-11:20	ELA - 11:20-12:15	Lunch/Recess - 12:15-1:00	Specials - 1:05-1:38	Math - 1:40-3:15	HR/D dismissal - 3:15-3:35	Grade 4	Room 19	Arrival/HR - 8:55-9:10	ELA - 9:10-9:50	Flex - 9:50-10:20	ELA - 10:20-11:05	Recess - 11:05-11:20	ELA - 11:20-12:15	Lunch/Recess - 12:15-1:00	Specials - 1:05-1:38	Math - 1:40-3:15	HR/D dismissal - 3:15-3:35	Grade 4	Room 20	Arrival/HR - 8:55-9:10	ELA - 9:10-9:50	Flex - 9:50-10:20	ELA - 10:20-11:05	Recess - 11:05-11:20	ELA - 11:20-12:15	Lunch/Recess - 12:15-1:00	Specials - 1:05-1:38	Math - 1:40-3:15	HR/D dismissal - 3:15-3:35

Roberta G. Doering School Typical 5th Grade Classroom Hybrid Model 2020-2021

MONDAY		TUESDAY		WEDNESDAY		THURSDAY		FRIDAY	
A 8:38- 9:23	READING	A	READING	A		A	READING	A	READING
B 9:26- 10:11	ELA	B	ELA	B		B	ELA	B	ELA
C 10:14- 10:59	PE	C	PE	C		C	PE	C	PE
1 ST LUNCH 11:02 – 11:30									
D 11:33- 12:18	MATH	D	MATH	D		D	MATH	E	MATH
E 12:21- 1:06	ART	E	ART	E		E	ART	E	ART
F 1:09- 1:54	SCIENCE	F	SCIENCE	F		F	SCIENCE	F	SCIENCE
G 1:57- 2:42	SOCIAL STUDIES	G	SOCIAL STUDIES	G		G	SOCIAL STUDIES	G	SOCIAL STUDIES

Mask breaks will be incorporated in all schools at least three times a day, when students are a minimum of 6 feet apart. Teachers have the flexibility to incorporate more as needed.

Roberta Doering School Hybrid Specials Schedule 2020 - 2021

5th Grade Special's Schedule

(Subject to Change)

TERM 1	TERM 2	TERM 3	TERM 4
PE / ART	STEAM / COMPUTER	MUSIC / LIBRARY	MATH CONCEPTS / PE
STEAM / COMPUTER	MUSIC / LIBRARY	MATH CONCEPTS / PE	PE / ART
MATH CONCEPTS / PE	PE / ART	STEAM / COMPUTER	MUSIC / LIBRARY
MUSIC / LIBRARY	MATH CONCEPTS / PE	PE / ART	STEAM / COMPUTER

6th Grade Special's Schedule

(Subject to Change)

TERM 1	TERM 2	TERM 3	TERM 4
PE / ART	STEAM / COMPUTER	MUSIC / LIBRARY	MATH CONCEPTS / PE
STEAM / COMPUTER	MUSIC / LIBRARY	MATH CONCEPTS / PE	PE / ART
MATH CONCEPTS / PE	PE / ART	STEAM / COMPUTER	MUSIC / LIBRARY
MUSIC / LIBRARY	MATH CONCEPTS / PE	PE / ART	STEAM / COMPUTER

Roberta G. Doering School Typical 6th Grade Classroom Hybrid Model 2020-2021

MONDAY		TUESDAY		WEDNESDAY		THURSDAY		FRIDAY	
A 8:38-9:23	MATH	A	MATH	A		A	MATH	A	MATH
B 9:26-10:11	READING	B	READING	B		B	READING	B	READING
C 10:14-10:59	ELA	C	ELA	C		C	ELA	C	ELA
D 11:02-11:47	STEAM	D	STEAM	D		D	STEAM	D	STEAM
2 nd Lunch 11:50 – 12:18									
E 11:50-12:35	SOCIAL STUDIES	E	SOCIAL STUDIES	E		E	SOCIAL STUDIES	E	SOCIAL STUDIES
F 1:09-1:54	MUSIC	F	MUSIC	F		F	MUSIC	F	MUSIC
G 1:57-2:42	SCIENCE	G	SCIENCE	G		G	SCIENCE	G	SCIENCE

Mask breaks will be incorporated in all schools at least three times a day, when students are a minimum of 6 feet apart. Teachers have the flexibility to incorporate more as needed.

AGAWAM JUNIOR HIGH SCHOOL HYBRID BLOCK SCHEDULE

2020 - 2021

Schedule

Agawam Junior High School has a two-day 8 period teaming model for grades 7 and 8. In a pre-pandemic school year five academic subjects met daily (ELA, Math, Science, Social Studies, Critical Literacy 7 / Foreign Language 8) for 43 minutes. The remaining 3 periods allowed students to participate in a rich unified arts program to provide a well-rounded academic and social experience.

Due to COVID-19 concerns, we have worked towards developing a 4 period block schedule for students, with teachers teaching 3 out of the 4 blocks. Our goal is to allow students to receive all core academic and unified arts classes during this block schedule. Blocks would be 75 - 80 minutes in length. Students would receive instruction remotely on Wednesday and the cohorts will be broken up to reduce in-person class size.

Rationale

AJHS decided on this schedule for some important reasons:

- Developing a 4 period block allows AJHS to maintain their current academic schedule. With only four periods a day, we will **reduce the need for transitions throughout the day**, allowing us to spend more time learning in class and to build in mask and movement breaks for students. Transition times will be lengthened to allow for social distancing during the passing time.
- Four classes per day **reduces the number of daily contact** for students and staff.
- **Four classes per day seems reasonable with an in-person model, a hybrid model, and a remote model.** Eight classes a day for 43 minutes seemed like too much to manage, particularly for the remote model.

Agawam Junior High School Block Schedule

On the days of remote instruction when the classroom teacher is working with in-person students at school, students at home will participate in asynchronous learning. Asynchronous learning occurs when students are not online at the same time to complete work. Teachers may provide video lessons or guided/independent work to students on those remote learning days.

Proposed Block Schedule

Period	Start	End
A BLOCK	7:50	9:05
Passing 9:05 - 9:10		
B BLOCK	9:10	10:25
Passing 10:25 - 10:30; 11:40-11:45 (From Lunch / ASE / Exploratory / ILT Block)		
C BLOCK	11:45	1:00
Passing 1:00 - 1:05		
D BLOCK	1:05	2:20
Lunch / ASE / EXPLORATORY / ILT		
1st Lunch Group		10:30 - 11:05
2nd Lunch Group		11:05 - 11:40

To reduce contact in the hallways students will travel and dismiss by teams with 5 minute traveling time (previously students had 2 minutes passing). Students will travel in the same direction in the building.

Arrival and Dismissal

To reduce the contact at the start and end of day, we will stagger arrival and dismissal times.

Arrival		
Walkers / Drop off	7:30	Cafeteria release at 7:45
Bus	7:30	Front of bldg.
Dismissal		
Bus	2:20	Front of School
Parent pick up	2:20	Rear of School By Gym
Walkers	2:20	After Buses Leave

AGAWAM HIGH SCHOOL HYBRID BLOCK SCHEDULE

2020 - 2021

Schedule

Because our 7 period schedule is more ideal in a full in-person model with limited interruptions, we are suspending it for the 20-21 school year. We are proposing a 4x4 block schedule. Students will take 4 courses the first semester and 4 the second semester. Each course will be equivalent to a full year course, will run for 75 minutes a day, and will be awarded one credit. Elective courses will still be available and will run for one half of the semester and will be worth .5 credit.

Rationale

We decided on this schedule for some important reasons:

- By planning for eight periods for the year, we can ensure that programming for all students is not reduced, and **all students can stay on track to graduate**.
- Eight periods will allow for teachers to be assigned to teach six periods instead of five, which **keeps most academic programming intact** but also **allows for six feet of distancing between all students and staff in all classes**. Class sizes are reduced with more sections offered in an eight-period schedule rather than a seven-period schedule.
- With only four periods a day, we will **reduce the need for transitions throughout the day**, allowing us to spend more time learning in class and to build in mask breaks. Transition times will be lengthened to allow for social distancing during the passing time.
- Four classes per semester **reduces the number of daily contact** for students and staff.
- **Four classes per day seems reasonable with an in-person model, a hybrid model, and a remote model**. Seven classes a day seemed like too much to manage, particularly for the remote model.

Agawam High School Block Schedule

On the days of remote instruction when the classroom teacher is working with in-person students at school, students at home will participate in asynchronous learning. Asynchronous learning occurs when students are not online at the same time to complete work. Teachers may provide video lessons or guided/independent work to students on those remote learning days.

Proposed Block Schedule

Period	Start	End
A	7:20	8:35
Passing 8:35-8:43		
B	8:43	9:58
Passing 9:58 - 10:06		
C	10:06	11:21
Passing 11:21-12:29		
D	12:29	1:44
Lunch / ILT		
1st	11:21 - 12:21	
2nd	12:40-1:40	

To reduce contact in the hallways 11th and 12th grades will pass first, then 4 minutes later the 9th and 10th grades will pass. Students will travel in the same direction.

Arrival and Dismissal

To reduce the contact at the start and end of day, we will stagger arrival and dismissal times.

Arrival		
Drop off	6:50	Café release at 7:00
Bus	7:00	Front of bldg.
Student drivers	7:10	Foreign Lang. wing
Dismissal		
Student drivers	1:44	Foreign Lang wing
Parent pick up	1:48	Music exit
Bus	1:50	Rotunda and front of bldg

*Many details in the Agawam Public School's plan are based on guidance from the Department of Secondary and Elementary Education. Agawam Public Schools will revise this plan as updated information is provided. **(Last updated on 11/5/2020)**