

Greenfield Public Schools

Fall 2020 Reopening Plan Comprehensive Documents

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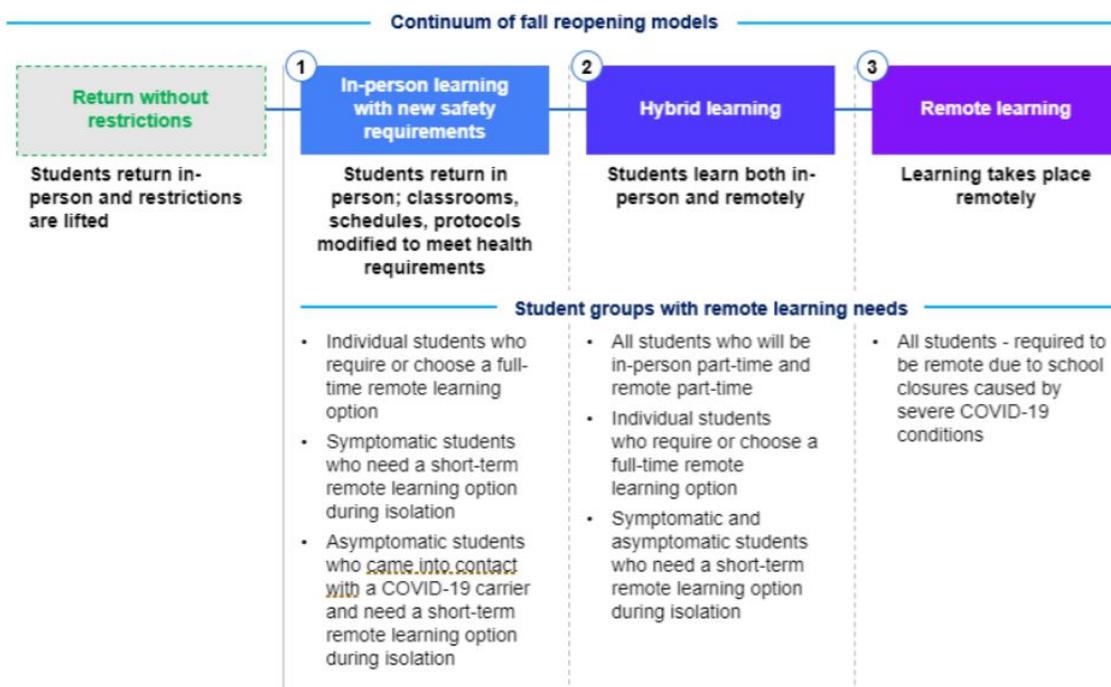
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Executive Summary

The Greenfield Public School is pleased to present this draft Reopening plan, as required by the Department of Elementary & Secondary Education (DESE). The 3 Models include:

- In-Person Learning
- Remote Learning
- Hybrid Option

Below is the continuum of reopening models, from In-Person to Hybrid to Remote Learning:



Source: DESE

In order to create these plans, DESE required districts to conduct “feasibility studies” for each model. This study was undertaken for each model, sometimes resulting in more than one possible way to meet the model in question, and included an evaluation of:

- 1) safety for students, staff, parents/family members and the community under each model;
- 2) the educational (both academic & social-emotional) merits of the model for all learners;
- 3) the impact on high-needs students, including those with IEPs;
- 4) the impact on parents/family members;
- 5) environmental considerations, including the physical facilities and space available; and
- 6) the resources and staffing necessary for such a model;

These plans were developed in full accordance with the DESE guidance and timelines, which specifically requested that districts not publish their reopening plans before August, and required that districts complete 3 plans for reopening by July 31 and submit comprehensive plan documents by August 14, 2020. In preparation, the district undertook many actions, including family surveys in June/early July 2020 and formed the reopening team prior to the conclusion of the school year in order to undertake the necessary planning and assessment starting early, and reviewed the feedback with the Reopening Committee in order to learn from our experience with Remote Learning in Spring 2020 and to improve upon the experience of students, parents, and staff in working to meet the challenges presented by school closure during COVID-19. The results of those surveys were shared with GPS parents and community as well as the School Committee, as part of the development of the 3 plans under consideration. In order to allow public input, all 3 plans were discussed in a special School Committee meeting for this purpose on July 30 with additional public meetings after making the plans public including the August 12 meeting. After considering public feedback and a follow-up survey of families, the School Committee has the authority to select an option for Fall 2020 and the district will continue to finalize details of the selected option. Comprehensive Plan Documents are then due to DESE with this information on August 14.

We wish to acknowledge the contributions of the Greenfield Reopening Educational Advisory Team (GREAT), comprised of the district's Nurse Leader, Greenfield Health Department representative, parents, teachers representing grades prek-12 and special education and teachers for English Learners, School Committee representative, principals, Facilities Director, Recreation Department director, Technology Director, community representatives, and a Legislative Representative. This group reflected a diverse range of opinions and sought to fully develop and study the feasibility of the best possible model for each required plan type. Members of this group toured school buildings, researched remote learning platforms, visited classrooms, met frequently (sometimes as often as daily), formed working groups to create more detailed plans, and invested tremendous time and energy into all aspects of creating these draft plans. Their work reflects literally hundreds of hours of time donated to the creation of safe and educationally sound plans that meet the needs of our students and community.

While great care has gone into creating these preliminary plans, they are working drafts that are subject to change. It will be important to hear from our community and to gather feedback to finalize these plans. It should be understood that due to the diversity of family needs and strongly held opinions, the Greenfield Public Schools is working to accommodate, to the greatest extent possible, this wide range of needs by offering as many of the core components of each model to families.

B. Letter from Superintendent Harper

Dear Greenfield Public Schools Parents & Caregivers, Students, Teachers & Staff:

Thank you for your involvement, feedback, suggestions and support in the 3 Reopening plans that are presented as part of this comprehensive plan, and that have been unanimously approved by the Greenfield School Committee at their August 12, 2020 meeting.

On July 30, 2020, the Greenfield Reopening & Educational Advisory Team (GREAT) presented three reopening scenarios to the Greenfield School Committee: Fully in-person, Hybrid, and Remote, and invited public comment. In addition, the Superintendent and GREAT team introduced a fourth option: "Remote Plus," which exceeds requirements for Remote Learning and attempts to offer additional in-person services to meet the needs of students, families, and the community as much as possible, while working within the Remote framework. At that time, the School Committee voted to prioritize the Remote and Remote Plus plans, requesting the Superintendent and GREAT Team to present additional details regarding the Remote and Remote Plus Models.

On August 12, 2020, the Committee met to deliberate on the 3 models, including the full details regarding the Remote and Remote Plus options that were proposed for families to choose. After hearing the GREAT presentation and taking extensive public comment, the Committee deliberated, sought clarification. Considerations included: new public health metrics and data, DESE guidance including Facilities, Transportation, & COVID-19 response protocols, special considerations for high-needs learners, and the funding and in-person and remote operations due to COVID-19. State guidance and Mass. General Law clearly places the decision of what models school districts select in the authority of the School Committee.

The School Committee voted unanimously on August 12, 2020 to affirm the Greenfield Public Schools' three plans (In-Person, Hybrid, and Remote) and voted unanimously to start the 2020-2021 school year in the Remote / Remote Plus Model. They further voted to meet bi-weekly to continue monitoring and assessing the situation. Please be advised that due to the fluid nature of this situation, including rapidly changing health metrics and developing information regarding staffing, the Committee may make further modifications at future times, such as changing the plan type selected to in-person or hybrid, or reducing in-person services, at a later time should the situation warrant it.

The details presented on the following pages summarize the 3 models, and contain the required information for submission including feedback from the July 31, 2020 submission to DESE.

This plan represents the Team's best efforts over many thousands of hours regarding how best to ensure educational quality **and** safety of our students, staff, families, and the community under each plan. While there are no easy answers, I am grateful for the strength of this community and the understanding that while this challenge is temporary, the resilience of our community and the ability to come together to succeed is enduring.

Please note that the Remote and Remote Plus plans as voted by the Committee as the fall reopening model are designed to give families the most flexibility and choice, and offer in-person services to the greatest extent possible. Whenever "Remote Plus" services are offered, families may always "opt-out" for medical or personal reasons and instead choose Remote-only learning. Families may also stop participating in Remote Plus in-person services at any time. The district reserves the right to prioritize for in-person services, those students who are identified as highest-needs in the DESE guidance on Remote Learning. More information regarding Remote Plus opportunities that may be available for your child and how to access them will be shared with families in the coming weeks.

I wish to personally acknowledge the challenges that this situation presents to working parents, to teachers with their own families, and mostly, for our students. I am proud lead a team of educators who care first and foremost about the safety of our students, and that of our community.

Sincerely,

Jordana B. Harper

Superintendent of Schools

C. Models For In-Person, Hybrid, and Remote Learning

After reviewing all available information including survey data, State and Local guidance, classroom walk-throughs, facilities review, and parent and teacher input, the Greenfield Reopening Educational Advisory Team (GREAT) recommends the following models for consideration to the Greenfield School Committee for discussion and ultimate adoption. The In-Person and Hybrid models would be implemented following the phased in approach above.

- The **In-person model** adheres to at least 3-foot distancing guidelines, and is only possible if enough students select the Remote Learning option, provide transportation, and adequate staffing is secured (including substitutes). To allow for adequate time to regularly deep clean the building, the in-person model provides for 4 days/week of schooling: Monday-Thursday. Friday is used for deep cleaning, teacher collaboration, preparation of materials, and student feedback. Cohorts are used whenever possible, however, class size is not reduced. Students at the high school level do not form cohorts, instead they follow a modified course schedule throughout the day.
- The **Hybrid model** adheres to the 6-foot distancing guidelines wherever possible, and reduces most class occupancy by 50%. However there are numerous classes where the number of students exceeds space available even at 50% capacity. In these instances, and in substantially-separate classrooms where all students are attending each day, a minimum of 3-foot distancing guidelines will be followed. The hybrid model combines in-person learning on a cohort model, with remote instruction 3 days/week.
- The **Remote model** will be significantly more rigorous than it was in Spring, 2020, consistent with updated DESE guidance and based on extensive family feedback. Live instruction will be provided daily, in addition to pre-recorded video instruction, project-based assignments, and additional content delivery systems. Whenever possible, teachers will teach from their classrooms in order to access reliable internet, classroom resources, and connect students to their school environment. Frequent teacher feedback will be provided. Students will be graded, and daily attendance is expected. The district is exploring purchasing additional content delivery systems to support consistent delivery of curriculum to students, including for students with Individualized Education Plans.
- The **“Remote Plus”** model combines all of the Remote offerings with additional in-person weekly tutoring in small groups (“pods”) and more intensive services for high-needs students following the Cohort model. In addition, students who do not have access to internet at home can register to attend supervised study sessions at 6-foot distances at school where they can participate in Remote Learning in a safe environment. School Lunch will be offered on a grab ‘n go model.

To ensure adherence to health & safety guidelines, there is no Wrap Care/Before or After School Care being offered in any of the models at this time.

Grade Level	In-Person	Hybrid	Remote
<p>Academy of Early Learning (ages 3-5)</p>	<p>Beginning in Phase 1, AEL's <u>full-time program</u> is 4 days/week for all full-time students, from 8:30 - 1:00 PM. Shortened day is necessary to accommodate students' developmental readiness for mask-wearing, and for teachers to sanitize and clean in preparation for the next day (masks encouraged but not required.) Fridays are reserved for deep-cleaning. Tuition adjustment will be made for reduced hours.</p> <p>Beginning in Phase 1, students enrolled in the <u>AM session</u> daily, Mon 8:30 -11:15AM. Fridays are reserved for deep-cleaning. There is no PM-only session.</p> <p>Masks are strongly encouraged for all students and required for staff. At least 2 mask breaks/day will be provided, including meals and recess.</p> <p>Frequent handwashing and a minimum of 3-foot social distancing will be enforced.</p> <p>Remote option is not anticipated to be available to families due</p>	<p>Beginning in Phase 1, students enrolled in AEL's <u>full-time program</u> will be assigned to one of 2 cohorts. Each cohort will attend either Mon + Tues (8:30 -1:00) or Thurs + Fri (8:30 -1:00). Shortened day is necessary to accommodate students' developmental readiness for mask-wearing, and for teachers to sanitize and clean in preparation for the next day. Wednesdays are reserved for deep-cleaning between cohorts.</p> <p>Beginning in Phase 1, students enrolled in the <u>AM session</u> attend either Mon + Tues (8:30 -11:15AM) or Thurs + Fri (8:30 -11:15AM).</p> <p>High-needs students (including students with significant disabilities/ACES class) will attend with both cohorts (4 days/week.)</p> <p>Wednesday is used to deep-clean classrooms between cohorts.</p> <p>Masks are strongly encouraged when</p>	<p>Remote instruction is the primary delivery method for most students. Remote program includes daily live instruction with teachers, plus learning materials sent home to all students.</p> <p>Opportunities for social emotional connection with peers and teachers will be embedded into the preK remote delivery model.</p> <p>Families paying tuition receive a partial credit, with tuition reduced to 75% *. Families may choose to participate in Remote Learning or withdraw from AEL and not pay tuition.</p> <p>High-needs students (including students with significant disabilities) will attend on a cohort model (Mon + Tues, 8:30 - 11:15 OR Thurs + Fri, 8:30 -11:15.)</p> <p>Meal service will continue during Remote Learning.</p>

	to staffing requirements for in-person learning.	<p>in-person for all students and required for all staff. At least 2 mask breaks/day will be provided, including meals and recess.</p> <p>Frequent handwashing and a minimum of 3-foot social distancing will be enforced.</p> <p>Remote-only option is not available to families due to staffing.</p>	
	In-Person	Hybrid	Remote
Elementary (Newton School, Federal Street School, and Discovery School at Four Corners)	<p>Beginning in Phase 1, Kindergarten students attend daily, Mon-Thurs.</p> <p>Beginning in Phase 2, students in Grades 1-4 attend daily, Mon-Thurs. Friday is used to deep clean.</p> <p>Students follow a cohort model and stay in their classroom throughout the day using a minimum of 3-foot distancing.</p> <p>Students arrive and dismiss on a staggered schedule based on availability of transportation.</p> <p>Masks are required for students in Grades 2-4. At least 2 mask breaks/day will be provided, including meals and recess.</p>	<p>Beginning in Phase 1, Kindergarten students + other Phase 1 students attend on a Cohort Model. Cohort 1 students attend in-person on Mon + Tues and participate in Remote Learning Wed-Fri. Cohort 2 students attend in-person on Thurs+Fri and participate in Remote Learning Mon-Wed.</p> <p>Beginning in Phase 2, <u>all</u> elementary students attend on a cohort model. Cohort 1 students attend in person on Mon + Tues and participate in Remote Learning Wed-Fri. Cohort 2 students attend in person on Thurs + Fri and participate remotely Mon-Wed.</p>	<p>Remote instruction is the primarily delivery method for most students. Remote program includes daily live instruction with teachers (e.g. Google Meet) plus asynchronous learning materials (including videos, hands-on projects, and materials.)</p> <p>Opportunities for real-time social emotional connection with peers and teachers will be offered at least once/week.</p> <p>Seesaw will be used for students in K-2 in addition to Google Meet. Additional online content delivery systems may be available.</p>

	<p>Some “Specials” classes will be held fully or partially online or outdoors, weather permitting. If they are held in person, these activities will be held outdoors, weather permitting.</p> <p>Playgrounds are not available due to staffing requirements.</p> <p>Breakfast/Lunch is served in classrooms or outdoors, weather and schedule permitting. Students may be expected to sanitize desks before/after eating.</p> <p>Frequent handwashing and a minimum of 3-foot social distancing will be enforced.</p> <p>The Remote option remains available, however staffing may be very limited and consist primarily of online content delivery systems (e.g. Edgenuity) and/or teachers from other school buildings.</p>	<p>Wednesday is used for deep-cleaning between cohorts.</p> <p>High-Needs Learners attend with their cohort (e.g Mon + Tues), and may attend an additional 1 or 2 days based on student need and space available (e.g. Thurs and/or Fri.) High-Needs learners attending more than 2 days will not be mixed with students in the other cohort.</p> <p>Masks are required for students in Grades 2-4 when in-person. At least 2 mask breaks/day will be provided, including meals and recess.</p> <p>Some “Specials” classes will be held fully or partially online or outdoors, weather permitting.</p> <p>Breakfast will be in the classroom. All lunches will be Grab ‘n Go and will be available to students attending in-person or remotely. Breakfast/Lunch is served in classrooms or outdoors, weather and schedule permitting. Students may be expected to sanitize desks before/ after eating.</p>	<p>Materials/supplies will be sent home to all students.</p> <p>Work will be graded, and daily attendance is required.</p> <p>Chromebooks will be available if needed.</p> <p>Meal service will continue during Remote Learning.</p> <p><u>Optional “Remote-Plus” Model:</u> High-needs students will be prioritized to attend school up to 2 days/week in-person, following the Cohort model (e.g.Mon/Tues or Thurs/Fri).</p> <p>Supervised study hall will be available for students without access to internet at home, using 6-foot distancing.</p> <p>Individual in-person mental health support may be offered on a space-available basis, following 6-foot social distancing guidelines.</p>
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	In-Person	Hybrid	Remote
Middle School	<p>Beginning in Phase 1, students in Grade 5 attend daily, Mon-Thurs.</p> <p>Beginning in Phase 2, students in Grades 6-7 attend daily, Mon -Thurs.</p> <p>Friday is used to deep clean.</p> <p>(*This model is only possible following health & distancing guidelines if enough students select the Remote option.)</p> <p>Cohort model. Students stay in their classroom and teachers travel to them. Students arrive and dismiss on a staggered schedule based on availability of transportation.</p> <p>Masks are required for all students and staff. At least 2 mask breaks/day will be provided, including meals and recess.</p> <p>Some “Specials” classes will be held fully or partially online or outdoors, weather</p>	<p>Beginning in Phase 1, Grade 5 and other Phase 1 students attend on a Cohort Model. Cohort 1 students attend in-person on Mon+Tues and participate in Remote Learning Wed-Fri. Cohort 2 students attend in-person on Thurs+Fri and participate in Remote Learning Mon-Wed.</p> <p>Beginning in Phase 2, <u>all</u> GMS students attend on a cohort model. Cohort 1 students attend in person on Mon+Tues and participate in Remote Learning Wed-Fri. Cohort 2 students attend in person on Thurs+Fri and participate remotely Mon-Wed.</p> <p>Wednesday is used for deep-cleaning between cohorts.</p> <p>High-Needs Learners High-Needs Learners attend with their cohort</p>	<p>Remote instruction is the primary delivery method for most students. Remote program includes daily live instruction with teachers (e.g. Google Meet) plus asynchronous learning materials (including videos, hands-on projects, and materials.)</p> <p>Opportunities for real-time social emotional connection with peers and teachers will be offered at least once/week.</p> <p>Additional online content delivery systems may be available.</p> <p>Materials/ supplies will be sent home to all students.</p> <p>Work will be graded, and daily attendance is required.</p> <p>Chromebooks will be available if needed.</p>

	<p>permitting.</p> <p>Breakfast/Lunch is served in classrooms or outdoors, weather and schedule permitting.</p> <p>At least 2 mask breaks/day will be provided, including meals and recess.</p> <p>The Remote option remains available, however staffing may be very limited and consist primarily of online content delivery systems (e.g. Edgenuity) and/or teachers from other school buildings / primary areas of licensure.</p>	<p>(e.g Mon+Tues), and may attend an additional 1 or 2 days based on student need and space available (e.g. Thurs and/or Fri.) High-Needs learners attending more than 2 days will not be mixed with students in the other cohort.</p> <p>Masks are required for all students and staff. At least 2 mask breaks/day will be provided, including meals and recess.</p> <p>Some “Specials” classes will be held fully or partially online or outdoors, weather permitting.</p> <p>Breakfast Lunch is served in classrooms or outdoors, weather and schedule permitting. Chromebooks will be available if needed. All meals will be Grab 'n Go and will be available to students attending in-person or remotely.</p> <p>The Remote Option remains available to families.</p>	<p>Meal service will continue during Remote Learning.</p> <p>Optional “Remote-Plus” Model: High-needs students will be prioritized to attend school up to 2 days/week in-person, following the Cohort model (e.g.Mon/Tues or Thurs/Fri).</p> <p>Supervised remote learning will be available for students without access to internet at home, using 6-foot distancing.</p> <p>Individual in-person mental health support may be offered on a space-available basis, following 6-foot social distancing guidelines.</p>
	In-Person	Hybrid	Remote
High School	Beginning in Phase 1 , students in Grade 8 and other Phase 1 students	Beginning in Phase 1 , Grade 8 and other Phase 1 students	Remote instruction is the primary delivery method for most

	<p>attend daily, Mon-Thurs. Beginning in Phase 2, students in Grades 9-12 attend daily, Mon-Thurs.</p> <p>Friday is used to deep clean.</p> <p>(*This model is only possible following health & 3-foot distancing guidelines if enough students select the Remote option.)</p> <p>High School students do not form a “cohort.” instead they follow a modified course schedule. Students arrive and dismiss on a staggered schedule based on availability of transportation.</p> <p>Masks are required for all students and staff. At least 2 mask breaks/ day will be provided, including meals. Mask breaks will be taken outdoors or in classrooms with 6’ spacing.</p> <p>Some “Specials” classes will be held fully or partially online or outdoors, weather permitting.</p> <p>Breakfast/ Lunch is served in classrooms or outdoors, weather and schedule permitting.</p> <p>At least 2 mask</p>	<p>attend on a Cohort Model. Cohort 1 students attend in-person on Mon+Tues and participate in Remote Learning Wed-Fri. Cohort 2 students attend in-person on Thurs+Fri and participate in Remote Learning Mon-Wed.</p> <p>Beginning in Phase 2, <u>all</u> students attend on a cohort model. Cohort 1 students attend in person on Mon+Tues and participate in Remote Learning Wed-Fri. Cohort 2 students attend in person on Thurs+Fri and participate remotely Mon-Wed.</p> <p>Wednesday is used for deep-cleaning between cohorts.</p> <p>High-Needs Learners attend with their cohort (e.g Mon+Tues), and may attend an additional 1 or 2 days based on student need and space available (e.g. Thurs and/or Fri.) High-Needs learners attending more than 2 days will not be mixed with students in the other cohort.</p> <p>Masks are required for all students and staff. At least 2 mask</p>	<p>students. Remote program includes daily live instruction with teachers (e.g. Google Meet) plus asynchronous learning materials (including videos, hands-on projects, and materials.)</p> <p>Opportunities for real-time social emotional connection with peers and teachers will be offered at least once/week.</p> <p>Additional online content delivery systems may be available.</p> <p>Materials/supplies will be sent home to all students.</p> <p>Work will be graded, and daily attendance is required.</p> <p>Chromebooks will be available if needed.</p> <p>Meal service will continue during Remote Learning.</p> <p>Optional “Remote-Plus” Model: High-needs students will be prioritized to attend school up to 2 days/week in-person, following the Cohort</p>
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	<p>breaks/day will be provided, including meals and recess.</p> <p>The Remote option remains available, however, staffing may be very limited and consist primarily of online content delivery systems (e.g. Edgenuity) and/or teachers from other school buildings or primary areas of licensure.</p>	<p>breaks/day will be provided, including meals.</p> <p>Some “Specials” classes will be held fully or partially online or outdoors, weather permitting.</p> <p>Breakfast/Lunch is served in classrooms or outdoors, weather and schedule permitting. Chromebooks will be available if needed. All meals will be Grab ‘n Go and will be available to students attending in-person or remotely.</p> <p>The Remote Option remains available to families.</p>	<p>model.</p> <p>Supervised remote learning will be available for students without access to internet at home, using 6-foot distancing.</p> <p>Individual in-person mental health support may be offered on a space-available basis, following 6-foot social distancing guidelines.</p>
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D. Remote & Remote Plus Learning Models

Remote & Remote Plus - During “Remote Learning,” the Greenfield Public Schools will offer Remote Learning through a virtual platform that meets the requirements of the Department of Elementary & Secondary Education for approved remote learning plans. In addition, the district plans to offer “Remote Plus” in-person services according to the model below, using a phased-in approach. Please note: Remote Plus in-person services are dependent upon acceptable public health metrics and adequate staffing, and some Remote Plus services are weather-contingent. If it is not possible to offer Remote Plus in-person services for any reason, Remote services will be offered instead. All plans are subject to change based on DESE Guidance, Governor’s Orders, or School Committee vote.

Family Flexibility & Choice - Please note that the Remote and Remote Plus plans are designed to give families the most flexibility and choice, and offer in-person services to the greatest extent possible. Whenever “Remote Plus” services are offered, families may always “opt-out” for medical or personal reasons and instead choose Remote-only learning. Families may also stop participating in Remote Plus in-person services at any time. The district reserves the right to prioritize for in-person services, those students who are identified as highest-needs in the DESE guidance on Remote Learning. More information as to how to choose Remote Plus opportunities will be shared with families in the coming weeks.

Principles of GPS’ Remote Education - As shared in a series of public School Committee meetings, the GREAT team has recommended that GPS’ Remote and Remote Plus educational approaches reflect the following key criteria:

- **Set Schedule** - Remote learning will provide families and students with a set schedule for classes to follow, including required live instruction for every student (e.g. Google Meet) at least once daily. Many students will have the opportunity to participate in live instruction more frequently.
- **Adheres to Time on Learning Requirements** - GPS’ Remote Learning schedules will adhere to the Massachusetts Department of Elementary & Secondary Education’s “time on learning” requirements. On July 27, 2020, the Commissioner of Education announced a decision to “reduce the 180-day and student learning time requirements for the 2020-2021 school year to 170-days and 850 hours (for elementary schools) and 935 hours (for secondary schools).”
- **Flexibility** - All families are facing different challenges, as are many of our students and educators. The Remote and Remote Plus plans are designed to be flexible for families while ensuring that students receive a high-quality learning experience, and state requirements are met.
- **Frequent feedback** - Teachers will provide frequent feedback on students’ work.
- **Aligned Expectations** - The Remote Learning plan builds in time for teachers to plan collaboratively across grade levels, subject areas, and schools. This is

designed to better align expectations across grade levels for families with multiple children and ensure all students have a rigorous, high-quality learning experience regardless of which school or grade level they are enrolled in.

- **Graded System** - The Remote Learning plan will move from DESE's previously recommended Pass/Fail system to a graded system. A GPS survey indicated that student effort in Remote Learning during the spring of 2020 appeared correlated with student outcome. Many families reported that students put in less effort than in-person schooling, and may have learned less. In this Remote Learning and Remote Plus plan, all students will be taught grade-level content and standards, and should be prepared to put their best effort into remote learning. Grades will be provided to help students and families understand progress and overall performance, with increased opportunities for extra help.
- **Equity** - Remote Learning depends upon resources available to students in order to access learning from a place other than school, in most cases. These resources are typically provided in a typical school setting, but learning remotely challenges that system. The GREAT team was interested in how we could reduce barriers to access for students that lacked internet access, basic supplies, or even a safe home from which to work. In response, we worked to address and overcome these challenges by:
 - Purchasing workbooks and physical materials for students to learn offline;
 - Purchasing and lending out additional Chromebooks to those students who are otherwise unable to access the internet for Remote Learning;
 - Expanding our partnership with GCET to provide free internet access to GPS families using the Equity program during remote learning;
 - Providing school supplies for remote learning for all students;
 - Creating outdoor learning environments that double as wifi access points after school hours;
 - Ensuring that special education students receive additional in-person instruction and services;
 - Creating safety nets for students to participate in supervised remote learning if they are experiencing lack of internet access, homelessness, or are prioritized under DESE guidance for in-person services.
- **Ease of Use** - Some families reported challenges navigating systems, and requested easier-to-use tools for remote learning, particularly for younger children. The GREAT team therefore spent considerable effort evaluating multiple online learning platforms to identify which are easiest for families to use.
- **Project Based Learning** - Remote Learning does not necessarily mean digital learning or screen time. While live instruction will be provided remotely by overwhelming parent and staff consensus, additional opportunities for project-based, hands-on, and off-line learning will also be provided. In this way the GREAT team sought to offer a balance between screen time and hands-on or offline learning, including time spent outdoors. Remote Plus services that provide in-person interaction are also designed to support this goal.

- **Personalized Support & Check-Ins** - In addition to more live instruction, this Remote Plan provides more 1:1 and small group check-ins for students embedded into the day. For example, teachers may provide an overview lesson or mini-lesson for all students, and then may break into small groups of students to review the content and engage in smaller settings with students. Time is reserved in each school's schedule for teachers to provide additional check-ins with families and students. Families may also choose to take advantage of additional supports in the Remote Plus plan, including extra help with school staff.
- **Social-Emotional Health** - The GREAT team recognized the value of social interaction, peer to peer engagement, and student interests and clubs. Through daily Morning Meetings / Team / Advisory periods, as well as increased opportunities for 1:1 and small group interaction with the teacher to connect personally to learning, Remote and Remote Plus plans provide more opportunities for students to socialize and interact virtually with their peers (e.g. affinity groups, virtual home room, etc.)
- **Reliable Internet Access** - During the emergency school closure due to COVID-19, many families without internet access struggled to access keys Remote Learning resources.
 - We have expanded our partnership with GCET, which is now offering the Equity Program. The Equity Program provides free internet for eligible Greenfield families during Remote or Remote Plus learning, and makes a low rate available for eligible customers who continue with GCET after the Remote Learning period has ended. We have also invested heavily in Wi-Fi access points, tents, and picnic tables to create accessible outdoor areas with wi-fi using the secure internet connection at the school sites. These are being installed and are scheduled to be completed prior to school opening.
 - For learners who are outside of GCET's service area and do not have reliable internet access, please contact Carol Holzberg, Technology Director at carhol1@gpsk12.org.
- **"Remote Learning Plus"** - GPS intends to offer in-person services to the greatest extent possible. These services are explored in depth in the pages that follow, and exceed our obligations under the DESE requirements for a Remote Learning plan. "Remote Plus" in-person services are contingent upon public health metrics, adequate staffing, and indoor HVAC assessments as applicable, and may be limited to prioritized students.

In short, they include:

- **High-Needs Support** - In-person learning for our most vulnerable students, including those who are in substantially separate special

education programs and English Learners, and special education students whose IEPs designate them as having high needs;

- **Greenfield Supervised Technology & Remote Education At My School (S.T.R.E.A.M.S)** program offers supervised remote learning sites for students at the middle and high school level, including those without access to internet or those who are experiencing homelessness;
- **Elements** - “Elements” for additional in-person services at the Elementary level, and “Early Essentials” to provide structured supervised care in a small, cohort-based model by GPS staff for our young students.
- **Early Essentials** is designed using 6’ foot physical distancing and other safety precautions to support students whose parents/caregivers are essential workers to participate in the district’s Remote Learning plan, combined with opportunities for projects and play.

Differences between Homeschooling & Remote Learning: Attending school is compulsory under Massachusetts law, unless the student “is being otherwise instructed in a manner approved in advance by the superintendent or the school committee.” Families interested in homeschooling their child(ren) must complete and submit for approval a home education plan, and are responsible for all costs associated with the curriculum, material, supplies, instruction, technology, and assessment in most cases. The law has upheld that Districts may impose reasonable requirements for home education plans, including instruction, materials, assessment, curriculum, and Physical Education similar to those of other public or private schools, including the requirement for 180 days and 900 hours (elementary) and 990 hours (secondary) of instruction. Families that homeschool must submit their homeschool plans for review annually, and are required to produce evidence of progress on standardized tests or other assessments to demonstrate progress on their child(ren)’s educational goals. Students that are withdrawn from the Greenfield Public Schools in order to participate in a home education program do not have access to the district’s Remote Learning or Remote Learning Plus services, technology (e.g. Chromebooks), teachers / staff, curriculum materials, or supplies. It is the responsibility of the parent/guardian to ensure the requirements are met, provide or design instruction, maintain records of the child(ren)’s educational progress, assess learning, and recertify by submitting an updated plan annually.

Sample Schedules during Remote Learning*

Please understand that these schedules for all grade levels are samples. They cannot and should not be identical for all students at all grade levels, however these samples present a possible format that could be followed. Please be aware that negotiations regarding these conditions are ongoing with the Greenfield Educators' Association, and minor revisions based on family & educator feedback may be incorporated into plans. Finally, teachers may make adjustments based on their students' needs. These changes, if necessary, will be communicated as far in advance as possible to allow families to plan ahead.)

Remote Instruction:

AEL	Elementary	Middle	High
Starts with Live Morning Meeting daily, 8:30-8:45 AM	Starts with Live Morning Meeting daily, 8:35 AM	Starts with Live Advisory daily, 8:45 - 9:05 AM.	Starts with Live Advisory daily 8:45-9:30
Live instruction daily	Live instruction daily	Live instruction daily	Live instruction daily
Two daily at-home activities (one for ½ day program)	Half-Day Wednesdays for student projects while teachers hold IEP meetings, collaboration meetings, feedback, etc.	Students participate in four classes each day: ELA, Math, Science OR Social Studies, and Unified Arts.	Students participate in 3 academic class periods per day
Half-Day & Full Day programs	Specials	Periods are 1 hr 15 minutes	Daily Advisory
Specials	MTThFri Ends with Closing Meeting, e.g. 2:45 -3PM	Unified Arts	Period 1 starts at 9:30, class periods are 1 hr and 30 min
Wednesdays for student projects while teachers hold IEP meetings, collaboration meetings, feedback, etc.	Half-Day Wednesdays for student projects while teachers hold IEP meetings, collaboration meetings, feedback, etc.	Wednesdays, periods are 40 minute	Attendance taken daily
MTThFri Ends with live Closing Circle, e.g. 11:15-11:30 am		Half-Day Wednesdays for student projects while teachers hold IEP meetings, collaboration meetings, feedback, etc.	Grades in Powerschool on Mon/Thurs by 4pm
			Early Release on Fridays for teacher feedback, collaboration, IEP meetings, and extra help.

Sample Schedules

(Please note: all schedules are samples. They may vary by grade level, class, or in response to family and students' needs. The schedules below are subject to collective bargaining and may change based on further feedback.)

- Time on Learning Requirements** - GPS' Remote Learning schedules will adhere to the Massachusetts Department of Elementary & Secondary Education's "time on learning" requirements. On July 27, 2020, the Commissioner of Education announced a decision to "reduce the 180-day and student learning time requirements for the 2020-2021 school year to 170-days and 850 hours (for elementary schools) and 935 hours (for secondary schools)."

Academy of Early Learning

* Please note that a 50% tuition reduction has been approved during Remote learning. **

Example of Typical Days for Remote Learning for full-day enrolled students at AEL

Times to be determined at discretion of teacher and working with family schedules

Time	Monday	Tuesday	Wednesday	Thursday	Friday (½ day)
8:30-8:45	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting
8:45-9:00	Movement	Go-Noodle	Story	Music	Go-Noodle
9:00-9:30	Live Instruction	Live Instruction	Live Instruction	Live Instruction	Live Instruction
9:30-9:45	*Snack	Snack	Snack	Snack	Snack
9:45-10:15	*Specials	Specials	Specials	Specials	Specials
10:15-10:45	Pre-recorded Activity	Pre-recorded Activity	Pre-recorded Activity	Pre-recorded Activity	Pre-recorded Activity
10:45-11:15	Recess	Recess	Recess	Recess	Recess
Before 11:30 am	Closing circle	Closing circle	Half Day for IEP Meetings, collaboration, teacher feedback, etc.	Closing circle	Closing circle
12:00 pm	*Lunch	Lunch		Lunch	Lunch
	Two activities at home	Two activities at home		Two activities at home	

Example of Typical Days for Remote Learning for half-day morning enrolled students at AEL

Times to be determined at discretion of teacher and working with family schedules

Time	Monday	Tuesday	Wednesday	Thursday	Friday (½ day)
8:30-8:45	Morning meeting				
8:45-9:00	*Specials	Specials	Specials	Specials	Specials
9:00-9:30	Live Instruction				
9:30-9:45	*Snack	Snack	Snack	Snack	Snack
9:45-10:00	Pre-recorded Activity				
10:00-10:30	One activity at home	Recess			
10:30-11:00	Recess	Recess	Recess	Recess	
Before 11:30 am	Closing circle				

- Within these schedules, office hours will be scheduled by the classroom teacher twice a week in the afternoons for calls/emails to follow up on questions, concerns or help needed.
- Afternoons will be utilized to provide feedback (at least three times weekly per student), two-way communication, office hours, teacher collaboration, and ongoing professional development.
- Specials include storytime, music/singing and art, as well as music class, physical education, and mindfulness. They may be live or pre-recorded.
- At times, snacktime and lunch will be offered virtually as a way to promote social interaction and community.
- When possible, IAs will suggest activities for recess.
- Friday afternoons are planning time for classroom teachers. IAs traditionally work a half day.

Eementary School

	Mon	Tues	Wed	Thur	Fri
8:35-9:00	8:35 Morning Meeting	8:35 Morning Meeting	8:35 Morning Meeting	8:35 Morning Meeting	8:35 Morning Meeting
9:00 - 10:30	9:00 - 10:30 ELA or Math	9:00 - 10:30 ELA or Math	9:00 - 10:30 ELA or Math Extra Help/WIN	9:00 - 10:30 ELA or Math	9:00 - 10:30 ELA or Math
10:30-10:45	10:30-10:45 Snack/Stretch/ Recess	10:30-10:45 Snack/Stretch/ Recess	10:30-10:45 Snack/Stretch/ Recess	10:30-10:45 Snack/Stretc h/Recess	10:30-10:45 Snack/Stretch/ Recess
10:45-12:15	10:45-12:15 Math or ELA	10:45-12:15 Math or ELA	10:45-12:15 Math or ELA Extra Help/WIN	10:45-12:15 Math or ELA	10:45-12:15 Math or ELA
1215-12:45	1215-12:45 Lunch	1215-12:45 Lunch	12:15 -12:45 Lunch	1215-12:45 Lunch	1215-12:45 Lunch
12:45-1:15	12:45-1:15 Read Aloud	12:45-1:15 Read Aloud	½ Day for Teacher Collaboration, PD, and feedback. Students work on assigned projects.	12:45-1:15 Read Aloud	12:45-1:15 Read Aloud
1:15-2:00	1:15-2:00 Sci / S.S.	1:15-2:00 Sci / S.S.		1:15-2:00 Sci / S.S.	1:15-2:00 Sci / S.S.
2:00-2:45	2:00-2:45 Specials	2:00-2:45 Specials		2:00-2:45 Specials	2:00-2:45 Specials
2:45-3:00	2:45-3:00 Closing Meeting	2:45-3:00 Closing Meeting		2:45-3:00 Closing Meeting	2:45-3:00 Closing Meeting
3:00 - 3:45	3:00 - 3:45 ELT Schools: Collab	3:00 - 3:45 ELT Schools: Collab		3:00 - 3:45 ELT Schools: Collab	3:00 - 3:45 ELT Schools: Collab

Middle School

Monday	Tuesday	Wednesday	Thursday	Friday
5th Grade Team Meeting 6/7 Grade Extra Help/ Office Hours 7:45-8:30	6th Grade Team Meeting 5/7 Grade Office Hours Extra Help/ 7:45-8:30	Special Education Team Meeting All Grades Office Hours Extra Help/ 7:45-8:30	7th Grade Team Meeting 5/6 Grade Extra Help/ Office Hours 7:45-8:30	Schedule Small Group/Extra Help for Wed help sessions 7:45-8:30
Advisory 8:45-9:05	Advisory 8:45-9:05	Advisory 8:45-9:15 Longer for second step	Advisory 8:45-9:05	Advisory 8:45-9:05
Class 1 (1 hour 15 minutes) 9:05-10:20	Class 1 (1 hour 15 minutes) 9:05-10:20	Class 1 (45 min) 9:15-10:00	Class 1 (1 hour 15 minutes) 9:05-10:20	Class 1 (1 hour 15 minutes) 9:05-10:20
Movement Break 10:20-10:35 (15 minutes)	Movement Break 10:20-10:35 (15 minutes)	Class 2 10:00-10:45 (45 minutes)	Movement Break 10:20-10:35 (15 minutes)	Movement Break 10:20-10:35 (15 minutes)
Class 2 (1 hour 15 minutes) 10:35-11:50	Class 2 (1 hour 15 minutes) 10:35-11:50	Body Break 10:45-11:00	Class 2 (1 hour 15 minutes) 10:35-11:50	Class 2 (1 hour 15 minutes) 10:35-11:50
Lunch (30 minutes) 11:50-12:20	Lunch (30 minutes) 11:50-12:20	Class 3 11:00-11:45 (45 minutes)	Lunch (30 minutes) 11:50-12:20	Lunch (30 minutes) 11:50-12:20
Class 3 (1 hour 15 minutes) 12:20-1:35	Class 3 (1 hour 15 minutes) 12:20-1:35	Class 4 11:45-12:00 (45 minutes)	Class 3 (1 hour 15 minutes) 12:20-1:35	Class 3 (1 hour 15 minutes) 12:20-1:35
Movement Break 1:35-1:50	Movement Break 1:35-1:50	Lunch 12:00-12:30	Movement Break 1:35-1:50	Movement Break 1:35-1:50
Class 4 (1 hour 15 minutes)	Class 4 (1 hour 15 minutes)	Afternoon is for teacher	Class 4 (1 hour 15 minutes)	Class 4 (1 hour 15 minutes)

minutes) 1:50 -3:05	minutes) 1:50 -3:05	collaboration and follow up with families. Students work on projects independently.	minutes) 1:50 -3:05	minutes) 1:50 -3:05
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Greenfield High School

Time	Monday	Tuesday	Wednesday	Thursday	Friday
7:45-8:45 ----- Admin Google Meets for Parents/Care givers	Teacher Prep ----- Grade 8	Teacher Prep ----- Grade 9	Teacher Prep ----- Grade 10	Teacher Prep ----- Grade 11	Teacher Prep ----- Grade 12
8:45-9:30	ADVISORY Unit A staff check in with 10-11 students in their advisory - google meet each am	ADVISORY Unit A staff check in with 10-11 students in their advisory- google meet each am	ADVISORY Unit A staff check in with 10-11 students in their advisory- google meet each am	ADVISORY Unit A staff check in with 10-11 students in their advisory- google meet each am	ADVISORY Unit A staff check in with 10-11 students in their advisory- google meet each am
9:30-11:00	Period 1 Synchronous learning time from 9:30-10 am	Period 4 Synchronous learning time from 9:30-10 am	Period 7 Synchronous learning time from 9:30-10 am	Period 3 Synchronous learning time from 9:30-10 am	Period 6 Synchronous learning time from 9:30-10 am
11:00-11:30	Lunch Break	Lunch Break	Lunch Break	Lunch Break	Lunch Break
11:35-1:05	Period 2 Synchronous learning time from 11:35-12:05	Period 5 Synchronous learning time from 11:35-12:05	Period 1 Synchronous learning time from 11:35-12:05	Period 4 Synchronous learning time from 11:35-12:05	Period 7 Synchronous learning time from 11:35-12:05
1:20-2:50	Period 3 Synchronous learning from 1:20-1:50	Period 6 Synchronous learning from 1:20-1:50	Period 2 Synchronous learning from 1:20-1:50	Period 5 Synchronous learning from 1:20-1:50	Teacher time for Calls/Emails/ Follow up w/ non-engaged students; Individual extra help or small group Google meets

E Essential components In-Person Learning:

The GREAT team recommends the following essential elements of any plan that calls for In-person Instruction, in addition to following all DESE & Board of Health and local guidance (e.g. Building Inspector & Fire Department):

- **Outdoor Instruction** - Utilize outdoor instruction whenever possible. We are creating outdoor instructional spaces to facilitate this purpose and will encourage the use of outdoor space for meals, mask breaks, and physical education whenever possible.
- **Frequent Handwashing** - Students will wash their hands, or use hand sanitizer, at least 5 times per day:
 - upon arrival,
 - before and after eating,
 - after using the restroom,
 - before any transition of classroom or staffing,
 - after any time they touch their mask.
- **Cohort Model** - Consistent with DESE guidance, students will participate in cohorts to the greatest extent possible.
- **Physical distancing** - A minimum of 3-foot distancing guidelines must be followed. 6-foot distancing is preferred when possible.
- **Air Quality/HVAC** - HVAC system adjustments are made wherever possible to improve airflow, and windows are open to improve ventilation wherever possible. Utilizing open windows will be limited after October 15 due to heating requirements in municipal buildings.
- **Requirements for this model** - Due to class size and limitations of physical space, this is only possible if the following occur:
 - enough students opt for remote learning
 - enough staff are available for in-person learning, including substitutes
 - enough families can transport students to/from school due to busing requirements
 - Additional staff are added:
 - Minimum restore all FY20 staff (cut due to uncertainty in state budget) including GMS Nurse, Four Corners Guidance Counselor, Special Education staff
 - Minimum .5 additional school nurses (AEL is currently part-time)
 - Minimum 3.0 additional custodial staff (.5 additional FTE per school)

- Minimum 6.0 additional medical assistant staff to supervise medical waiting rooms and transport students who may be ill to/from the medical waiting rooms
- Minimum 8.0 bus monitors
- Recommend 1.0 additional School Psychologist

Phased Approach for In-Person Services

GPS will take a phased approach to offering such services, with bi-weekly meetings of the School Committee and such metrics as completed HV/AC assessments, positive public health data in accordance with DPH, and completion of collective bargaining agreements to ensure essential staffing are available to phase in the following sages.

In accordance with the DESE Remote Learning Guidance dated 7/24, the following groups of students will be prioritized for receiving in-person services.

“We encourage districts to prioritize the following student groups for full-time in-person instruction:

- 1. **Students with disabilities and English learners**, particularly those with more intensive needs;*
- 2. **Students whose parents/caregivers report that they do not have access to reliable internet** or a suitable learning space at home (particularly students experiencing homelessness or housing insecurity and students in foster care or congregate care);*
- 3. Students who are **significantly behind academically**;*
- 4. Students who were **disengaged and/or who struggled significantly** during previous remote learning periods; and*
- 5. **Early learners** (grades PK-5).”*

In cases where the student populations listed above comprise too large a group to safely return all of the prioritized students in person, we strongly encourage districts to prioritize students in the first two groups for in-person instruction. Even if a student is prioritized for in-person learning, parents/caregivers have the option to choose a district’s remote learning program for their child’s instruction if they prefer – with the understanding that the remote learning program may not provide as robust offerings as, or replace the full benefits of, learning in person.”

Consistent with this guidance, the following Phased Approach will prioritize in-person instruction accordingly. The first phase will last approximately 2 weeks, and will commence only with approval of the local Board of Health and based upon local health data in the first phase and continuously low rates of community transition, and low COVID-19 transmission rates amongst students, staff, and families.



Pre-Planning Activities

- a. Expand internet access through partnership with GCET
- b. Conduct Teacher PD regarding Remote Learning, Safety Precautions, COVID-19 related protocols, etc.
- c. Administer & analyze surveys
- d. Complete Facilities Upgrades & Initiate HVAC assessment
- e. Order & compile student supplies for remote learning
- f. Meet with families & staff before school starts
- g. Distribute Chromebooks to students and staff
- h. Collective Bargaining & Ratify MOUs
- i. Revise budgets (e.g. Transportation savings, staffing costs, etc)
- j. Development of additional public health metrics
- k. Staffing to support safe reopening
- l. Creation of a monitoring team to identify progress on safety benchmarks and progress on Remote Learning, including student, parent, and teacher perspectives.
- m. Community forum & School Committee approval of comprehensive plan

Phase 1 (Remote Learning + Family Meetings)

Phase 1 services are the foundation of Remote Learning and include:

- a. Fully remote instruction with certified teachers as the basis for all curriculum.
 - b. Some in-person services begin outdoors, immediately:
 - i. Family & student meetings take place outdoors *
 - ii. High-needs learners begin or continue receiving in-person services outdoors, at-home or at-school. Examples include assessments, OT/ PT / Services, etc. *
 - c. Pre-Planning Activities continue as needed (e.g. HVAC assessment, Staffing for safety.)
- **Live Instruction** - Live instruction will be scheduled every day to students during our Remote Learning plan. Based on parent/guardian feedback, student learning with live instruction through Google Meet was greatly improved as compared to asynchronous-only instruction. Students in preK-High school will have a daily Morning Meeting, Advisory, or Team to start the day, and attendance will be taken. Students are expected to participate fully in both live and asynchronous instruction. Please understand that negotiations regarding these conditions are ongoing with the Greenfield Educators' Association, and minor revisions based on family & educator feedback may be incorporated into plans.
 - **Remote Learning Platforms & Subscriptions** - The district has invested in digital technology and subscriptions to support Remote Learning. Professional development in these tools is being provided to teachers, and workshops for families / students will also be made available. The district platforms below were chosen based on family feedback, ease of use for families, and to improve the ability of students to navigate remote learning with increased independence.
 - **Google Meet** - As an integrated G-Suite district, GPS utilizes a variety of Google for Education products, including Google Classroom, Gmail, Chromebooks, and Google Meet. Utilizing Google Meet as our platform enables students the simplicity of using one login across Google for Education products. In addition, Google Meet has released many improvements and upgrades, with more features coming in the September release. These include: attendance tracking, digital handraising, increased participants in tile view up to 49, Questions & Answers, break-out rooms, noise cancelling, ability to choose background images, increased educator controls, integrated whiteboards, and more. It

also offers Closed Captioning, which can be helpful for students who have accommodations for focus/ attention, are hard of hearing, and English Learners, in addition to those in a noisy environment. For more information on new and coming soon Google Meet and other Google product features including Google Classroom & Google Docs, please visit:

- **Seesaw** - The district has purchased a subscription for Seesaw for students in grades preK- 2. This app works well for project based learning and student portfolios, bringing together easy uploads to showcase projects and student work with teacher feedback. It can also support more independence for young learners and their families, and provides ease of use and convenience. The app is free for students and families and can be used on any device. For more information, visit: [Seesaw](#)
 - **Powerschool** - Families all have a PowerSchool account. Accessing feedback and grades in PowerSchool will assist students and their caregivers in staying current with students' course performance and assignment completion.
-
- **Attendance** - During Remote Learning, attendance will be taken for all students daily. Attendance will be taken during Team/ Advisory (1st period) as well as during each live instructional period.
-
- **Feedback** - Teachers have designed a Remote Learning Schedule that allows for increased feedback. Feedback tools include: Google Classroom, School Messenger, Google Meet, Phone check-ins, GPS email, SeeSaw, etc. Feedback will be provided frequently, at least as often as follows:
 - **Preschool:** Daily by teacher, weekly by administrator
 - **Elementary:** At least 3 x per week by teacher.
 - **Middle School:** Assignments and grades will be updated in Powerschool every Thursday and Monday afternoon by 4 pm. Parents/Caregivers can monitor their students' grades, participation in learning, and completion of assignments in PowerSchool. All families have a Powerschool account.
 - **High School:** Assignments and grades will be updated in Powerschool every Thursday and Monday afternoon by 4 pm. Parents/Caregivers can monitor their students' grades, participation in learning, and completion of assignments in PowerSchool. All families have a Powerschool account.

Phase 2 (Remote Learning + High-Needs learners)

(Approximately 2 weeks. Begins when Phase 1 readiness for in-person learning is completed and dependent upon public health data in consultation with Board of Health.)

Phase 2 includes all services in Phase 1, plus:

- a. High-needs learners return for in-person instruction*. Students attend full-time or on a cohort model depending on social distancing guidelines (space available basis.) High needs learners include:
 - i. Students enrolled in substantially-separate special education programs
 - ii. Beginning English Learners (WIDA 1 & 2)
- b. Consideration for other high-needs students (e.g. WIDA 3& 4, other students with disabilities, homeless students) for additional in-person services. Students in this model will attend on a space-available basis in order to meet social distancing guidelines, with frequency as determined by the team. This model is staffing dependent.

Phase 3 (Remote Learning + High-Needs + Elements + Greenfield STREAMS.)

(Approximately 2 weeks. Begins when Phase 2 is completed and dependent upon public health data in consultation with Board of Health, and pending HVAC approval.)

Phase 3 includes all services in earlier phases, plus:

- a. **“Elements”** - This program prioritizes students in Grades pk-4 for additional in-person services (following DESE guidance), delivered in a socially distant, outdoor setting at the school. **Masks are required for all grades.** In-person services are dependent on staffing & public-health data and are weather-dependent. Students should NOT attend in-person services if they have any symptoms of COVID-19. Families are responsible for monitoring and reporting symptoms. Examples of elementary **in-person services** that families may select from include:

- Small-group “extra help” sessions with school staff.
(Recommended for students who are in contact with each other outside of school, e.g. pods.)
- Choice of a weekly in-person “specials” class
- Outdoor Read-Alouds
- Supervised playground activities for small groups.
- IEP services for special education inclusion students, not already receiving in-person services (may also be appropriate to provide in-home services depending on the Team’s recommendation)
- School technology & lending - Families may borrow resources for home use, such as Leap Pads.
- Individual Counseling and/or Small Group counseling, held outdoors (or indoors pending assessment of HVAC systems.)

b. “Greenfield S.T.R.E.A.M.S.” (Supervised Technology & Remote Education At My School) - Only available at GMS & GHS. “Greenfield STREAMS” allows a limited number of high-needs students to access their live Remote Content while being supervised on school premises.

Supervised remote learning begins for high-needs students (e.g. homeless students, students with limited internet access at home, English learners (WIDA 2 &3), students requiring accommodations, etc) on a limited, space-available basis. Students participate in their individual Remote Learning activities in a supervised environment at their school. Sessions are full-day.

Students are seated at 6’ distancing, bring their Chromebook (personal or district-issued) & headphones, and can access school internet in a large school setting that allows for socially distancing (e.g. Gymnasium.) Students have easy access to school lunch and may take mask breaks. Students are expected to follow behavior guidelines that are conducive to others studying. The program is staffed by GPS Instructional Assistants and is subject to available staffing.

- Gym capacity at 6” – GHS approximately 100 students
- Gym capacity at 6” – GMS approximately 50 students
- Consideration for other high-needs students on a space-available basis

Phase 4 (Remote Learning + High-Needs + Elements + Greenfield STREAMS + Early Essentials)

(Approximately 2 weeks. Begins when Phase 3 is completed and dependent upon public health data in consultation with Board of Health, and pending HVAC approval. This model is staffing dependent.)

Phase 4 includes everything in earlier phases plus Early Essentials.

- a. **Early Essentials** - Only available for Kindergarten, may be expanded up to Grade 2 dependent upon staffing and enrollment. Designed for early-grade students whose parents are essential workers and have no available childcare at home or students repeating Kindergarten who were unsuccessful with Remote Learning in the spring. Students are supervised in small cohorts of up to 10 children. Students participate in the Remote Learning program offered by the district, facilitated by a staff member and seating is at 6' distancing. The program is combined with opportunities for outdoor play. Masks are required. Frequent handwashing is emphasized. Space is extremely limited and based on staff availability.

What is it? Childcare for children of essential workers or other students who were unsuccessful in the fall that connects to the GPS remote learning program in small groups, with a 1:5 ratio and a max of 10 children per group.

Who is it for? Children with all adult caregivers in home who are essential employees, with a priority towards the district's youngest enrolled students. Admission is on a case by case basis and is extremely limited. Certification of hardship / essential worker status may be required. The District reserves the right to prioritize those students in its sole discretion, based on factors including but not limited to DESE priority guidelines.

Staffing - GPS Instructional Assistants or staff would supervise children in this program. All staff must have CORI & SORI checks.

What are the safety standards?

- Extremely small groups – Class size limited to 10 students or fewer. Target ratio of 1 staff: 5 students.
- Groups will be staffed by Instructional Assistants or other staff with appropriate CORI clearance.

- Follow 6' distance when seated, but outdoor free play will be allowed
- Masks required for all students in K-1.
- Frequent handwashing (4 x per day minimum – arrival, before eating, after eating, after touching mask, before going home)
Sanitize after touching any shared equipment.
- Nurse on site
- ... and other safety requirements as set forth in DESE guidance.

What does the program look like?

- Early Essentials is a service of our Remote Plus plan, and is designed for our youngest learners whose caregivers are essential workers or who need an adult to support their access to the district's Remote Learning plan. Early Essentials enhances Remote Learning with adult supervision, access to the Remote Learning platform using school equipment, and age-appropriate in-person social opportunities, and outdoor play.

What might a day look like?

Students in the Early Essentials program follow the GPS Remote Learning plan, with additional staff supported and supervision. They bring a Chromebook to/ from school and are supervised indoors in an age-appropriate classroom. In between live instruction, outdoor play is encouraged.

- Supervised Daily Morning Meeting (remote)
- Supervised half-hour small group time with the teacher (remote) on both reading & math daily.
- Active recess in small, supervised groups
- Lunch-in-place (e.g. grab n go lunch at 6' distancing on the grass, lunch under the tent, or lunch in the gym/classroom at desks at 6' spacing)
- Supervised half-hour small group time with the teacher on both reading & math daily.
- Frequent hand-washing, at least 4 x per day (upon arrival, before eating, after eating, during transitions)
- Daily arts or activity project

G. Out of School Time Plan -

We are in active discussion with partner agencies for out of school time options, including the Greenfield Recreation Department and 21st Century After School grant providers. It continues to be our goal to partner effectively to create safe learning environments for students whenever possible and safe to do so, and that such plans would mirror the school district's reopening plan per DESE Guidance. Any new plans for in-person out of school services would come before the School Committee for approval at upcoming public meetings.

H. Student Supports and Professional Learning -

National data indicates that COVID-19 has had an impact on students' mental health and well-being. To meet this need, Greenfield Public Schools has made plans to expand access to tele-health, crisis referral, guidance, and school psychologist services during Remote Learning. In addition, we plan to offer in person services wherever possible, using social distancing, to promote social connectedness, healthy habits, and student well-being. Social-emotional and mental health supports may include:

1. Safety, Wellness & Social Emotional Supports - Highly trained guidance & counseling staff at each school will offer tele-health and/or in-person visits, using social distancing and wearing masks, one day per week at each school where available. These may take place outside in a private area, or inside in a large but private classroom with 6' or more of distancing. In-person sessions may be prioritized for students who do not have internet or lack access to tele-medicine services, or for urgent matters.

- GHS: Thursdays and Fridays
- GMS GHS: Thursdays and Fridays
- Elementary: 1 day/week
- AEL: 1/2 day per week

2. Telehealth & Mental Health /Guidance Supports - Counselors will use the secure tele-medicine site doxy.me for providing services to students.

7. Extracurriculars / After School Activities - GPS is committed to holding After-School Clubs and Extracurricular activities to the greatest extent possible, except where prohibited due to public health regulation or DESE guidance. These clubs will typically be held virtually by Google Meet. In addition to After-School Clubs, a limited number of in-person gatherings may occur by request of the Club Advisor with adequate social distancing & precautions (dependent on current public health data and with appropriate approval & supervision) for example, a meeting of the Student Council at 6' distancing in the

school cafeteria while wearing masks or the National Honor Society in an outdoor meeting using social distancing. It is our goal to promote safe social interactions between students when possible.

8. **Mental Health Wellness Series** - We plan to offer a Mental Health wellness series in partnership with our licensed mental health providers and community partners on topics that are relevant to a range of age and developmental needs as well as abilities. If you have any suggestions about this, please contact Dr. Janet Dickinson at jandic1@gpsk12.org.

9. **Partnerships** - We are exploring partnerships with the Greenfield Recreation Department to foster social interactions for youth, including both virtual and physically distant opportunities for stress reduction and recreation.

Family/ Caregiver Supports during Remote Learning - Based on feedback provided by parents/ guardians, at least 30% of families requested additional training/ support. In addition, families often cited the need for greater feedback as compared to their experience of Remote Learning in the Spring. To meet this need, Greenfield Public Schools is striving to provide additional feedback & support in the following ways:

1. **Family Check-Ins for feedback & support** - Early release days (Wed's at elementary & Middle, Fri's at GHS) are reserved for teachers to provide office hours, additional support, teacher collaboration time, and family check-ins.

2. **"Pod Support" Services** - Families that are working with a small cohort of students or other families outside of school for childcare or socialization can be supported through consulting services by the classroom teacher, if desired. Please contact the teacher to schedule a meeting.

3. **Family Workshop Series** - We will be offering a series of workshops for families that will cover new remote learning software, common parenting concerns, family / caregiver support groups, how families can support students' social-emotional health, how the school can support families' mental well-being, and more. If you have ideas/suggestions, please contact your child(ren)'s principal.

4. **Expanded "Tech support" for supporting remote learning with student workers** - We plan to pilot expanded support for families during Remote Learning with additional staff and resources, as well as Greenfield High School students to support common families /caregiver questions and issues.

Planning & Instruction - Throughout this report, areas for teacher & staff planning and flexible use of instruction have been detailed. These include the sample schedules for each grade level, and planned Professional Development during the initial Professional

Development days that will be utilized before the school year begins no key instructional approaches and safety training. Additional collaboration time has been built into teachers' schedules for feedback and planning. Instructional expectations will be robust with opportunities for teachers to have embedded support in remote learning throughout the period of Remote Learning.

Assessment & Intervention - Rapid assessment of students and use of diagnostic tools will be used in Fall 2020 to assess any learning needs of students and to begin the process of personalizing learning for students. The GREAT team has proposed many models and frameworks that allow for personalization of learning and use of small groups, and extra help. The district has invested in digital tools and Interventions that are now readily available to support learners based on their academic and social-emotional needs.

School Calendar & Professional Development Days: The Commissioner of Education has reduced the requirement for student attendance from 180 to 170 school days in order to provide for necessary training and professional development related to curricular initiatives and safety training for the 2020-2021 school year. The district has applied for a waiver to apply these 10 days of Professional Development to our school year. When update, the final calendar will be posted here: [20-21 Academic Year Calendar](#)

I. Certification of Health & Safety Guidance -

The Greenfield Public Schools certifies that it meets the health & safety guidance for its selected reopening plan, including but not limited to the DESE guidance available as of the time of this submission through the Department of Elementary & Secondary Education.

J. Conclusion -

Thank you for the opportunity to consider how we may best support students and families in this new context. As outlined above, the Remote Learning Plan of Fall 2020 is a very robust plan that builds upon what worked well, as well as draws on lessons learned from Spring 2020 to deliver the highest quality educational experience possible during the challenges presented by COVID-19. We hope that the range of choices for in-person supports and services available under the phased "Remote Plus" model will serve the wide range of family needs of our community. As always, these plans remain fluid due to ever-changing guidance from the state and federal government as well as the essential input of public health data and key public health metrics. We look forward to a productive and educationally rewarding fall, and thank you for your support.