



NBPS FALL REOPENING PLAN OVERVIEW

August 12, 2020
6:30 PM
School Committee Meeting

(updated August 13, 2020 includes School Committee Vote on Option 1)

NEW BEDFORD PUBLIC SCHOOLS GOALS

- I. **High Quality Instruction:** Increase student achievement by strengthening teaching and learning.
- II. **Effective Student Support Systems:** Create an inclusive, culturally responsive learning environment.
- III. **Strong Family / Community Relationships:** Empower families and the community through collaboration.
- IV. **Organizational Team Excellence:** Cultivate and recruit a highly skilled workforce.
- V. **Public Confidence and Pride:** Implement effective strategies to raise the profile and reputation of NBPS.



Guiding Principles

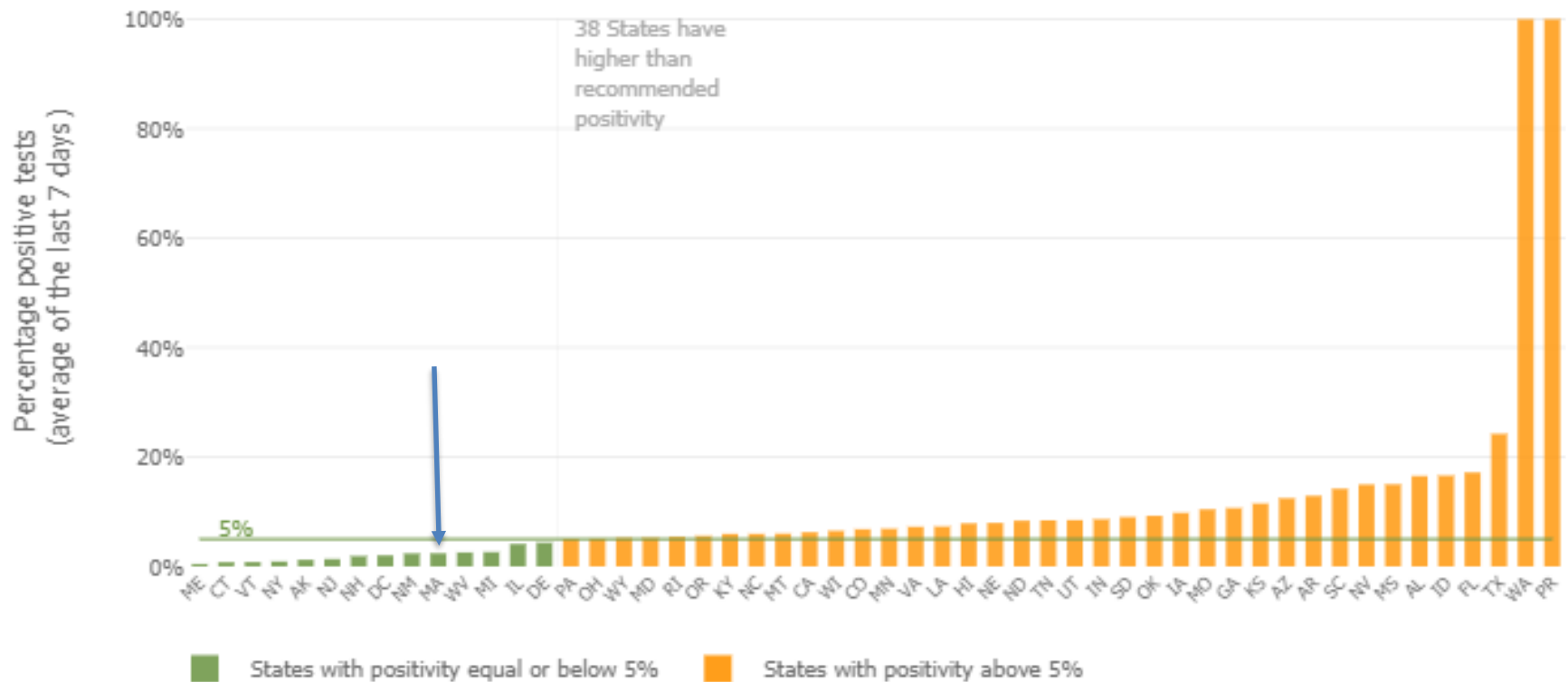
Supporting student learning and holistic needs

Focus on students' holistic needs

Our Plan is developed utilizing the following guiding principles:

- **Safety and well-being** of students, staff, and families has been and must continue to be our top priority
- **Equity and access for all students is critical as this** crisis disproportionately affects our most vulnerable students (their physical and mental health AND their academics)
- **Maintaining connections** between school staff and students is paramount for all students

Johns Hopkins Percent Positive Rate



METRICS

With new color-coded metric from COVID Command, DESE is issuing additional guidance for selecting a learning model

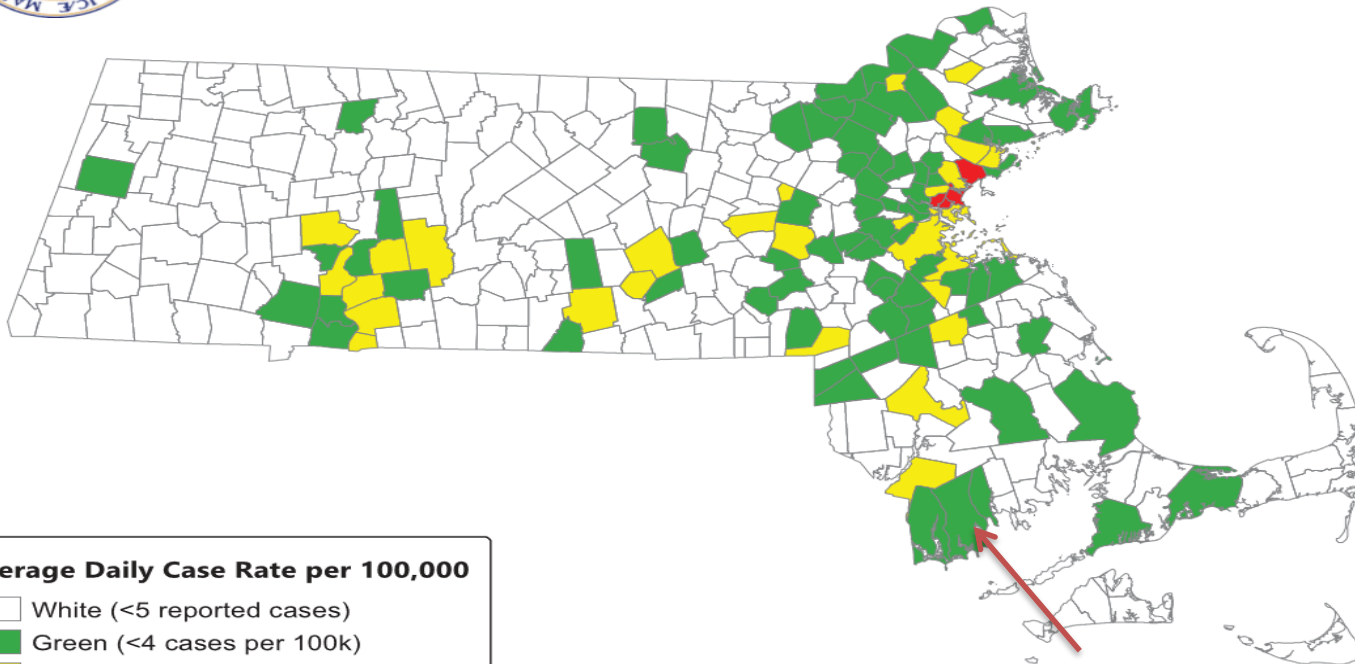
New color-coded metric*		DESE expectation for learning model
RED	Average daily cases per 100,000 is greater than 8	Remote
YELLOW	Average daily cases per 100,000 is between 4 - 8	
GREEN	Average daily cases per 100,000 is less than 4	Full-time in-person OR Hybrid (if extenuating circumstances)
UNSHADED	Fewer than 5 total cases over the past 14 days. Generally, this is for communities with small populations and very few cases.	

**Measured as a 14-day rolling average and will be reported weekly as part of the online DPH dashboard*

METRICS



Average Daily Case Rate (per 100,000) for COVID-19 in MA by City/Town Over Last Two Weeks 7/22/2020 - 8/5/2020



Average Daily Case Rate per 100,000

- White (<5 reported cases)
- Green (<4 cases per 100k)
- Yellow (4 - 8 cases per 100k)
- Red (>8 cases per 100k)

City/Town	Category	Total Case Count Last 14 Days	Average Percent Positivity Last 14 Days	Average Daily Cases per 100K Population Last 14 Days
New Bedford	Green	43	2.2%	3.1

METRICS

Additional considerations

Other metrics to review: While average daily cases per 100,000 is the metric that determines the color coding for each community, districts / schools should also monitor whether cases are **increasing or decreasing** vs. the prior period. Monitoring **positive testing** also remains an important metric. In consultation with their local boards of health, districts should consider whether these additional metrics and underlying data may indicate other concerning trends. DESE will provide additional guidance on example scenarios regarding other metrics for districts to review.

Multiple weeks of data is necessary to understand trends: Districts should **look at multiple reports** to inform any changes to their learning model for the start of the school year or to make any changes during the year.




Regional schools and others that draw from multiple cities/towns: We will issue additional guidance that points you to the appropriate data to view for your context.



Focus on reopening facilities

- For students and staff to return to school, the district will prepare facilities and adapt operating procedures to adhere to medically-advised health and safety requirements
- Safety and well-being of students, staff, and families remain our top priority and facility management and maintenance is guided by risk mitigation and health and safety promotion
- Return to facilities will take place in a phased approach aligned with CDC/HHS, OSHA and DESE guidance and each phase will require differing levels of preparedness, response, and controls

FACILITY READINESS

Guidance	Focus
 https://www.cdc.gov/coronavirus/2019-ncov/community/organizations/cleaning-disinfection.html	Guidance for Administrators of US K-12 Schools and Child Care Programs. Training on and effectively using personal protective equipment (PPE). Cleaning and disinfecting school and community facilities to mitigate transmission.
 https://www.osha.gov/SLTC/covid-19/	Requires employers to prevent and reduce transmission among employees. Guidance emphasizes social distancing, barrier or partition controls, or personal protective equipment. Return to work guidance systems are in place for those employees out of work due to potential of confirmed exposure
 http://www.doe.mass.edu/covid19/on-desktop/2020-0722facilities-operations-guide.docx	DESE's Facilities and Operations Guidance provides additional details and considerations for school facilities and grounds & operational protocols: 1. Preparing spaces 2. Making systems and other space-use modifications and 3. Developing operational protocols

Supplemental resources

FY21 Administrative Update: Chapter 70 and COVID-19 Related Federal Funding

LEA	District	Non-Op	FY20 C.70	FY21 C.70 Baseline Increase	ESSER	CvRF School Reopening	Total FY21 C.70 + Direct New Support Dist. by Formula	Increase over FY20
201	New Bedford	1	159,830,964	6,260,940	5,693,032	2,916,675	174,701,611	14,870,647

Personal Protective Equipment acquisition

NBPS has completed acquisition of safety supplies, particularly (PPE).

1st round of supplies ordered and received exceeds amounts recommended by DESE.

With funds outlined above in place, district expects to replenish PPE stocks and make recurring orders throughout school year 2020-2021.

PPE in place: surgical masks, face shields, goggles, gowns, clear masks, nitrile gloves, and wholesale hand sanitizer.

Supplemental resources

Funding & Financial resources

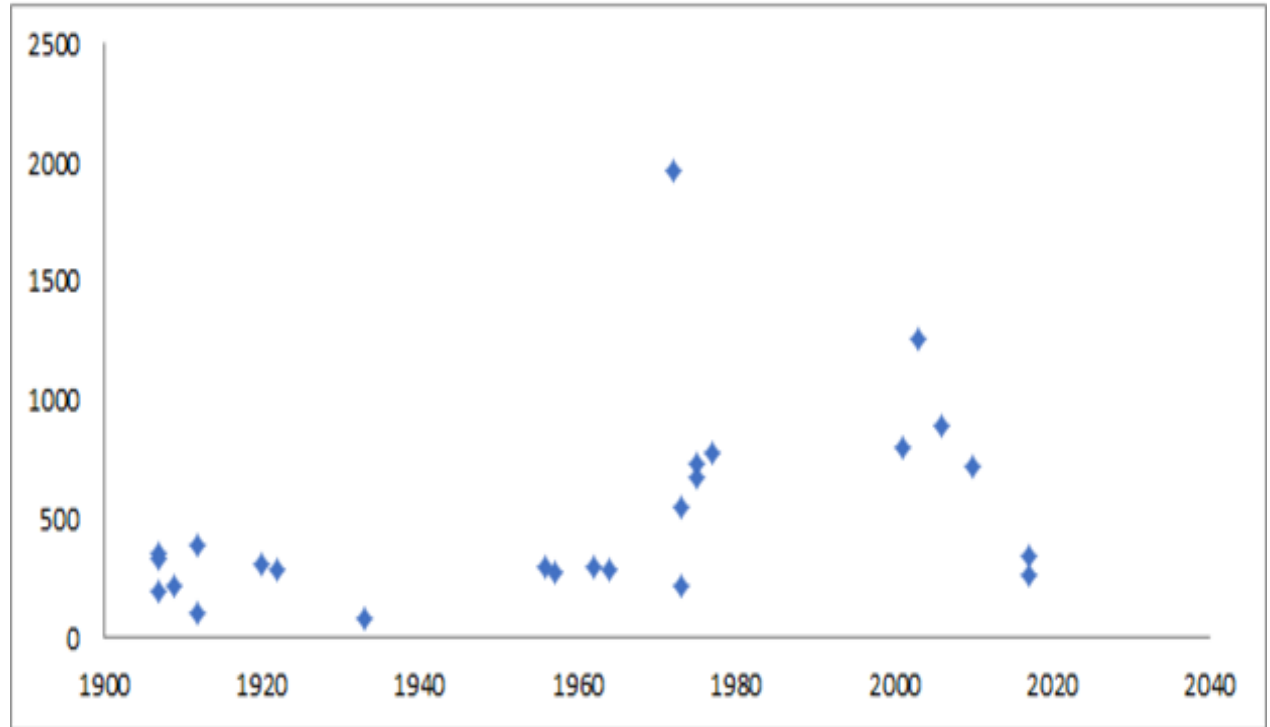
To date, the following grants have been available to New Bedford for educational expenses related to COVID-19:

- Elementary and Secondary School Emergency Relief (ESSER) Fund to districts, largely based on the Title I formula
- A portion of the \$502 million from the Coronavirus Relief Fund (CvRF) based on a per student allocation
- Remote Learning Technology Essentials matching funds Grant

FACILITY READINESS

NBPS has 27 facilities:

- 20 elementary schools
- 3 middle schools
- 1 comprehensive high school
- 1 alternative special education building
- 1 admin building



New Bedford buildings have unique features due to age and architectural era trends. Despite meeting normal capacity and utilization standards, the district retains one of the oldest stocks of buildings statewide. Oldest buildings are from the 1900s and 1910s (1907 Congdon for example). The largest number of students are found in post 1950 buildings.

FACILITY READINESS

Building Capacity Analysis

Phase 1: Aug 31 - Sept 15 - Staff only

School	SF	FTE	P/Sf
New Bedford High School	563,000	300	1876.67
Middle School			
Keith Middle School	231,510	145	1596.62
Normandin Middle School	217,000	145	1496.55
Roosevelt Middle School	215,000	145	1482.76
Elementary Schools			
Charles S Ashley Elementary School	61,840	40	1546
Elizabeth Carter Brooks Elementary School	34,720	40	868
Elwyn G Campbell Elementary School	46,759	50	935.18
Sgt Wm H Carney Acad Elementary School	124,075	130	954.423
James B Congdon Elementary School	50,192	40	1254.8
John B Devalles Elementary School	57,030	40	1425.75
Alfred J Gomes Elementary School	137,345	85	1615.82
Ellen R Hathaway Elementary School	35,300	40	882.5
Hayden/McFadden Elementary School	80,863	120	673.858
Abraham Lincoln Elementary School	93,833	80	1172.91
Carlos Pacheco Elementary School	61,840	50	1236.8
John Avery Parker Elementary School	53,669	50	1073.38
Casmir Pulaski Elementary School	130,322	120	1086.02
Thomas R Rodman Elementary School	31,190	30	1039.67
SEA LAB/Taylor Elementary School	36,671	40	916.775
Jreh Swift Elementary School	27,790	30	926.333
Betsey B Winslow Elementary School	37,700	35	1077.14
Alt Education			
Trinity Day Academy	65,000	25	2600
Whaling City Adult Education (3rd Floor)	34,600	35	988.571
Irwin Jacobs Elementary School	48,922	50	978.44

All buildings have been occupied and in operation since April 2020 with small complements of administrative and support staff. The central office (PRAB) building has been at close to 100% of staff in building since mid-July.

During Phase 1 (staff return) building usage will remain at a sufficiently low density to exceed recommended distancing requirements for safe workspaces.

Building Capacity Analysis

Student Capacity at 6' Physical Distancing

During normal operation, average or under-utilization was common district wide.

Physical distancing guidance requires the district to study a variety of classroom sizes and dimensions, creating average square footage per student which, using 6 ft distancing, show a new maximum suggested capacity by school.

Each school has planned movement protocols to avoid crowding, maintain cohorts (groups of students), and minimize person-to-person interactions.

Building Capacity Analysis

		Students						
School Name	Room Size	Distance 6'	Distance 4'	Distance 3'	# of Classrooms	19/20 School Enrollment	Est. # 2020 Capacity	% Capacity
Ashley	27x29	9	16	20	20	265	180	68%
Brooks	22x38	11	15	22	14	293	156	53%
	35x40	18	27	35	2			
Campbell	23x35	11	15	22	20	278	242	87%
	34x35	18	27	35	2			
Carney	34x24	12	15	21	44	740	528	71%
Congdon	31x26	10	16	20	22	291	220	76%
DeValles	26x30	10	16	20	20	355	200	56%
Gomes	25x30	10	14	20	44	715	440	62%
Hathaway	26x31	10	16	20	17	321	170	53%
Hath. Portables	26x38	9	14	18	5			
HayMac	24x38	13	18	25	36	664	468	70%
	24x47	15	24	32	9			
Jacobs	25x33	12	16	21	4	390	216	55%
	25x37	12	18	24	2			
	25x29	9	14	18	18			

Building Capacity Analysis

Keith	28x29	9	18	25	77	1,009	693	69%
Lincoln	26x28	9	14	18	28	710	324	46%
	24x41	13	18	25	8			
NBHS	30x30	12	16	25	181	2,401	2,172	90%
Normandin	28x29	9	18	25	66	1,198	594	50%
Pacheco	27x28	9	16	20	20	329	180	55%
Parker	23x30	9	12	18	26	223	234	105%
	33x34	14	20	27	4			
Whaling	25x36	10	14	20	14	126	140	111%
Pulaski	22x25	8	10	14	44	679	352	52%
Rodman	27x30	10	16	20	11	191	110	58%
Roosevelt	27x29	9	16	20	70	910	630	69%
Sealab	25x35	12	18	21	20	258	240	93%
Swift	26x32	10	16	20	10	168	100	60%
Trinity	20x24	6	9	12	13	93	78	84%
Winslow	26x31	10	16	20	12	273	120	44%

Cleaning, sanitizing and de-densifying schools

- Steps to **de-densify schools**: positively contribute to building comfort, air flow, air exchange, and contributes to ensuring staff and students can reach 6ft distancing.
 - Reducing density will allow flexibility in using all available spaces throughout a school campus (expanding classroom dimensions, reducing obstructions and allowing for spaced configurations)
- Custodial staff has removed non-essential materials and furniture to allow for deeper cleaning and density reduction
- Enhanced cleaning, sanitizing, and disinfecting protocols and a planned surge in custodial staff hiring will allow each school team to keep buildings clean
- Schools may involve students in light cleaning, wiping student desks before and after each use, and custodial staff will prioritize high touch surfaces and focus on bathroom hygiene and cleaning that supports student dining needs

HVAC Systems Analysis

NBPS has mix of ventilation systems in various buildings:

- buildings with centrally controlled systems, modern HVAC systems with Building Management System (BMS) controls, and others which rely on portable A/C units and fans.

District has preventative maintenance protocols: regular replacement of uninvent and Roof Top Unit (RTU), MERV-8 filters, and seasonal preventive maintenance of chillers, boilers, and cooling towers.

- Air flow and air exchange varies by building size and type of heating/cooling systems.

List of Schools	YR BLT	Full Mechanical HVAC	Partial HVAC	Natural ventilation
High School				
New Bedford High School	1972			
Middle Schools				
Keith Middle School	2006			
Normandin Middle School	2003			
Roosevelt Middle School	2001			
Elementary Schools				
Ashley Elementary School	1922			
Brooks Elementary School	1956			
Campbell Elementary School	1966			
Carney Acad Elementary School	1973			
Congdon Elementary School	1907			
Devalles Elementary School	1912			
Gomes Elementary School	1973			
Hathaway Elementary School	1962			
Hayden/McFadden Elem School	1975			
Jacobs Elementary School	2016			
Lincoln Elementary School	2010			
Pacheco Elementary School	1922			
Parker Elementary School	1964			
Pulaski Elementary School	1974			
Rodman Elementary School	1907			
SEA LAB/Taylor Elem School	2005/2015			
Swift Elementary School	1909			
Winslow Elementary School	1920			
Adult/Teen Education				
Trinity Day Academy	1936			
Whaling City (PRAB 3rd Floor)	1934			

HVAC Consulting Engineers

New Bedford Public Schools has engaged with a pre-qualified state contract vendor to assess airflow within its school buildings. The objective of the effort is to establish a complete understanding of each school building's ability to meet and maintain appropriate air exchange and airflow at a healthy level for school reopening.



BALA engineers will:

- Perform a site analysis of our 27 sites to review the existing HVAC and ventilation systems
- Provide a report summarizing the systems and providing recommendations for systems modifications to help accommodate improved air quality and/or air flow

DESE Guidance on Ventilation and Air Exchange

Overall Guidance

- Schools should work to increase outdoor air ventilation instead of using recirculated air and increase air filtration as much as possible for the ventilation and filtration system. (page 5)

Run HVAC systems: Operate HVAC systems with outside air dampers open for a minimum period of one week prior to reopening schools.

Upgrading filters: In buildings with mechanical ventilation systems, consider upgrading filters to increased efficiency ratings. Schools that are not able to upgrade filters may explore alternative ways to improve ventilation (e.g., through open windows), if appropriate for their system.



DESE GUIDANCE ON VENTILATION AND AIR EXCHANGE

DESE Guidance on Ventilation and Air Exchange

- **Adjust HVAC settings:** Adjust settings to increase the flow of outdoor air
- **Open windows or doors (when appropriate and safe):** For facilities without the above HVAC capability, evaluate the options to open windows and doors when safe to do so, as well as the feasibility of increasing outdoor air intake with fan boxes in windows
- **Prevent or minimize air recirculation:** Facilities staff will evaluate how to eliminate or minimize air recirculation in their HVAC systems to the extent possible
- Measure carbon dioxide (CO₂) as a proxy for ventilation

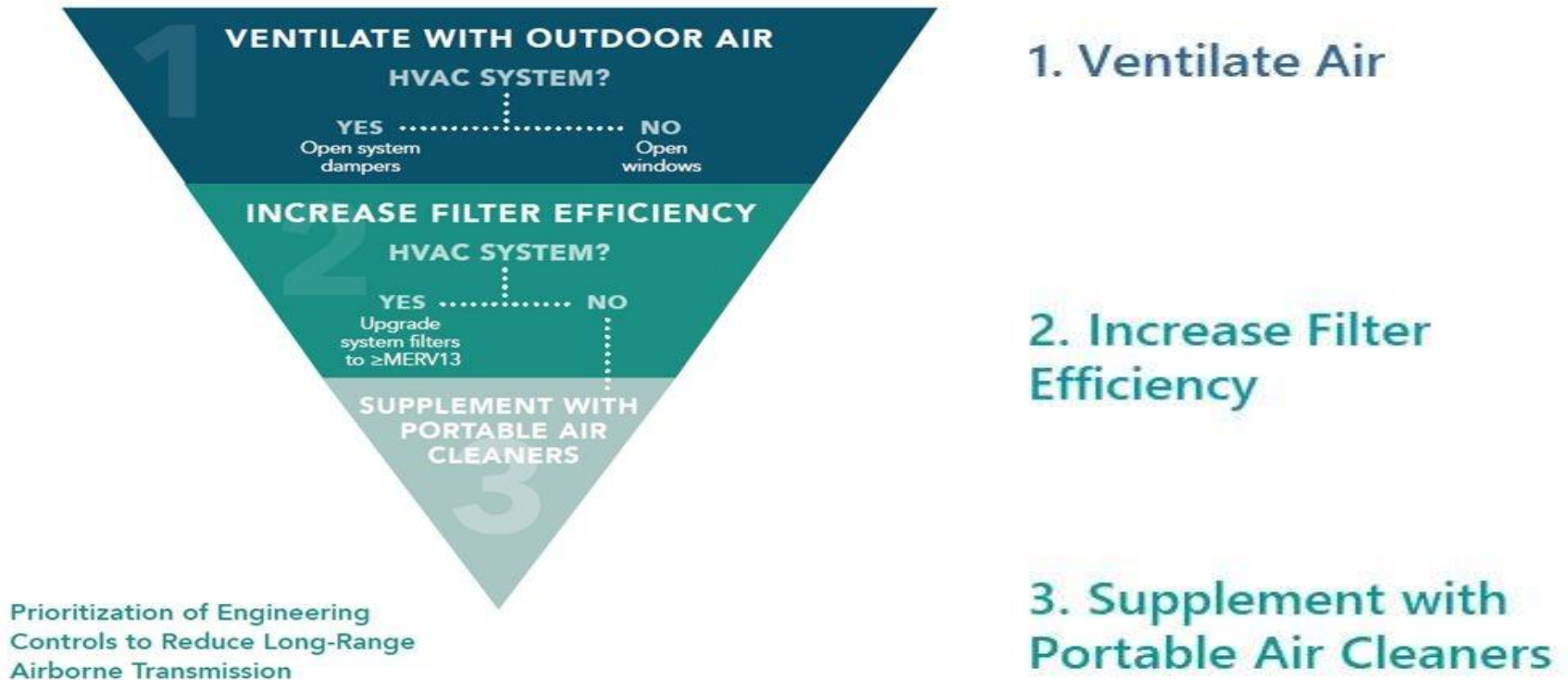
DESE Guidance on Ventilation and Air Exchange

- **Maintain ventilation for longer hours:** If possible, schools should leave ventilation systems running longer than normal. Ideally, ventilation systems would run continuously, but it is recommended they run at least two hours before and after school, as there may still be individuals in the building (students or staff)

- **Indoor spaces without windows**

Indoor spaces without windows and adequate HVAC should not be used or only used as may be appropriate for storage or similar uses

GUIDANCE ON VENTILATION AND AIR EXCHANGE



- Winter heating needs will present a challenge in maintaining outdoor air ventilation
- Based on BALA report recommendations, district will plan for installation of portable HEPA filters and Needlepoint Bipolar Ionization upgrades where feasible

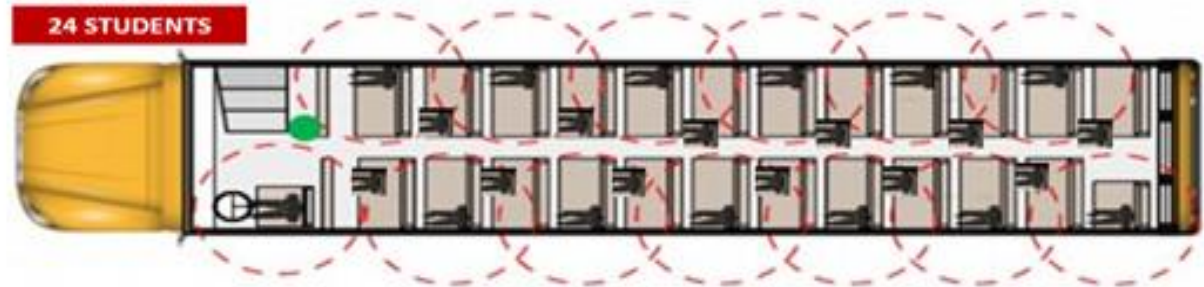
STUDENT TRANSPORTATION



Transportation Capacity Analysis

Social Distancing Capacity:

Bus Type	Manufactured Capacity	Typical Capacity	at 6 Feet	at 3 Feet
Large Buses	71	55	12	24
Half Buses	47	30	7	15
Mid-Size Buses	16	12	4	8
Wheelchair	7	5	1	3

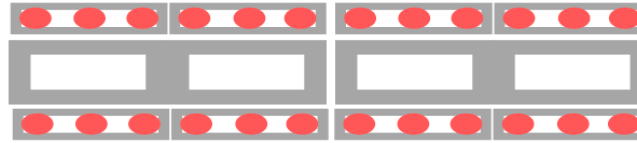


- In alignment with the *Initial Fall School Reopening Guidance*, the following bus configuration (i.e., one student per bench, alternating sides for each row) represents the maximum* school bus occupancy achievable while maintaining approximately 3 feet of physical distance. As a result of current social distancing requirements, our bus vendors can bus no more than 24 students per large bus

STUDENT DINING

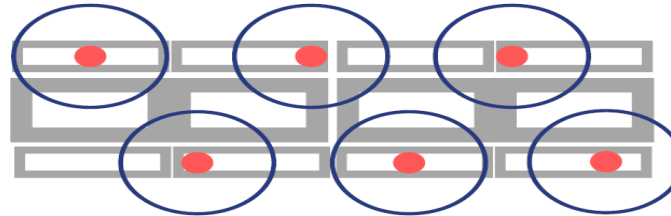
Pre-pandemic

Typical 30" x 12' folding table
100% capacity
12 students per table



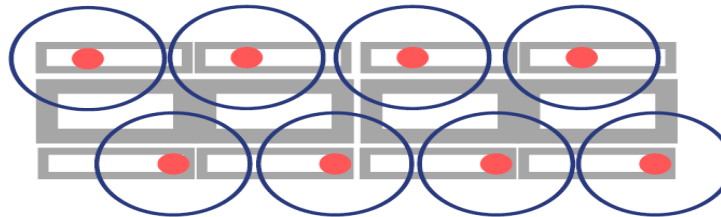
Social distancing

Typical 30" x 12' folding table
25% pre-pandemic capacity
3 students per table



Social distancing

Typical 30" x 12' folding table
33% pre-pandemic capacity
4 students per table



NBPS has sufficient food service resources and capacity to implement flexible models across each school and support distance learning students.

- This will include:
 - Use of disposable wares, advance ordering, individually wrapped servings, possible classroom dining, 6ft distance in all cases, enhanced allergy dining standards, handwashing and disposal protocols, continued food pick up and produce days programming.

Work group Objectives/Feedback

Planning Process

- Stakeholders involved
- 20 meetings and feedback sessions
- Three parent surveys
- July 31, NBPS submitted draft plan to DESE that included three models: in-person, hybrid and distance learning
- August 14, NBPS submits final reopening plan to DESE

FEEDBACK: PLANNING PROCESS

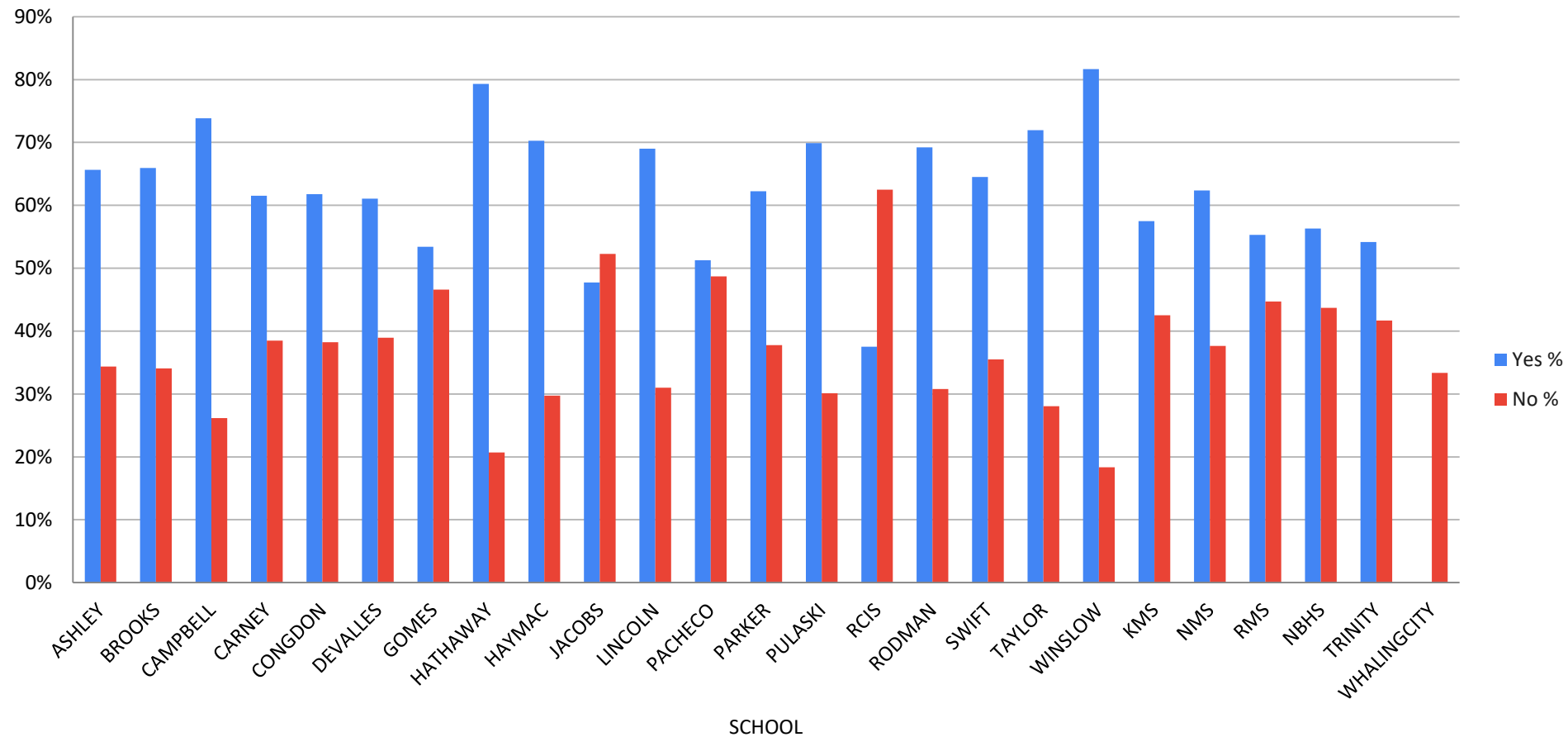


- **Feedback sessions (14 meetings completed to date)**
 - Reimagine Teaching and Learning Workgroup / Joint NBPS/NBEA Committee (80 individuals)
 - Representative staff (positions, locations, parents)
- **Parent Surveys (3):** Over 8,600 responses
 - number of surveys completed and responses regarding preference of distance or in-person
 - Hundreds of emails/letters from staff and parents

	Surveys	Students	Yes %	No %
Totals:	3409	4265	64%	36%

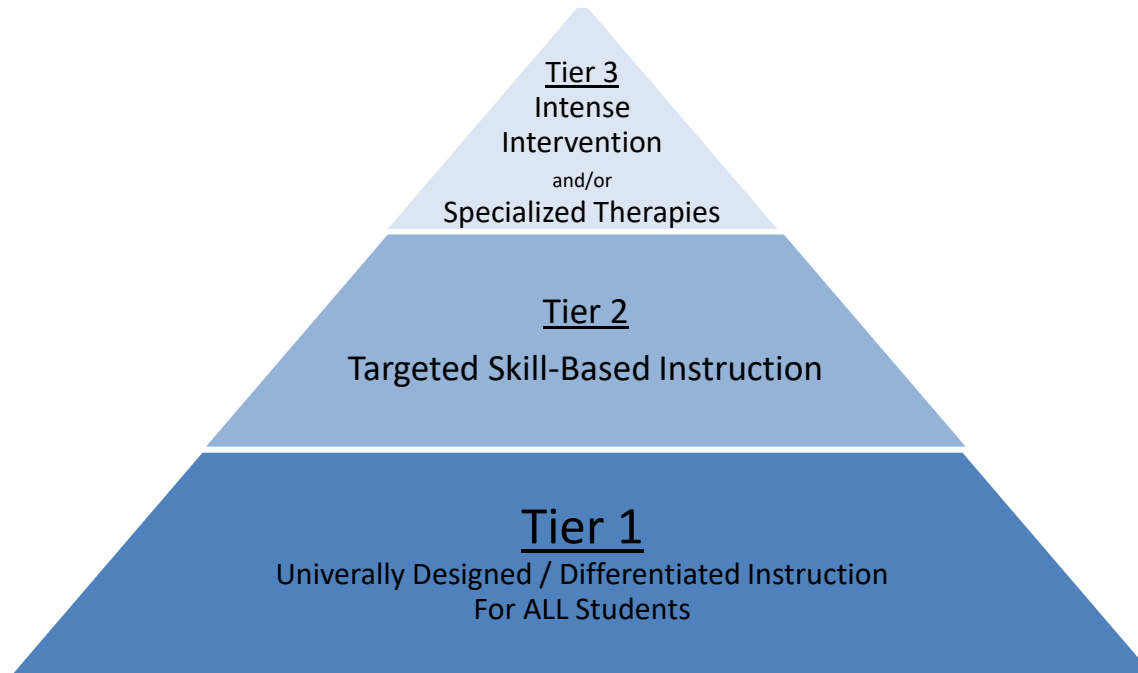
FEEDBACK: PLANNING PROCESS FAMILY SURVEY

% Respondents by School



LEVELS OF SUPPORTS FOR STUDENTS

In-person and Distance Learning



Adult SEL supports

Support Providers

- EAP
- School Administrators

Examples of Support

- Mindfulness / Stress reduction
- School-Based: check-ins, school initiatives
- Referral / access as needed to our EAP
- Targeted PD – school led supporting staff needs



Resources and Research

- DESE [Guidance](#)
- Harvard T. H. Chan School of Public Health special report on [Healthy Schools - Reopening Guidance](#)
- American Academy of Pediatrics [Guidance on Reopening Schools](#)
- CDC [Considerations for Schools](#)
- New Bedford [Health Department](#)
- Information and Feedback sessions with community partners and stakeholders

KEY AREAS IN PLANNING



Our planning for a safe return to classrooms includes many factors and our priority is to exceed the minimum safety measures where possible.

The following have been implemented/being finalized (*per ongoing guidance from DESE*):

- Based on CDC and state guidance: 6-ft physical distancing will always be maintained, on all school campuses
- Upgrade furniture where needed (help ensure max distance in all classrooms).
- Staggered entrance, exit plans; hall and stairway signage to control physical distancing
- School visitation: pre-scheduled, very limited, specific protocols
- Face coverings required for all students (grades 2-12) and staff, special accommodations for students/staff with conditions that might preclude the safe use of a face mask
 - *Students in Pre-K, Kindergarten and 1st grade will be required to wear masks IF they ride the school bus*
 - *Students in Pre-K, Kindergarten and 1st grade will be encouraged to wear masks in certain situations*
- Plexiglass dividers installed in offices and other necessary locations such as cafeterias

KEY AREAS IN PLANNING



- Training program for staff, students and parents on the new health and safety protocols
- Consistent protocols for regular handwashing, hand sanitizing and bathroom usage
- PPE for students and staff:
- Face masks, clear masks for the teaching of language development and social development skills, face shields, and hand sanitizer
 - Other specialized items will be available in the nurse's office at each school
- Limited sharing of materials among students:
 - Students will have their own set of materials to use while in the classroom and their own storage container and space for these items
 - Some content areas will also be sending materials home for students to use.
- Process for serving meals in classrooms, open spaces, and outdoors
- Technology: Chromebooks/laptops will be available to all students who need them this fall
 - Grades 6 – 12 are 1:1
 - Grades PK-5 will be 1:1 this fall

KEYS AREAS IN PLANNING



Our decision making continues to be grounded in reviewing local, regional, and national trends on this pandemic as it affects our planning. As we know, there are numerous areas which we are still working to resolve based on the best available research, guidance, and practices. These areas include, but are not limited to, the following:

- ***Continuity of Learning:*** Plans are being developed on how to best balance continuity of learning with the protocols that will need to be in place in the event of a confirmed positive case in one of our schools
 - Parents will need to have quarantine and isolation plans in place in the event of positive cases
 - School plans to accommodate teacher absences due to quarantine and isolation are being developed
- ***Staffing:*** Staff availability may be affected and unpredictable due to several factors including staff health, staff virus exposure requiring quarantine or isolation, and childcare access
 - As noted above, developing staffing plans that maintain continuity of instruction while accounting for staff situational needs is a priority

KEYS AREAS IN PLANNING



Additional areas:

- **Transportation:** Transportation to school will require ALL students to wear face coverings and adhere to physical distancing requirements while on school buses
 - Ongoing discussions regarding safety protocols
 - Ability to add buses to routes, looking to find alternatives (walking and biking)
- **Bargaining Unit considerations:** We are in ongoing discussions with all our unions to create and/or update agreements
- **Family outreach:** Continue to gather feedback from families and staff
 - Schools will follow-up with parents based on survey responses
 - School staff will follow-up with families for additional information
- **Virtual tour:** highlight internal setup of classrooms and common spaces
- **Reopening overview:** A narrative video outlining the reopening process for all schools including expectations for in-person classes, transition to school, safety requirements and processes)

FALL REOPENING PLAN OVERVIEW



The Department of Elementary and Secondary Education (DESE) expectations and guidance:

On Monday, July 27, DESE Commissioner Riley shared that, he will reduce the 180 day and student learning time requirements for the 2020-2021 school year to 170 days.

Prepare plans for three scenarios:

- Preliminary due: July 31, 2020 (submitted)
- Final due: August 14, 2020
 - 1. In-person learning with new safety requirements (6' distancing)
 - 1. Includes distance learning and off-site locations
 - 2. Hybrid (a combination of in-person and distance learning)
 - 3. Full distance learning for all schools
 - a. Will also exist as needed for some students in the in-person model

Student Numbers During Phases: Elementary

School	Enrollment as of 8/3/20	35% of enrollment	50% of enrollment	Number of students who will fit at 6' distance	Number of Students Cohort A*
Ashley	261	91	131	180	39
Brooks	288	101	144	156	14
Campbell	245	86	144	242	20
Carney	669	235	335	528	178
Congdon	282	99	141	220	28
DeValles	326	115	163	200	77
Gomes/Renaissance	672	236	336	440	189
Hathaway	253	89	127	170	67
HayMac	610	214	305	468	190
Jacobs	367	129	184	216	118
Lincoln	693	243	347	324	79
Pacheco	312	110	156	180	67
Parker	217	76	109	234	15
Pulaski	577	202	289	352	100
Rodman	191	67	96	110	11
Swift	159	56	80	100	6
Taylor	245	86	123	240	7
Winslow	230	81	115	120	6

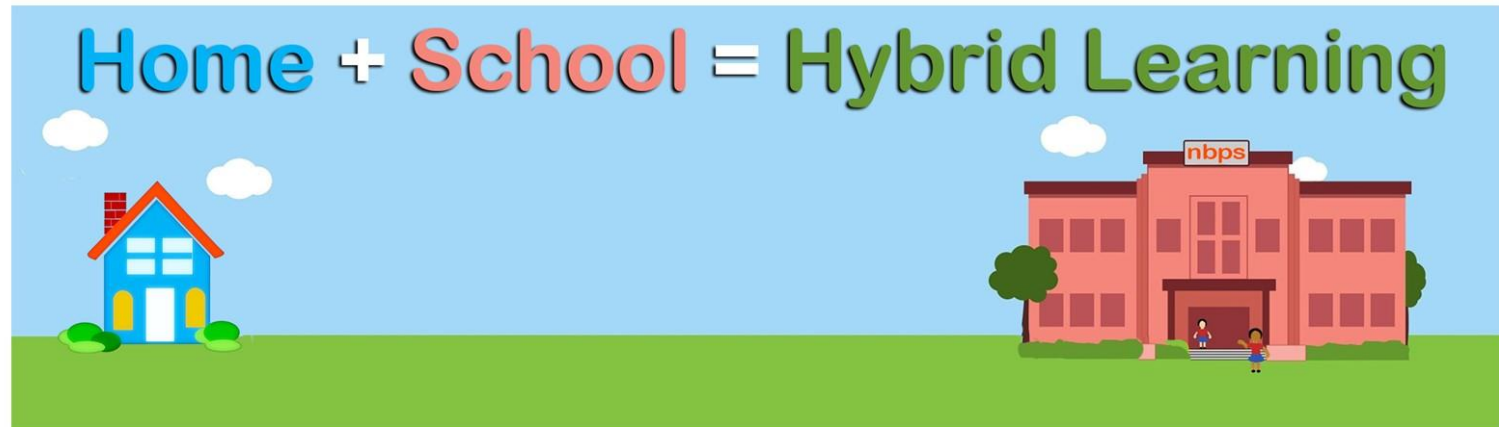
*Cohort A = sub-sep classes, Level 1 ELs and MKV students. Academically at-risk students will be added at the discretion of the principals up to 35% of enrollment.

Student Numbers During Phases: Secondary

School	Enrollment as of 8/3/20	35% of enrollment	50% of enrollment	Number of students who will fit at 6' distance	Number of students Cohort A*
Keith	1083	380	542	693	120
Normandin	1176	412	588	594	112
Roosevelt	935	328	468	630	191
Trinity	93	33	48	78	4
Whaling City	111	39	60	140	29
NBHS	2771	970	1386	2172	403

*Cohort A = sub-sep classes, Level 1 ELs and MKV students. Academically at-risk students will be added at the discretion of the principals up to 35% of enrollment.

FALL REOPENING OPTIONS



Hybrid Learning combines traditional classroom experience, experiential learning objectives, and digital course delivery that uses the best option for each learning objective.



Students in Group A - In-Person Learning

- Determine which students have a need of support at Tier 3 level
- District sets parameters and identifies potential students by school
- District prioritizes students with highest needs
- School administrators verify potential student lists

Planning Structure for Cohort A In-Person Learning

- Identify sites/rooms for in-person learning support 5 days per week
- Confirm and coordinate staffing/service providers
- Determine transportation needs and schedule
- Create Entry/Exit and Safety Plans
- Determine starting dates and hours

REOPENING GUIDING PRINCIPLES

Structures for Successful Hybrid Learning

- Consistency of instruction is critical for student success, therefore all students will continue with the distance learning format as primary source of instruction
- The focus of the in-person day will be for the students to have the opportunity to receive instructional support
- Building relationships, emotional health, and social interactions will be promoted
- In-person attendance will help build and sustain connection to the school community
- Teacher collaboration between in-person and distance instructional staff will be fostered to ensure alignment of curriculum and instruction
- Planning for transitioning

REOPENING GUIDING PRINCIPLES

Distance Learning to Hybrid Model

- Determine which students are choosing each option (full distance or hybrid)
- Determine staffing for in person, 100% distance, and hybrid
- Plan collaborative teaching plan for consistent learning
- Assign students to 1 of the 3 cohorts
- Confirm buildings, classrooms, and other appropriate instructional spaces
- Determine safety protocols and procedures by building
- Determine transportation needs by cohort
- Develop a plan for delivery of instructional tools
- Transition plan

REOPENING GUIDING PRINCIPLES

Goals for Transitioning

Distance Learning to Hybrid Model

- Pivot smoothly from distance to a hybrid model
- Provide high-quality synchronous and asynchronous distance learning
- Establish and enforce safety procedures and policies
- Deliver equitable access and effective in-person learning for all cohorts

Staffing Considerations for Transitioning from Distance Learning to Hybrid Model

- Assess availability of staff to provide distance and in-person instruction
- Teacher teams will meet and coordinate delivery of in-person and distance instruction for all students
- Staff will meet with service providers (determine best ways to meet the needs of their students)
- Teachers will receive ongoing training to meet the social/emotional needs of their students

REOPENING GUIDING PRINCIPLES

Staffing Considerations for Transitioning from Distance Learning to Hybrid Model

- Assess availability of staff to provide distance and in-person instruction
- Teacher teams will meet and coordinate delivery of in-person and distance instruction for all students
- Teachers will meet with support teachers and service providers to determine best ways to meet the needs of their students

REOPENING GUIDING PRINCIPLES

Important Family and Student Information for Transitioning to Hybrid Model

- Families will be given up-to-date information to decide whether to choose Distance Learning for the full year or transition to the Hybrid Model when it becomes available
- Students will be assigned to 1 of 3 cohorts (sibling consistency, bus routes, high school programs, and hardships consideration)
- Teacher assignments, student schedules and transition procedures will be clearly communicated prior to start date
- Appropriate academic and social emotional services will be provided
- Students and families will be notified of any changes to schedules and/or teacher assignment prior to transition

New Bedford Public Schools: Fall Reopening Options Snapshot

APPROVED PLAN –School Committee vote: 7-0 (August 12, 2020)

The following chart illustrates the time format of the more detailed options.

APPROVED by School Committee Option 1: Hybrid A	Option 2: Hybrid B	Option 3: Full Distance opening
Summary: Phases start 9/16 with in -person instruction for Cohort A (targeted students) and Cohort B begins (10/5) and Cohort C begins (10/19)	Summary: Phases start 9/16 with in -person instruction for Cohort A beginning 9/21(targeted students). Cohort B begins 11/5 and Cohort C begins 11/16	Summary: Phases start 9/16 with in -person instruction for Cohort A (targeted students). All other students participate in distance learning 5 days per week
Phase I: August 31 All Staff: Training	Phase I: August 31 – September 15 All Staff: Training	Phase I: August 31 – September 15 All Staff: Training
Phase II: September 16 – October 2 Sept. 16: Cohort A: Select Students (5 days in person) All other students participate in distance learning 5 days per week. <i>(this allows more time for virus transmission rates to be monitored, hopefully steady or decreasing; and for all corrective action to be made to schools regarding air exchange)</i>	Phase II: Direct Instruction September 16– November 2 <u>Sept. 16:</u> Direct instruction begins for all students. September 21– November 2 Cohort A: Select Students (5 days in-person) All other students participate in distance learning 5 days per week. <i>(this allows more time for virus transmission rates to be monitored, hopefully steady or decreasing; and for all corrective action to be made to schools regarding air exchange)</i>	Phase II: Direct Instruction September 16 - TBD Cohort A: Select Students (5 days in-person) All other students participate in distance learning 5 days per week. <i>(this allows more time for virus transmission rates to be monitored, hopefully steady or decreasing; and for all corrective action to be made to schools regarding air exchange)</i>
Phase III: Cohort A: Select students in person 5 days a week Oct. 5: Cohort B – Transition Grades (PK, K, 6 and 9) B1 – In person Mon/Tues; Distance Wed/Thurs/Fri B2 – In person Thurs/Fri; Distance Mon/Tues/Wed Oct. 19: Cohort C (All grades PK-12) C1 – In person Mon/Tues; Distance Wed/Thurs/Fri C2 – In person Thurs/Fri; Distance Mon/Tues/Wed	Phase III: Cohort A: Select students in person 5 days per week Nov 5: Cohort B (Transition Grades PK, K, 6, 9) B1– In person Mon/Tues; Distance Wed/Thurs/Fri B2 – In person Thurs/Fri; Distance Mon/Tues/Wed Nov 16: Cohort C – all other grades C1 – in person Mon/Tues; distance Wed/Thurs/Fri C2 – in person Thurs/Fri; distance Mon/Tues/Thurs	Phase III: TBD Staggered start of cohorts of students at a date to be determined.
Next phase of instruction will be determined by: <ul style="list-style-type: none"> Virus transmission rate (currently 2.2% in New Bedford and 2.0% state avg.) Facility Readiness (corrective actions in identified rooms) 	Next phase of instruction will be determined by: <ul style="list-style-type: none"> Virus transmission rate (currently 2.2% in New Bedford and 2.0% state avg.) Facility Readiness (corrective actions in identified rooms) 	Next phase of instruction will be determined by: <ul style="list-style-type: none"> Virus transmission rate (currently 2.2% in New Bedford and 2.0% state avg.) Facility Readiness (corrective actions in identified rooms)

OPTION I



APPROVED PLAN –School Committee vote: 7-0 (August 12, 2020)

Option 1: Hybrid A

Summary: Phases begin 9/16 with in-person instruction for Cohort A (targeted students). Cohort B begins (10/5). Cohort C begins (10/19)

Phase I:

August 31: All Staff report to work to for staff training and professional development

Phase II:

September 16: Cohort A: Selected Students (in person 5 days)

September 16: Cohort B and C: will be all distance learning

Phase III:

Students Cohort A in person 5 days a week

October 5: Cohort B – Transition Grades (PreK, K, 6 and 9)

B1 – In person Mon/Tues; Distance Wed/Thurs/Fri

B2 – In person Thurs/Fri; Distance Mon/Tues/Wed

October 19: Cohort C – Remaining Student

C1 – In person Mon/Tues; Distance Wed/Thurs/Fri

C2 – In person Thurs/Fri; Distance Mon/Tues/Wed

Next phase of instruction will be determined by:

- Virus transmission rate (currently 2.2% in New Bedford and 2.0% state avg.)
- Facility Readiness (corrective actions in identified rooms)

OPTION II



Option 2: Hybrid B

Summary: Phases begin 9/16. All students distance for 9/16, 9/17 and 9/18. In-person instruction for Cohort A (targeted students) begins 9/21, Cohort B begins 11/5 and Cohorts C begins 11/16.

Phase I: All Staff Training

August 31 – September 15

Phase II: Direct Instruction

September 16 – November 2

September 16 – Direct Instruction begins for all - connect with students

September 21 - Cohort A: Select Students (5 days in-person)

All other students participate in distance learning (*this allows more time for virus transmission rates to be monitored, hopefully steady or decreasing; and for all corrective action to be made to schools regarding air exchange*)

Phase III: November 5– TBD

Student Cohort: A (5 days in person)

November 5: Cohort B (Transition Grades PK, K, 6, 9)

B1– In person Mon/Tues; Distance Wed/Thurs/Fri

B2 – In person Thurs/Fri; Distance Mon/Tues/Wed

November 16: Cohort C – all other grades

C1 – in person Mon/Tues; distance Wed/Thurs/Fri

C2 – in person Thurs/Fri; distance Mon/Tues/Wed

Next phase of instruction will be determined by:

- Virus transmission rate (currently 2.2% in New Bedford and 2.0% state avg.)
- Facility Readiness (corrective actions in identified rooms)

OPTION III



Option 3: Full Distance opening, except for Cohort A
Summary: Phases start 9/16 with in-person instruction for Cohort A (targeted students) and all other students distance learning.
Phase I: All Staff Training August 31 – September 15
Phase II: Direct Instruction September 16 – TBD <u>Sept. 21:</u> Cohort A: Select Students (5 days in-person) All other students: distance learning 5 days per week <i>(this allows more time for virus transmission rates to be monitored, hopefully steady or decreasing; and for all corrective action to be made to schools regarding air exchange)</i>
Phase III: TBD Staggered start of cohorts of students at a date to be determined.
Next phase of instruction will be determined by: <ul style="list-style-type: none">• Virus transmission rate (currently 2.2% in New Bedford and 2.0% state avg.)• Facility Readiness (corrective actions in identified rooms)

INFORMATION

- Over the last many weeks, we have conducted and engaged in a tremendous amount of research and have remained objective while focusing on the health concerns during this process.
- Our proposed options include similar formats being implemented or presented by several other Massachusetts districts including Taunton, Fall River, Dartmouth, Lawrence, Worcester, Brockton, Needham, Lynn, Somerville and Springfield to name a few. On a national level I have spoken to friends/colleagues in states including Maryland, Georgia, Washington, Tennessee and North Carolina about their K-12 and college processes for the fall.
- We are using feedback from over 8,600 parent surveys, countless emails and phone calls from staff and parents, in addition to NBEA survey information, and meetings with staff workgroups that include para-educators, teachers, secretaries, union leadership, principals and more.

Health Procedures

Masks and physical distancing:

- Masking and physical distancing are required to keep children healthy and in school.
- Masks will be worn every day by students and staff and mask breaks will be provided. Wearing masks and physical distancing is critical to prevent exposure.
- Parents should be advised to have their children practice wearing masks while at home and going about normal activities to get acclimated to wearing it all day.
- Mask breaks should preferably be done outside, and when 6 feet of separation from others can be assured. Children can remove masks to eat and drink.
- Masks will cause no harm to children when they are sitting still or exercising. Masks should not be removed for sneezing and coughing. Spare masks should be provided if a mask becomes wet from sneezing or coughing.

Health Procedures

Masks and physical distancing continued:

- The physical distancing of 6 feet between individuals (between students, and between students and teachers) in classrooms, and other locations around the school, is recommended based on recommendations from CDC guidelines.
- Teachers should wear masks and could use those with a clear plastic cut out in the center for young children or children who have hearing loss to be able to see their mouths when they speak. An alternative would be a face shield that fits closely on the sides with a hood or drape to prevent the escape of aerosols beneath the shield.
- Students should spend as little time as possible in areas where students may be close to others, such as hallways. Hallways may be made one way only so that students are not bumping into each other or, where that is not feasible due to the size or layout of the school, two way with students staying to the right. Staggered start times may help alleviate congestion in the hallways.

Health Procedures

Masks and physical distancing continued:

- Physical distancing should be maintained as much as possible, including outdoors. Smaller distances between individuals for prolonged periods of time (such as in the classroom) will require more students to require prolonged isolation at home should a case occur in the school.
- Plexiglas barriers may be used to reduce exposure to aerosols in certain situations where it is not possible to maintain 6 feet of separation. These can be used in the cafeteria to separate workers from each other and students, or in restrooms between sinks to provide separation.

Hand hygiene

- All individuals must wash and/or sanitize hands frequently. It is reasonable to perform hand hygiene upon entering and leaving the classroom, after touching high touch surfaces like door handles and before eating meals or snacks .
- Handwashing for at least 20 seconds with soap and water should be done for soiled hands, hands that have been sneezed or coughed into, or after using the restroom.

Health Procedures

Protection for school nurses, educators and staff members

- Nurses or other staff attending to ill individuals who may have COVID should wear an N-95 mask, face shield, gown, and gloves. Schools will have to provide this personal protective equipment.
- N-95 masks may be reused unless visibly soiled and should be placed in a paper bag between uses.
- Face shields may be cleaned with an approved disinfecting wipe. If caring for multiple sick individuals at the same time, the nurse or designated individual may keep his or her mask and face shield in place and change gowns (if there is sufficient supply) and gloves between patients.
- Minimize aerosol-generating procedures in schools. The most common aerosol generating procedure is use of nebulized medications for asthma. Nebulizers should only be used as a last resort. Families should obtain MDIs/spacers for children with asthma in place of nebulizers. Most school-aged children should be able to use a spacer. The only other aerosol-generating procedure that is likely to occur in school is airway suctioning (e.g. tracheostomy care).
- For these procedures, nurses or other designated individuals should don N-95 masks, face shields, gloves, and gown.

Health Procedures

Health-Medical Needs

- Individual Health Plans (IHP) may need to be updated with additional precautions for the most vulnerable students. Parents can be encouraged to contact the child's health care provider for specific guidance if the child has a serious medical problem. Teachers, nurses, and other staff members should be especially vigilant to prevent spread with children with chronic serious health conditions. Try to reduce number of individuals involved in care of an individual child when possible to limit exposure.
- Students with significant disabilities may have more difficulty in telling caregivers when they don't feel well.
- Specific symptoms such as sore throat, "feeling bad", or loss of taste/smell may be especially difficult for a child with developmental delays/disabilities to describe. Teachers and staff should remain alert for changes in behavior, appetite, sleepiness, or other signs that may indicate early symptoms of illness. Cough, difficulty breathing, and fever should be judged as one would for any child.
- More staff may be needed. Increased nursing support may be needed to address COVID-related issues in addition to usual medical concerns of those with special health needs.

Health Guidance

Health-Medical Needs Continued:

- Children with special health needs may be more likely to be absent from in-person school if they are ill. Be prepared and convey to parents that it may be necessary to pivot to virtual options. Medication and supplies that may be kept at school may be needed at home. Contingency plans will be helpful to allow for pick up or maintain duplicate supplies.
- Consider how changes in physical environment and new patterns may adversely affect students with limited mobility. Consider how they will get to new locations with new protocols for space use.
- Sensory deficits (hearing, vision) may limit understanding of instructions, thus new COVID-related procedure information will need to be provided in multiple formats.
- In medical settings, we typically think of procedures such as tracheal suctioning as likely to create more airborne spread of respiratory droplets (often associated with cough).
- Additional personal protective equipment (PPE) should be considered for school-based personnel. If possible, to have eye protection (to reduce chance of droplets in the eyes) by a face shield (or goggles) and gown in addition to gloves and medical-grade face masks for such procedures (including N95 masks if available), this would increase safety of the provider.

Health Guidance and Procedures: students with special needs

Developmental/Special Educational Needs

- It will be important to review IEPs and 504 Plans for each child and involve parents in decision-making. We recommend frequent communication with parents about options.
- Specific guidance available via U.S. Department of Education (supplement 3/2020).
- Federal disability law allows for flexibility in determining how to meet the individual needs of students with disabilities.
- IEP teams make an individualized determination whether and to what extent compensatory or additional services may be needed.
- Parents, educators and administrators are encouraged to collaborate creatively to continue to meet the needs of students with disabilities.

Health Procedures: Special Education Needs

Developmental/Special Educational Needs Continued:

- Younger children and those with developmental delays/disabilities will need information on COVID-related procedures targeted to their level of understanding.
- Similarly, children with vision loss/blindness will need instruction that addresses their needs for hands-on materials.
- Flexibility is encouraged in method and environment for instruction.
- Encourage parent involvement in home sessions for further reinforcement of learning whenever possible.
- Encourage parents and children to provide feedback on new learning modalities.

Health Procedures

Entering school and screening:

We learn more about COVID-19 every day, and as more information becomes available, CDC will continue to update and share information. As our knowledge and understanding of COVID-19 evolve, this guidance may change. **However, based on the best available evidence at this time:**

- CDC does not currently recommend universal symptom screenings (screening all students grades K-12) be conducted by schools.
- Parents or caregivers should be strongly encouraged to monitor their children for signs of infectious illness every day.
- Students who are sick should not attend school in-person.

Health Procedures: focus on symptoms

Entering school and screening continued:

People with COVID-19 have had a wide range of reported symptoms – ranging from mild symptoms to severe illness. Symptoms may appear **2-14 days after exposure to SARS-CoV-2**.

Symptoms can include:

- Fever or chills
- Cough
- Shortness of breath or difficulty breathing
- Fatigue
- Muscle or body aches
- Headache
- New loss of taste or smell
- Sore throat
- Congestion or runny nose
- Nausea or vomiting
- Diarrhea

This list does not include all possible symptoms, and children and youth with SARS-CoV-2 infection may experience any, all, or none of these symptoms. (See [Symptoms of Coronavirus](#) for more information).

Health Procedures: planning

Entering school and screening continued:

It is important to stay **home when you are sick** until at least 24 hours after you no longer have a fever (temperature of 100.4 or higher without the use of fever-reducing medicine (e.g., Tylenol). Policies that encourage and support staying home when sick will help prevent the transmission of SARS-CoV-2 (and other illnesses, including [flu](#)) and help keep schools open.

Symptom screening at home can be helpful to determine if a student:

1. currently has an infectious illness that could impair their ability to learn, or
2. is at risk of transmitting a contagious illness to other students or school staff.

The home screening process for parents or caregivers:

Parent/Guardians conducting home screenings should report their answers on two topics: **Symptoms** and **Close Contact/Potential Exposure** (see below). Parents, guardians, and caregivers can self-report the answers to these questions through existing school health portals or school communication platforms in the morning before the student leaves for school. Please see the attachment below.

Daily Home Screening for Students **Parents: Please complete this short check each morning and report your child's information to New Bedford Public Schools in the morning before your child leaves for school.**

[Daily Home Screening for Students pdf \[1 page\]](#)

Health Procedures

Entering school and screening continued:

SECTION 1: Symptoms

If your child has any of the following symptoms, that indicates a possible illness that may decrease the student's ability to learn and put them at risk for spreading illness to others. Please check your child for these symptoms:

- Temperature 100.4 degrees Fahrenheit or higher when taken by mouth
- Sore throat
- **New** uncontrolled cough that causes difficulty breathing (for students with chronic allergic/asthmatic cough, a change in their cough from baseline)
- Diarrhea, vomiting, or abdominal pain
- New onset of severe headache, especially with a fever

SECTION 2: Close Contact/Potential Exposure

Had close contact (within 6 feet of an infected person for at least 15 minutes) with a person with confirmed COVID-19:

- Traveled to or lived in an area where the local, Tribal, territorial, or state health department is reporting large numbers of COVID-19 cases as described in the [Community Mitigation Framework](#)
- Live in areas of high community transmission (as described in the [Community Mitigation Framework](#)) while the school remains open

Health Procedures

Entering school and screening continued:

- Anyone who is a close contact (household contact or within 6 feet for ≥ 15 minutes) of a known COVID-19 case *should stay home for 14 days*.
- If a child has a (fever, cough, shortness of breath, sore throat, headache, or gastrointestinal symptoms), the child should be seen by his or her health care provider.
- These children should be tested for COVID-19, if possible.
 - The siblings should be kept home until it is determined if the child has COVID-19.

School Isolation Protocols:

Students who develop any of the symptoms in Section 1 while at school should be placed in an isolation area separate from staff and other students, if a separate area is unavailable you may use a partition:

- Students with any of the symptoms in Section 1 should follow their school's current illness management policy to minimize transmission to others, to optimize learning opportunities, and to allow for these symptoms to resolve (at least 24 hours without fever-reducing medications or following existing school illness policy).
- Students who develop any of the symptoms in Section 1 while at school should be placed in an isolation area separate from staff and other students.

Health Procedures

School Isolation Protocols continued:

- School staff (e.g., workers, teacher aides, school health staff) who interact with a student who becomes ill while at school should use [Standard and Transmission-Based Precautions](#) when caring for sick people.
- Students who are sick should go home or to a healthcare facility depending on how severe their symptoms are, and follow [CDC guidance for caring for oneself and others](#) who are sick.
- Students who develop any of the symptoms in Section 1 AND answer YES to any of the questions in Section 2 should be placed in an isolation area separate from staff and other students (e.g., a nurse's office). The student should be sent home or to a healthcare facility if symptoms indicate a need for further evaluation:
 - If a school needs to call an ambulance or bring a student to the hospital, they should first alert the healthcare staff that the student may have been exposed to someone with COVID-19.
 - After the student is placed in an isolation area, school staff who work in the isolation area should follow CDC's [Considerations for Cleaning and Disinfecting your Building or Facility](#).
- **If sending a student to follow-up with their healthcare provider instruct families to call the office for an appointment first.**

Health Procedures

Return to school policies:

- If the student/parent/caregiver answers YES to any question in Section 1, but NO to any questions in Section 2, the student would be excused from school following the existing school illness management policy (e.g., until symptom-free for 24 hours without fever-reducing medications).
- If the student or parent or caregiver answers YES to any question in Section 1 and YES to any question in Section 2, the student should be referred for evaluation by their healthcare provider and possible testing. The healthcare providers will determine when [viral testing](#) for SARS-CoV-2 is appropriate. Schools should not require testing results as a part of the return to school policies. Students who have received a negative test result should be allowed to return to school once their symptoms have otherwise improved following existing school illness management policies.
- Students diagnosed with COVID-19 or who answer YES to any question in Section 1 and YES to any question in Section 2 without negative test results should stay home, isolate themselves from others, monitor their health, and follow directions from their state or local health department. Students and their families should be advised that the local health department may contact the family for contact tracing. If contacted, families should notify the contract tracer that the student attended school.

Health Procedures

Return to school policies continued:

Students diagnosed with COVID-19 or who answer YES to any component of Section 1 AND YES to any element of Section 2 without negative test results should be permitted to return to school. See the current CDC recommendations in “[When Can I Be Around Others.](#)” A negative test or doctor’s note should not be required to return. Questions regarding return to school should be jointly decided in consultation with parents or caregivers, school personnel, and the student’s healthcare provider.

Students and staff need clearance to return to school when the isolation period has ended. The Nurse, BOH, Physician, and attendance officer will monitor absences and dates of isolation to approve the return.

The process to handle sick children in school:

The CDC suggests the following symptoms are potentially COVID-19 symptoms and should apply to anyone attending or working in a school (i.e., children and adults in schools):

- New, worsening cough
- Shortness of breath/difficulty breathing
- New loss of taste or smell
- Fever (temperature of 100.4°F or greater) or feeling feverish
- Sore throat
- Muscle aches and pains
- Headache
- Nasal congestion/runny nose
- Nausea/vomiting/diarrhea/abdominal pain

HEALTH PROCEDURES



Sick children in school:

- Children in schools may begin to feel ill at any time of day. Teachers and other staff should be watchful of students and refer students to the school nurse or other designated staff member if a child complains of feeling sick or appears unwell.
- Schools should assign dedicated space that functions as a sick room for anyone in school who is displaying signs or symptoms of COVID-19, including fever.
- The COVID-19 sick room should be separate from the well room (or space) used for administering medications or doing procedures on well students. Schools may use a divider for this purpose, but separate rooms would be optimal.
- Any ill student should immediately have a mask put on unless it is contraindicated.
- The ill individuals should leave school as soon as possible. Based on the symptoms presented by the CDC as COVID symptoms, the ill individual should call his or her primary care provider and be tested for COVID.
- A clear message will be sent to parents at the beginning of the school year outlining the expectations for picking up their children should they be ill at any time during the school day.
- Plan for a child to be picked up within one hour. If there are siblings of the ill child in school, siblings will be dismissed as well.

HEALTH PROCEDURES



Sick children in school continued:

- Encourage two or three emergency contacts with updated phone numbers to be provided for each family in case the parent cannot answer the phone or leave work. Avoid having a high-risk individual (someone who is at risk for severe COVID if infected, e.g., grandparent older than 65 years) pick up the child if possible. The person picking up the child must wear a mask in the school and is strongly recommended to wear the mask in the car.
- Students should stay at home if ill and should be reinforced frequently with families.

COVID cases should immediately be reported to the local Health Department using the information above. Families and schools should report cases directly to their local Health Department and can be reached at Tel: 508- 991-6199.

Positive test results will also be reported by the laboratory, physicians' office, or testing site performing the test as well. The Health Department officials will help administrators determine a course of action for their schools. Schools should be prepared with a list of the possible contacts of the cases in the school identified by contact tracing. The Health Department will ultimately determine which contacts require home isolation.

HEALTH PROCEDURES: protocol



Sick children in school continued:

- Names of COVID cases and contacts should not be released to anyone but the Health Department. Families of students should be informed about the presence of the COVID case(s) in the school, but individuals should not be named, nor their classroom teacher/room number identified. Those deemed to be in contact with the sick individual should also be given information about remaining in isolation at home for 14 days. The Health Department will contact families of cases and contacts as well for contact tracing and to provide them with information on what to do.
- The school and district should identify someone to monitor absences and return to school dates, possibly School Nurse and Attendance Officer.
- Schools will need to be prepared to help perform contact tracing when there is a COVID case in the school. The Health Department will work with the teachers, staff, and Nurses to determine which individuals had significant contact with the infected individual and require isolation.

PROCESS OF COVID CASE



Sick children in school continued:

- Contact tracers should determine through interviews with students and teachers, in which individuals spent more than 15 minutes within 6 feet of the infected individual, starting two days before the onset of symptoms. Enforcing physical distancing will make contact tracing much more manageable. Individuals wearing full PPE (i.e., a school nurse with a gown, gloves, N-95 mask, and face shield) will not be considered contacts regardless of distance and duration of exposure.
- Individuals that are identified as contacts of a possible case should be excluded from school until the suspected case is confirmed positive or negative. If the suspected case has a negative test, then contacts can return to school.
- The classroom where the exposure took place should be thoroughly cleaned. Children who are not considered contacts (were not within six feet for ≥ 15 minutes) may be able to stay at school, but any contacts will be sent home.
- Children required to stay at home because of illness, and quarantine should have access to online learning during school absences.

Health Procedures

Asymptomatic children:

- Anyone who is a contact of a known case of COVID must be isolated at home for 14 days from the date of the last potential exposure to the COVID case. If there is ongoing exposure to the situation in the household, then the date of the last possible exposure is ten days after the onset of symptoms of the COVID case.
- If this person develops symptoms during this 14-day period, he or she should continue the isolation for ten days beyond the day of onset of symptoms and have improving symptoms for ≥ 24 hours and no fever.
- If anyone in the household develops symptoms of COVID during the 14-day isolation period, then the start date of the isolation period resets to the first day of symptoms for that contact and must continue for ten days after that exposure.
- If this person remains asymptomatic during this 14-day period, testing for COVID is not recommended as the best timing for such a test is unknown and a negative test would not shorten the period of isolation.
- Anyone who has not been exposed to a COVID case and is asymptomatic should not be tested.
- Students need clearance to return to school when the isolation period has ended. The Nurse, BOH, Physician, and attendance officer will monitor absences and dates of isolation to approve the return.



Distance Learning Academic Model

- Distance learning will occur daily during regular school hours students will need to be available for synchronous learning.
- The NBPS distance learning model includes:
 - Procedures for all students to participate in distance learning, including
 - ✓ A system for tracking attendance
 - ✓ A system for tracking participation
 - Distance learning academic work will be aligned to state standards.
 - Academic grades for students' distance-learning academic work
 - ✓ There will be standards-based grading at the elementary levels and letter-grades at the secondary level
 - Staff will regularly communicate with students' parents and guardians, including providing interpretation and translation services to limited English proficient parents and guardians.



nbps

New Bedford
Public Schools



THANK YOU