



NEW HEIGHTS
CHARTER SCHOOL
of **BROCKTON**

1690 Main St.

“We All Go To College”

Covid-19 Reopening Model

2021

Table of Contents

Instructional Model

6-10 Instructional Model ----- 3-11

General Overview/Standards Based Instruction/Optional Full Remote Plan ----- 3-8

Teacher Expectations ----- 9

Instructional Adjustments

In person/ Asynchronous/ Synchronous / Friday Schedule ----- 10

Professional Development ----- 11

Dual Enrollment Reopening Model and Schedule ----- 12-13

Early College Reopening Model -----13-15

Student Services model -----15-23

Special Education -----15-18

ESL -----19-22

Professional Development -----23

Facilities and Operation Manual

Health and Safety Protocol ----- 25-28

Masks and Mask breaks ----- 25-26

Social Distancing ----- 26

Prescreening for COVID ----- 26

Responding to Health Concerns ----- 27

AbbottBINAX Rapid Tests ----- 27-28

Responding to Confirmed Cases ----- 28

Facilities and Transportation ----- 28-35

Airflow and Circulation -----29

Classrooms -----29

Visitors and Staff Entering/ Exiting -----30

Food Service ----- 31

Bathrooms ----- 31-32

Transportation/ Arrival/ Dismissal ----- 32-34

R and R ----- 34

Personal Belongings ----- 35

Cell Phones -----35

School Events/ Extracurriculars -----35

Grades 6-10 Instructional Model

There are two phases to our instructional model at New Heights. Since we are designated as an Early College school, our first phase prepares our students for college classes and our second phase actually enrolls our students full time into Massasoit Community College classes. This section focuses on the first phase where our students have the option of attending classes in a hybrid manner.

_____Hybrid is defined as a mix of “in person” learning and remote learning. Remote learning can take the form of synchronous, where the teacher works with scholars in real time via Zoom, and asynchronous, where the teacher prepares videos or lessons that scholars can access remotely without the benefit of access to a live instructor. In our hybrid model, our 6-10 and Dual Enrollment students engage in 1 day of in person learning, 3 days of synchronous learning and 1 day of asynchronous learning. This allows our students to receive 4 days of live instruction from a teacher and one day where they work independently to complete their assignments. This design satisfies the state’s Student Learning Time requirements because our students exceed the 20 mandatory hours of live instruction per week and have a live “check in” with their teachers on the morning of their asynchronous day.

Students must commit to a modality (hybrid or remote) for the duration of the term. If a remote student is deemed at-risk of failing or high-needs during the term, these students will be invited to join the hybrid cohort.

Hybrid Cohorts

In a survey that was conducted in early December, 60% of our families indicated that they would keep their children home to utilize our remote model for the remainder of the school year. Our initial plan of teaching four hybrid cohorts and one fully remote cohort needed to be adjusted to account for this variance. Our latest design now calls for one Special Education cohort (group A in middle school and group B in high school), to report “in person” two days per week. Cohorts B and C (middle school) and A and C (high school) will receive “in person” instruction one day and remote instruction asynchronously another day. Students will receive synchronous instruction in a remote fashion the other 3 days of the week. Lastly, cohorts D and E will serve all of our 100% remote students in a synchronous manner all 5 days of the week.

General Overview of Hybrid Instructional Model Schedule

We are proposing that approximately 40-60% of these students will choose to report to the building. In order to minimize movement and cross-contact, students will remain in their designated classrooms and teachers will rotate instead. Teachers will be expected to report to the building 2 days per week and can work from home on the other days. All teachers can work from home on Fridays.

6th/7th/8th Grade A Cohort Student Maroon (Special Education)

Period	Mon.	Tues.	Wednesday	Thursday	Friday
Instruction	In Person	In Person	Synchronous	Synchronous	Academic Support
Morning Meeting	MM	MM	MM	MM	No HR/ MM
P.1	Math	Math	Math	Math	8-9AM
P.2	Comp	Comp	Comp	Comp	Instructional Weekly Review
Lunch					
P. 3	Directed Study	Directed Study	No 3rd period	No 3rd period	
P. 4	History	History	History	History	
P. 5	Literature	Literature	Literature	Literature	
P. 6	Math Lab	Math Lab	Math Lab	Math Lab	
P. 7	Science	Science	Science	Science	

6th/7th/8th Grade B Cohort Student Gold

Period	Mon.	Tues.	Wednesday	Thursday	Friday
Instruction	In Person	Asynchronous	Synchronous	Synchronous	Academic Support
Morning Meeting	MM	MM	MM	MM	No HR/ MM
P.1	Science	Science	Science	Science	8-9AM
P.2	Math	Math	Math	Math	Instructional Weekly Review
Lunch					
P. 3	No 3rd period	Directed Study	No 3rd period	No 3rd period	
P. 4	Comp	Comp	Comp	Comp	
P. 5	History	History	History	History	
P. 6	ELA	ELA	ELA	ELA	
P. 7	Math Lab	Math Lab	Math Lab	Math Lab	

6th/7th/8th Grade C Cohort Student Gold

Period	Mon.	Tues.	Wednesday	Thursday	Friday
Instruction	Asynchronous	In Person	Synchronous	Synchronous	Academic Support
Morning Meeting	MM	MM	MM	MM	No HR/ MM
P.1	Literature	Literature	Literature	Literature	8-9AM
P.2	Math Lab	Math Lab	Math Lab	Math Lab	Instructional Weekly Review
Lunch					
P. 3	No 3rd period	Directed Study	No 3rd period	No 3rd period	
P. 4	Science	Science	Science	Science	
P. 5	Math	Math	Math	Math	
P. 6	Comp	Comp	Comp	Comp	
P. 7	History	History	History	History	

Sample Schedule: Grades 6/7/8th D Cohort Student

Period	Mon.	Tues.	Wednesday	Thursday	Friday
Instruction	Synchronous	Synchronous	Synchronous	Synchronous	Academic Support
Morning Meeting	MM	MM	MM	MM	No HR/ MM
P.1	History	History	History	History	8-9AM
P.2	ELA	ELA	ELA	ELA	Instructional Weekly Review
Lunch					
P. 3	Directed Study	Directed Study	Directed Study	Directed Study	
P. 4	Math Lab	Math Lab	Math Lab	Math Lab	
P. 5	Science	Science	Science	Science	
P. 6	Math	Math	Math	Math	
P. 7	Comp	Comp	Comp	Comp	

Sample Schedule: Grades 6/7/8th E Cohort Student Blue

Period	Mon.	Tues.	Wednesday	Thursday	Friday
Instruction	Synchronous	Synchronous	Synchronous	Synchronous	Academic Support
HR	MM	MM	MM	MM	No HR/ MM
P.1	Comp	Comp	Comp	Comp	Instructional Support
P.2	Science	Science	Science	Science	
Lunch					
P. 3	Screen Break	Screen Break	Screen Break	Screen Break	
P. 4	Math	Math	Math	Math	
P. 5	Math Lab	Math Lab	Math Lab	Math Lab	
P. 6	History	History	History	History	
P. 7	ELA	ELA	ELA	ELA	

High School

Sample Schedule: 9th/10th Grade A Cohort Student Green

Period	Mon.	Tues.	Wednesday	Thursday	Friday
Instruction	Synchronous	Synchronous	In Person	Asynchronous	Academic Support
HR	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting	No HR/ MM
P.1	Math	Math	Math	Math	8-9AM
P.2	Comp	Comp	Comp	Comp	Instructional Weekly Review
Lunch					
P. 3	No 3rd period	No 3rd period	Directed Study	No 3rd period	
P. 4	History	History	History	History	
P. 5	Literature	Literature	Literature	Literature	
P. 6	Math Lab	Math Lab	Math Lab	Math Lab	
P. 7	Science	Science	Science	Science	

Sample Schedule: 9th/10th Grade B Cohort Student Orange (Special Education)

Period	Mon.	Tues.	Wednesday	Thursday	Friday
Instruction	Synchronous	Synchronous	In Person	In Person	Academic Support
HR	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting	No HR/ MM
P.1	Science	Science	Science	Science	8-9AM
P.2	Math	Math	Math	Math	Instructional Weekly Review
Lunch					
P. 3	No 3rd period	Directed Study	No 3rd period	No 3rd period	
P. 4	Comp	Comp	Comp	Comp	
P. 5	History	History	History	History	
P. 6	ELA	ELA	ELA	ELA	
P. 7	Math Lab	Math Lab	Math Lab	Math Lab	

Sample Schedule: 9th/10th Grade C Cohort Student Orange (Special Education)

Period	Mon.	Tues.	Wednesday	Thursday	Friday
Instruction	Synchronous	Synchronous	Asynchronous	In Person	Academic Support
Morning Meeting	MM	MM	MM	MM	No HR/ MM
P.1	Literature	Literature	Literature	Literature	8-9AM
P.2	Math Lab	Math Lab	Math Lab	Math Lab	Instructional Weekly Review
Lunch					
P. 3	No 3rd period	Directed Study	No 3rd period	No 3rd period	
P. 4	Science	Science	Science	Science	
P. 5	Math	Math	Math	Math	
P. 6	Comp	Comp	Comp	Comp	
P. 7	History	History	History	History	

Sample Schedule: Grades 9/10th D Cohort Student

Period	Mon.	Tues.	Wednesday	Thursday	Friday
Mode of Instruction	Synchronous	Synchronous	Synchronous	Synchronous	Academic Support
Morning Meeting	MM	MM	MM	MM	No HR/ MM
P.1	History	History	History	History	8-9AM
P.2	ELA	ELA	ELA	ELA	Instructional Weekly Review
Lunch					
P. 3	Directed Study	Directed Study	Directed Study	Directed Study	
P. 4	Math Lab	Math Lab	Math Lab	Math Lab	
P. 5	Science	Science	Science	Science	
P. 6	Math	Math	Math	Math	
P. 7	Comp	Comp	Comp	Comp	

Sample Schedule: Grades 9/10th E Cohort Student Blue

Period	Mon.	Tues.	Wednesday	Thursday	Friday
Mode of Instruction	Synchronous	Synchronous	Synchronous	Synchronous	Academic Support
HR	MM	MM	MM	MM	No HR/ MM
P.1	Comp	Comp	Comp	Comp	8-9AM
P.2	Science	Science	Science	Science	Instructional Weekly Review
Lunch					
P. 3	Screen Break	Screen Break	Screen Break	Screen Break	
P. 4	Math	Math	Math	Math	
P. 5	Math Lab	Math Lab	Math Lab	Math Lab	
P. 6	History	History	History	History	
P. 7	ELA	ELA	ELA	ELA	

Middle School scholars will be invited to come in person either on Mondays or Tuesdays. On the opposite day when scholars are not in school, they will study from home asynchronously. On the Monday or Tuesday when the scholar is home asynchronously, scholars will have an opportunity to check in along with all of their classmates during their morning meeting, which runs from 8-8:30AM. High School scholars (that are not Early College scholars) will be invited to come in person either on Wednesdays or Thursdays and these schedules will follow the same rotation as mentioned above.

Standards Based Instruction

When schools shut down in March 2020, the focus shifted from teaching students an “in person” standards based curriculum to a watered down, limited standards based model. This means that the state no longer held districts responsible for implementing the full curriculum for any grade level and most students were only introduced to approximately $\frac{2}{3}$ of the expected standards. Realizing that students would continue to have gaps in their education if expectations were not raised, the state mandated that in the 2020-21 school year all districts design a curriculum flexible enough to teach all the standards, whether students are fully in person, in hybrid or in full remote.

Hybrid cohorts that are in person on their designated days will receive standards based instruction in a socially distanced classroom from their content teacher. This means that they will receive traditional in person instruction one day per week. For cohorts who are learning asynchronously a standards based lesson will be accessed remotely via Google Classroom. This means that teachers will provide work electronically that can be accessed from an educational platform that is assigned specifically to each student. Teachers will post videos and provide all instructional materials so that students can complete the work independently without compromising rigor or lowering expectations.

Optional Full Remote Learning

The D and E Groups, scholars who choose to remain 100% remote, will attend a daily synchronous lesson with their content teachers 6 periods per day. We anticipate that each of these cohorts will have between 30-35 students and students will access their classes using the Zoom platform. Teachers will design their lessons similar to that of in person instruction, but modifications will be made so that the learning can be adapted to account for a virtual format. Unlike students who choose the hybrid option, all of the 100% remote students will receive live synchronous instruction all 5 days of the week. Students will be given 10 minutes between each class for a “screen break” and they will have 1.5 hours built into their schedule to eat lunch and to work independently.

Teacher Expectations

Teachers will be responsible for planning and implementing daily lessons that are modified to maximize the inherent opportunities of the 3 different modes of instruction. This includes appropriate lesson modifications for each individual lesson plan for “in person”, asynchronous, and synchronous learning for two hybrid days per week (Monday and Tuesday for Middle School and Wednesday and Thursday for High School.) For the other two days per week, teachers will only plan synchronous lessons. On Fridays, teachers will meet with their scholars for one hour from 8-9:00 to allow scholars to make up missing assignments and receive personalized support.

Scholars and teachers will follow the appropriate synchronous and asynchronous routines and expectations written in our 20-21 instructional policy handbook. Teachers will post Covid-19 safety routines in their classrooms starting April 12th and 26th. Teachers will ensure all scholar materials are accessible digitally to avoid physical contact or transfer of personal items like printed handouts and papers with some closely monitored exceptions like paper for Math or special learning circumstances.

Instructional Adjustments

In Person

In person instruction will include scholars being socially distant (six feet apart), and accessing their resources and activities via Google Classroom. Teachers will be able to project their lessons to the whole class and allow for scholar discussion and collaboration. Scholars will not be responsible for carrying textbooks or novels to and from school, but will be able to access all materials virtually.

Asynchronous

Scholars who are working asynchronously will access their lesson remotely via Google Classroom. The objective and intended outcomes of the lesson will be the same for asynchronous scholars as it is for in person or synchronous scholars. Teachers will be encouraged to post videos of them providing clear instructions for each activity and modeling for students what is expected of them to know and be able to do by the end of each lesson.

Synchronous

Scholars who choose to remain remote 100% of the time will participate in daily live synchronous lessons with their content teachers via Zoom. This lesson will be similar across in person, asynchronous and synchronous learning. In short, teachers will not need to adjust since this is the format we have been using at New Heights since September.

Friday Schedule

Scholars will use this time for make-up work in all content areas. Scholars will be able to ask questions to teachers and confirm and complete missing work from their google classrooms. It is important to note that this period would **replace all asynchronous work for Fridays**. This means that scholars will be done with scheduled classes at 9:00AM. This will require scholars to attend and remain in the class for the entire period in order to be counted as present for the day. Any scholar who cannot be present synchronously during this time must communicate with the teacher prior to the class for consideration as to whether the absence will be excused or not. Teachers will continue their regularly scheduled meetings and leadership work until the conclusion of the school day at 3:40.

Professional Development

In order to sustain ongoing training and practice, New Heights' teachers will engage in focused professional developments in the following areas prior to the reopening of school on April 12th and 26th. These initiatives will continue through the spring and summer of 2021.

1/22 Scholar Centered Lessons:

Teachers will work with ILT to develop lesson activities that allow for scholars to demonstrate new skills and learning, and to produce evidence that reflects each scholar's degree of new understanding. Teachers will work together to share strategies and build collective knowledge on how to teach scholars safely and effectively in synchronous, asynchronous and in person models.

Instructional Deans will provide model lesson plans to demonstrate how the new format should be modified and implemented to suit the three different modes of instruction in our hybrid model.

1/29 Behavioral Management/ Scenario Role Playing:

Teachers will role play and practice behavioral management skills with covid restrictions. We will practice responding to scholar behaviors by implementing positive behavioral interventions for "low" level behaviors with the goal of keeping scholars in classrooms whenever appropriate. We will also learn and practice how to interpret behavior as a form of communication and shape new behaviors while coaching scholars how to get their needs met in a way that is appropriate for school.

2/ 5 Engagement:

Schlechty is an organization who specializes in the creation of engaging lessons and will provide teachers with creative and meaningful learning experiences to incorporate into their classrooms for in person, asynchronous, and synchronous learning. We will continue our collective study of scholar engagement skills and develop lessons that utilize "key design elements" that are aligned with the individual needs and interests of each scholar.

2/12 Classroom Management:

We will work in teams to develop both grade level and individual teacher classroom routines, rituals and expectations. Staff will receive guidance and support from administrators to prepare and learn best practices for creating routines and rituals that can be taught to scholars with the intention of gradually releasing responsibility for independent performance of each.

2/26 Ongoing professional development in the above areas

Dual Enrollment Reopening Model (April 26th)

Our 11th and 12th Grade Dual Enrollment pathway aims to serve students who have not met college entrance criteria and are enrolled in a combination of high school and college elective courses.

Dual Enrollment Scholars

All Dual-Enrollment 11th and 12th grade students take at least one college class with the hopes of enrolling full time into our Early College program once college readiness benchmarks are met. We currently serve 26 juniors and 15 seniors in our Dual Enrollment program. All 11th and 12th grade students in the dual-enrollment pathway have been identified as high-needs students due to their lack of academic progress historically and/or need of special education assistance and support. Our goal is to develop a model where all Dual Enrollment students can report to the building for 2 days per week to receive live “in person” instruction from their high school content teachers. These scholars would remain home for 3 days and would work remotely in a synchronous and asynchronous manner. All Dual-Enrollment students would be scheduled to come to the building on Wednesdays and Thursdays on the Orange Team.

Dual-Enrollment Instructional Model

Hybrid Dual-Enrollment students will receive synchronous instruction two days a week remotely on Monday and Tuesday. They will also receive in-person instruction on Wednesday and Thursday in the school building. Hybrid students will report to their designated classrooms on Wednesdays and Thursdays where teachers will rotate, by period, to designated Dual-Enrollment Classrooms. Dual-Enrollment teacher schedules will include remote classes for completely remote students on the designated hybrid days. On hybrid days, students and teachers will have a daily schedule of “in-person” classes to follow throughout the day. Dual-Enrollment teachers will take attendance, give fully graded assignments, and continue through their established curriculum.

100% remote students will receive synchronous instruction four days a week with one live check in on Fridays. Dual-Enrollment teacher schedules will include periods where they will meet with remote students to teach their lesson. Scholars are expected to log in to the classes at their scheduled times and complete attendance questions and assigned work.

Fridays will remain completely asynchronous for all Dual-Enrollment students with the exception of a mandatory live check in during Phoenix Fire.

Students must commit to a modality (hybrid or remote) for the duration of the term. If a remote student is deemed at-risk of failing or high-needs during the term, these students will be invited to join the hybrid cohort.

Proposed Dual-Enrollment Hybrid Schedule

We are proposing that approximately 40% of these students will choose to report to the building. In order to minimize movement and cross-contact, Dual Enrollment students will remain in their designated classrooms and teachers will rotate instead. Dual Enrollment teachers will be expected to report to the building 2 days per week (Wednesday and Thursday) and can work from home on Mondays, Tuesdays, and Fridays. 100% remote students will attend classes synchronously and will get similar lessons as those “in person”.

Example Hybrid Dual-Enrollment Student Schedule OrangeTeam

Period	Mon.	Tues.	Wednesday	Thursday	Friday
Mode of Instruction	Synchronous Remote	Synchronous Remote	Synchronous In Person	Synchronous In Person	Academ. Support
HR	HR	HR	No HR/ MM	No HR/ MM	No HR/ MM
P.1	Math	Math	Math	Math	Instructional Review
P.2	Literature	Literature	Literature	Literature	
Lunch					
P. 3	Work/Study Time	Work/Study Time	Directed Study	Directed Study	
P. 4	History	History	History	History	
P. 5	Science	Science	Science	Science	
P. 6	College Course	College Lab	College Course	College Lab	

Early College Reopening Model (April 26th)

Our Early College model currently serves Juniors and Seniors who are enrolled in three or more college courses per semester with professors from Massasoit Community College. Massasoit announced Spring 2021 college courses will remain remote for the entire semester.

Early College Scholars

This semester, 154 11th and 12th Grade students are identified as Early College which means they are taking three or more college courses in the semester.

Early College Instructional Model (Hybrid)

Similar to Dual-Enrollment students, high needs Early College students will be scheduled to come to the building on Wednesdays and Thursdays on the Orange Team. Early College Juniors and Seniors identified as high-needs by liaisons and Early College Deans will report to the building for 2 days per week, Wednesday and Thursday, to receive “in person” instruction. High-needs Early College students are identified by set criteria including: Special Education services, Fall 2020 failing grades, Fall 2020 withdrawals, and multiple Fall 2020 MCC early alert notifications. All 11th and 12th grade students in the Early College pathway can report to the building for 1 scheduled day per week to receive live “in person” instruction/support from their college liaison. Early College and Guidance staff will identify 30 of our highest performing Early College Juniors and Seniors to remain remote and report to the building on an as needed basis. Remote students identified as at-risk of failing college classes at any point in the semester will be advised to report to the building twice a week.

Students will report to their designated classroom after breakfast or upon arrival. Due to the fickle nature of Early College schedules, scholars will transition from class to class depending on their college class and lab schedule, but will remain in the same areas as much as possible. Students will transition to a limited number of classroom spaces and seats/work surfaces will be sanitized between groups. Dismissal and movement between classes will be staggered to reduce interactions in the classrooms and in the hallways. Movement patterns around school will be altered and limited to the Early College wing. Lastly, students will not be sharing materials.

Early College Juniors and Seniors choosing to stay completely remote will have the opportunity to schedule in-person office hours with their liaisons and/or the Early College Deans, as needed. Scheduled sessions will be held in available classrooms or office spaces with a capacity of more than 1. Once an appointment is made, the teacher/liaison will notify the front office. The student must report to the front office to check-in and the teacher will meet the student at the front office and they will walk together to the designated meeting room. Once the meeting is over, the teacher will walk the student to the front of the school to exit the building.

Students must commit to a modality (hybrid or remote) for the duration of a term. If a remote student is deemed at-risk of failing or as high-needs during the term, these students will be invited to join the high-needs hybrid cohort.

Example Hybrid Early College Schedule

We are proposing that approximately 40% of Early College students will choose to report to the building. Early College teachers will be expected to report to the building 2 days per week (Wednesday and Thursday) and can work from home on Mondays, Tuesdays, and Fridays. 100% remote students will attend classes synchronously/asynchronously and will get similar lessons as those students who are “in person”.

Period	Mon.	Tues.	Wednesday	Thursday	Friday
Mode of Instruction	Synchronous	Synchronous	In Person	In Person	Asynchronous
8:00a-9:00a	Lab Class	Lab Class	Lab Class	Lab Class	Work/Study Time
9:00a-12:00p	Directed Study/College Courses	Directed Study/College Courses	Directed Study/College Courses	Directed Study/College Courses	Directed Study/College Courses
Lunch					
12:30p-1:30p	Lab Class	Directed Study/College Course	Lab Class	Directed Study/College Course	Work/Study Time
1:30-2:30pm	Lab Class		Lab Class		
2:30p-3:30p	Lab Class		Lab Class		

Student Services Hybrid Program Model

Special Education Student Models

In Person Learning Days:

6th-8th grade students with Special Education services will report to school two days per week on Monday and Tuesday. 9th-12th grade students who receive Special Education services will report to school two days per week on Wednesday and Thursday. Services such as academic support, decoding, speech language pathology, counseling and occupational therapy will be provided to these students in person or through telehealth therapy. When reporting to the building students will follow the exact schedule they have been following throughout the school year. Students will receive Special Education services in their Literature and Mathematics classrooms or as stipulated in their IEP plan to support progress towards their goals. No teachers or students will report to school on Fridays.

Remote Learning Days:

On Monday and Tuesday for middle school students and Wednesday and Thursday for high school students, students will follow their typical schedule remotely and have access to live synchronous zoom sessions with their general education teacher and Special Education teacher for their Literature and Mathematics class. Students have access to a Special Education teacher during their mandatory live check in which takes place from 8-9AM each Friday.

100% Remote Learning:

It is strongly encouraged that students who receive special education services attend school in person. Two plans were created in order to support variations in parent choices for in person or remote learning. Plan 1 will support a small number of students (1-3) within a grade level who select remote learning. Plan 2 will support a larger number of students (3 or more) within a grade level who select remote learning.

- **Model 1 (1-3 Students in a Grade Select Remote Learning):**

On Monday and Tuesday (Middle School) and Wednesday and Thursday (High School), students will remotely follow the same class schedule as the A (Middle School) and B (High school) in person cohorts. The content area teacher will provide instruction to both the students in person and those live streaming at home. The Special Education teacher will work closely with both groups of students in Mathematics, Composition, Literature and Math Lab to ensure that they are able to access the content's curriculum. Their History or Science courses will be supported by an aspiring teacher or paraprofessional. Students will have access to Academic Support sessions and all services typically received within their schedule throughout the school day. Students will have access to a Special Education teacher during their mandatory live check in which takes place from 8-9AM each Friday.

- **Model 2 (3 or More Students in a Grade Select Remote Learning):**

Students who select to attend school 100% remotely will be placed in the E cohort. Students will have access to live synchronous zoom sessions with their general education teacher and special education teacher for their Literature and Mathematics classes Monday-Thursday. Students will have access to all services typically received in their schedule throughout the day remotely such as Academic Support, Decoding, Speech Language, counseling and Occupational Therapy. Students will have access to the Special Education teacher during their mandatory live check in which takes place from 8-9AM each Friday.

Early College/ Dual Enrollment students with special education Services

Students will have the opportunity to attend in person instruction two days per week. Special Education services will be provided in person dependent upon stipulated services within a student's IEP. For example, a special education teacher may push- into the classroom in person for a student's English Course or Math Course. Students who select to remain 100% remote will be placed in the E-Cohort and have live access to their special education teachers daily through academic support sessions in order to make continued progress towards their goals.

Sample Middle School Special Education Student Schedules

MS Hybrid Student Schedule (6th, 7th, 8th)

Period	Mon.	Tues.	Wednesday	Thursday	Friday
Instruction	In Person	In Person	Synchronous	Synchronous	Ac. Supp.
HR	MM	MM	Morn. Meet	Morn. Meet	
P.1	Math w/ Spec. Ed. Teacher	Math w/ Spec. Ed. Teacher	Math w/ Spec. Ed. Teacher	Math w/ Special Ed Teacher	Instructional Support
P.2	Comp	Comp	Comp	Comp	
Lunch					
P. 3	Academic Support/Services	Academic Support/Services	Academic Support/Services	Academic Support/Services	
P. 4	History	History	History	History	
P. 5	Lit. w/ Spec. Ed. Teacher	Lit. w/ Spec. Ed. Teacher	Lit. w/ Spec. Ed. Teacher	Lit. w/ Spec. Ed. Teacher	
P. 6	Math Lab or Academic Support	Math Lab or Academic Support	Math Lab or Academic Support	Math Lab or Academic Support	
P. 7	Science	Science	Science	Science	

100% Remote MS student schedule:

Period	Mon.	Tues.	Wednesday	Thursday	Friday
Mode	Synchronous	Synchronous	Synchronous	Synchronous	Academ. Supp.
HR	MM	MM	MM	MM	
P.1	Comp	Comp	Comp	Comp	Instructional Support
P.2	Science	Science	Science	Science	
Lunch					
P. 3	Academic Support/Services	Academic Support/Services	Academic Support/Services	Academic Support/Services	
P. 4	Math w/ Spec. Ed. Teacher	Math w/ Spec. Ed. Teacher	Math w/ Special Education Teacher	Math w/ Spec. Ed. Teacher	
P. 5	Math Lab/French/ Academic Support	Math Lab/French/ Academic Support	Math Lab/ French Academic Support	Math Lab/French/ Academic Support	
P. 6	History	History	History	History	
P. 7	Lit. w/ Spec. Ed. Teacher	Lit. w/ Spec. Ed. Teacher	Lit. w/ Spec. Ed. Teacher	Lit. w/ Spec. Ed. Teacher	

Sample Special Education High School Student Schedules

High School Hybrid Student Schedule

Period	Mon.	Tues.	Wednesday	Thursday	Friday
Instr	Synchronous	Synchronous	In Person	In Person	Aca. Supp.
HR	Morning Meeting	Morning Meeting	No HR/ MM	HR	
P.1	Science	Science	Science	Science	
P.2	Math w/ Spec. Ed. Teacher	Math w/ Spec. Ed. Teacher	Math w/ Special Education Teacher	Math w/ Spec. Ed. Teacher	
Lunch					
P. 3	No 3rd period	No 3rd period	Academic Support	Academic Support	
P. 4	Comp	Comp	Comp	Comp	
P. 5	History	History	History	History	
P. 6	Lit. w/ Spec. Ed. Teacher	Lit. w/ Spec. Ed. Teacher	Lit. w/ Spec. Ed. Teacher	Lit. w/ Spec. Ed. Teacher	
P. 7	Math Lab/French/ Academic Support	Math Lab/French/ Academic Support	Math Lab/ French Academic Support	Math Lab/French/ Academic Support	

100% Remote HS student schedule:

Period	Mon.	Tues.	Wednesday	Thursday	Friday
Instruction	Synchronous	Synchronous	Synchronous	Synchronous	Aca. Supp
HR	Morning Meeting	Morning Meeting	No HR/ MM	No HR/ MM	
P.1	Comp	Comp	Comp	Comp	Instructional Support
P.2	Science	Science	Science	Science	
Lunch					
P. 3	Academic Support	Academic Support	Screen Break	Screen Break	
P. 4	Math w/ Spec. Ed. Teacher	Math w/ Spec. Ed. Teacher	Math w/ Special Education Teacher	Math w/ Spec. Ed. Teacher	
P. 5	Lit. w/ Spec. Ed. Teacher	Lit. w/ Spec. Ed. Teacher	Lit. w/ Spec. Ed. Teacher	Lit. w/ Spec. Ed. Teacher	
P. 6	History	History	History	History	
P. 7	Math Lab/ Acad Support	Math Lab/ Acad Support	Math Lab/ Acad Support	Math Lab/ Acad Support	

Special Education Teacher Programming Model

Special Education Teachers Hybrid Schedule

Special Education teachers for middle school grades 6th-8th and highschool grades 9th-10th will be required to come into the building 2 days per week for in person instruction. Dual Enrollment/ Early College Special Education Teachers will be required to come into the building 2 days per week depending upon the students who select a hybrid learning model. Teachers who support in person learning 2 days per week will push into their grade levels for Literature and Mathematics classes. Teachers who have their own classrooms for Composition, Literature and Mathematics classes will teach these classes in person 2 days per week. Special education teachers will support students who are learning remotely from home during remote live synchronous lessons Wednesday and Thursday (Middle School) and Monday and Tuesday (High School). Students will have access to their Special Education teacher during their mandatory live check in which takes place from 8-9AM each Friday.

MS/ HS Special Education Teacher's supporting 100% remote students:

- **Model Plan 1:**

Two days per week, Special Education Teachers will provide special education services in person and through the zoom platform to support a small number of students in accessing their services remotely. Special Education teachers will support in person learning in the classroom and virtual learning through the zoom platform in Math, Literature, Composition and Math Lab classes via a live stream. History and Science classes will be supported by a paraprofessional or aspiring teacher to support student's remote access. Teachers will also provide academic support to students in person on days that they are in person. On days that all students are remote, teachers will provide synchronous instruction and zoom into student's composition, literature and mathematics classes. They will provide academic support sessions as typically scheduled throughout the student's day or as stipulated in student's IEP plans.

- **Model Plan 2:**

Middle School Special Education teachers will be supporting students in both the A-cohort in person and the E-cohort remotely. High School Special Education teachers will be supporting students in the B-Cohort in person and the E-Cohort Remotely. Special education teachers will provide direct in person instruction to students in their Literature and Mathematics class. They will provide remote services to students in the E-cohort (MS) and the E-cohort (HS) through zoom in student's literature and Mathematics classes. Academic support will be provided to students in person on the days when they are in person and remotely to students in the E-cohorts. Teachers will have two prep periods per day.

***Resource Room Teachers:**

Resource room teachers will be supporting students in person two days per week. During some periods teachers will be teaching students in person and also through the zoom platform. If a larger percentage of students select to be fully remote foundations and functional math students will have individualized schedules created to support live synchronous access to their functional classes as well as to their general education courses. Students will also have access to academic support in person and remotely.

Dual Enrollment/ Early College Students who Receive Special Education Services

Students will have the opportunity to attend in person instruction two days per week. Special Education services will be provided in person dependent upon stipulated services within student's IEPs. For example, a special education teacher may push- in in person to an English Course or a Math Course. Students who select to remain 100% remote will be placed in the E-Cohort and have live access to their special education teachers daily through academic support sessions in order to make continued progress towards their goals.

English Language Education Programming Model

Middle School Hybrid ESL

Students will come into the building 1 day per week. Students who have ESL and special education services will come into the building 2 days per week. Special Education students will have access to 2 live in person ESL classes. Students who do not have special education services will come into the building on Tuesday, and on Monday, will complete work asynchronously. On Monday when students are asynchronous, they will have a check-in with their ESL teacher during Morning Meeting. On Wednesday and Thursday, students will have access to live synchronous ESL classes with their ESL teacher. Students will have access to their ESL instructor on Friday during their mandatory live check in on Friday from 8-9AM.

100% remote students:

Students who have ESL classes that select remote learning will be moved into the E-cohort. They will engage in their ESL class during Period 1 asynchronously 3 days per week and synchronously 2 days per week. On the days that students are asynchronous, they will receive a live check-in with their ESL teacher during Morning Meeting. Students will follow the E-cohort schedule throughout each day with the exception of Friday to receive their instruction from general education teachers live synchronously.

*6th grade students who have ESL instruction will come into school in person 1 day per week (or 2 if they have special education services) and will be taught through zoom with in person support provided by The Dean of English Language Education during their ESL period 2 class.

High School Hybrid ESL

Students with ESL services will come into the building 1 day per week. Students who have ESL and special education services will come into the building 2 days per week. Special Education students will have access to 2 live in person ESL classes. Students who do not have special education services will come into the building on Thursday and on Wednesday complete work asynchronously. On Wednesday when students are asynchronous, they will have a live check-in with their ESL teacher during Morning Meeting. Monday-Tuesday students will complete their work remotely synchronously and will have access to live synchronous ESL classes with their ESL teacher.

HS 100% remote students

Students who select 100% remote learning will be placed into the E-cohort. They will engage in their ESL class during Period 1 asynchronously 3 days per week and synchronously 2 days per week. On the days that students are asynchronous, they will receive a live check-in with their ESL teacher during Morning Meeting. Students will follow the E-cohort schedule throughout each day, on Friday ESL students will have live access to their ESL teacher from 8-9AM.

Dual Enrollment/ Early College English Language Education

Early college students and students dually enrolled will have access to their ESL class in person 2 times per week depending upon their college course schedule if a hybrid model is selected. If students choose to remain remote, dependent upon their college schedule they will have access to synchronous ESL instruction 2 days per week and receive asynchronous instruction 1 day per week.

Sample Student Schedules

MS Hybrid ESL Student Sample Schedule

	Mon.	Tues.	Wednesday	Thursday	Friday
	In Person	Asynchronous	Synchronous	Synchronous	Academic Support
HR	MM	MM	Morn. Meet	Morn. Meet	No HR/ MM
P.1	Math	Math	Math	Math	Instructional Support
P.2	ESL	ESL	ESL	ESL	
Lunch					
P. 3	Directed Study	Directed Study	No 3rd period	No 3rd period	
P. 4	History	History	History	History	
P. 5	Literature	Literature	Literature	Literature	
P. 6	Math Lab	Math Lab	Math Lab	Math Lab	
P. 7	Science	Science	Science	Science	

MS 100% Remote Student Sample Schedule

***ESL will be asynchronous all other classes will be synchronous**

Period	Mon.	Tues.	Wednesday	Thursday	Friday
Instruction	Synchronous	Synchronous	Synchronous	Synchronous	Academic Support
HR	ESL Teacher Check in	ESL Teacher Check in	MM	MM	
P.1	ESL *Asynchronous	ESL *Asynchronous	ESL	ESL	Instructional Support
P.2	Science	Science	Science	Science	
Lunch					
P. 3	Screen Break	Screen Break	Screen Break	Screen Break	
P. 4	Math	Math	Math	Math	
P. 5	Math Lab	Math Lab	Math Lab	Math Lab	
P. 6	History	History	History	History	
P. 7	ELA	ELA	ELA	ELA	

Highschool Hybrid ESL Student Sample Schedule

Period	Mon.	Tues.	Wednesday	Thursday	Friday
le of Instruc	Synchronous	Synchronous	Asynchronous	In Person	Academic Support
HR	Morning Meeting	Morning Meeting	Check in w/ ESL Teacher	MM	
P.1	Math	Math	Math	Math	Instructional Support
P.2	ESL	ESL	ESL	ESL	
Lunch					
P. 3	No 3rd period	No 3rd period	No 3rd period	Directed Study	
P. 4	History	History	History	History	
P. 5	Literature	Literature	Literature	Literature	
P. 6	Math Lab	Math Lab	Math Lab	Math Lab	
P. 7	Science	Science	Science	Science	

HS Remote ESL Student Schedule

Period	Mon.	Tues.	Wednesday	Thursday	Friday
Instruction	Synchronous	Synchronous	Synchronous	Synchronous	Academic Support
HR	MM	MM	MM	MM	
P.1	ESL	ESL	ESL	ESL	Instructional Support
P.2	Science	Science	Science	Science	
Lunch					
P. 3	Screen Break	Screen Break	Screen Break	Screen Break	
P. 4	Math	Math	Math	Math	
P. 5	Math Lab or French	Math Lab or French	Math Lab or French	Math Lab or French	
P. 6	History	History	History	History	
P. 7	Literature	Literature	Literature	Literature	

Sample Teacher Schedules

ESL Sample MS Hybrid + 100% Remote Teacher Schedule

Period	Mon.	Tues.	Wednesday	Thursday	Friday
Instruction	Teach in Person	Teach in Person	Synchronous	Synchronous	Academic Support
HR	Check in w/ Cohort E	Check in w/ Cohort E	Morn. Meet	Morn. Meet	
P.1	Remote ESL (Cohort E) *Asynchronous	Remote ESL (Cohort E) *Asynchronous	Remote ESL (Cohort E)	Remote ESL (Cohort E)	Instructional Support
P.2	ESL (Cohort A)	ESL (Cohort A)	ESL (Cohort A)	ESL (Cohort A)	Teacher Prep
Lunch					
P. 3	PREP	PREP	PREP	PREP	GLL Meetings
P. 4	ESL	ESL	ESL	ESL	Lunch/ GLLs
P. 5	PREP	PREP	PREP	PREP	Town Hall/PD
P. 6	ESL	ESL	ESL	ESL	
P. 7	ESL	ESL	ESL	ESL	PD/Shout Outs

MS/HS ESL Hybrid + 100% remote Teacher Sample Schedule

Period	Mon.	Tues.	Wednesday	Thursday	Friday
Instr.	Synchronous	Synchronous	Asynchronous	Asynchronous	Acad?. supp
HR	MM	No HR MM	Check in w/ ESL Teacher	Check in w/ ESL Teacher	
P.1	ESL (Cohort E)	ESL (Cohort E)	ESL (Cohort E)	ESL (Cohort E)	Instructional Support
P.2	ESL (6th) w/ Dean Support in person	ESL (6th)w/ Dean Support in person	ESL(6th grade synchronous)	ESL(6th grade synchronous)	Teacher Prep
Lunch					
P. 3	ESL	ESL	ESL	ESL	GLL Meetings
P. 4	ESL	ESL	ESL	ESL	Lunch/ GLLs
P. 5	PREP	PREP	PREP	PREP	Town Hall/PD
P. 6	PREP	PREP	PREP	PREP	
P. 7	ESL	ESL	ESL	ESL	Town Hall

Co-Teaching Professional Development

All Special Education and general education math teachers will be attending a co-teaching professional development entitled “Dancing the Dance” through ACCEPT Collaborative with presenter Lisa Dieker on January 19th, 2021. Currently, our special education teachers and general education teachers are co-teaching math courses from grades 6th-12th. It was identified in our 2019-2020 Special Education Program Evaluation that special education students were performing below the general education population on district assessments- MAP and MCAS. Currently, many special education students are also struggling in their math classes. Our hope is that providing teachers the opportunity to attend this training will strengthen their instructional skills to support access and success in math classes for all learners as well as increase performance on district assessments.

This professional development will support teachers in learning practical ideas garnered from hundreds of high achieving co-teaching classrooms across the country. The session specifically targets practical ideas to save time in planning, to increase parity of co-teachers, and to provide ideas for in-class assessments. Lisa Dieker is a professor and a Lockheed Martin Eminent Scholar at the University of Central Florida. She coordinates the doctoral program in special education and is the director of the Lockheed Martin Mathematics and Science Academy. Her primary area of research focuses on collaboration between general and special education at the secondary level. Among her many accomplishments, Lisa is the associate editor for Teaching Exceptional Children, past co-editor of the Journal of International Special Needs Education and author of Co-Teaching Lesson Plan Book.

Classroom Management

Within the classroom setting, Special Education teachers will partner with General Education teachers to ensure students have a clear understanding of expectations and share in the support of students when they may be dysregulated in the classroom. Specifically for students who have self-regulation goals within their IEPs, Special Education teachers will support students in advocating for their needs, identifying appropriate coping strategies and implementing coping strategies in order to re engage in instruction. The special education teachers will work closely with school adjustment counselors to ensure there is cross over between skills learned within counseling sessions that can be applied within the classroom setting.



DRAFT COVID-19 Operational Policies and Procedures

Important Note: New Heights Charter School reserves the right to revise these policies and protocols at any time as guidance from the Massachusetts Department of Elementary and Secondary Education (DESE) and health experts evolves. Any changes will be communicated to staff and families via the school's communication platforms.

Health and Safety Protocol

Mask Policy

All students will be required to wear their masks for the entire time they are being transported by the school or at the school. The mask **MUST** cover the nose and mouth fully. Students may remove the mask only when instructed to do so during meals or mask breaks.

Students and staff will not be allowed to wear gaiters or face masks with a valve. Since valves allow for air to be exhaled without being filtered, it is similar to not wearing a mask at all and therefore a safety concern.

In cases of medical or behavioral challenges, school nurses will work in conjunction with the Executive Director and Student Services on a case by case basis to decide appropriate action. Such accommodations may include allowing students to wear a face shield, defining an individual work space separate from other students, or remaining in a full remote learning fashion.

How to put on a face mask:

- Wash/sanitize your hands before putting on your mask
- Put it over your nose and mouth and secure it under your chin
- Try to fit it snugly against the sides of your face
- Make sure you can breathe easily

When taking your mask off for eating or mask breaks:

- Untie the strings behind your head or stretch the ear loops
- Handle only by the ear loops or ties
- Fold outside corners together
- Be careful not to touch your eyes, nose, and mouth when removing

Mask Breaks

We understand that wearing a mask for extended periods of time can be difficult and have a negative impact on learning. In order to address this issue, we have included mask breaks that will be taken throughout the day.

Students in grades 6-10 as well as Dual Enrollment students will be scheduled into a mask break in the first or last ten minutes of class. These mask breaks will be taken outside, weather permitting. In the event of inclement weather, mask breaks will take place in the cafeteria to maximize space. During these mask breaks, classrooms will be sanitized using electrostatic sprayers.

The schedule of mask breaks is as follows:

- 6th and 7th grade will take their mask break in the first ten minutes of the period
- 8th grade will take their mask break in the last ten minutes of the period
- 9th and 10th grades will take their mask break in the first ten minutes of the period
- Mask breaks will not begin until initiated by the teacher
 - For mask breakfast the start of the period, teachers who are entering the classroom will initiate the mask break. All students should wait in the classroom until that time

- For mask breaks at the end of the period, the current teacher will initiate the mask break. All students should remain in their seat until instructed otherwise
- Dual Enrollment students will take their mask break in the last ten minutes of the period
- Early College students will receive a mask break at the end of each of their college classes as long as time permits
 - Early College staff will accompany the Early College students to the cafeteria where someone will monitor the mask break
- Additional mask breaks will not be scheduled during periods 3 or 7

Social Distancing

All staff and students must maintain a 6-ft social distance.

New Heights Charter School has a no physical contact policy. When in the hallway there must be no small gatherings of staff or students. Students should only be stopping in the hallway if directed to do so by staff.

COVID-19 Pre-Screening

New Heights Charter School urges families to prescreen their students prior to leaving their households for COVID-19 symptoms. If a child has symptoms of COVID-19 they should remain at home and be tested.

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

- Fever (100.0° Fahrenheit or higher), chills, or shaking chills (CDC has lowered the temperature from 100.4 to 100.0)
- Cough (not due to other known cause, such as chronic cough)
- Difficulty breathing or shortness of breath
- New loss of taste or smell
- Sore throat
- Headache when in combination with other symptoms
- Muscle aches or body aches
- Nausea, vomiting, or diarrhea
- Fatigue, when in combination with other symptoms
- Nasal congestion or runny nose (not due to other known causes, such as allergies) when in combination with other symptoms

All visitors to the New Heights campus are subject to all the rules and regulations of New Heights Charter School, including to a health pre-screening prior to entering the building. All staff will need to provide advanced notice of scheduled visitors with the front desk.

All visitors will be asked to call the main office number, (508) 857-5721, to complete the pre-screening check. The pre-screening check will ensure that visitors have none of the above listed symptoms, have not been in close contact with a positive case of COVID-19, and will confirm they have not traveled out of state within the last 14 days. Other questions may be asked depending on current guidance.

All visitors will need to check in with their full name, contact information, and entry and exit times with the front desk staff for contact tracing purposes. All staff scheduling visitors to the building will need to

provide advance notice to the front desk. The front desk should be given the name, company, and contact info for all visitors to expedite this process.

If a visitor wasn't scheduled with the front desk, they will not be allowed into the building until their visit is verified with the proper person. The front desk will report to the Executive Director that there was an unscheduled visitor.

There will be a symptom checking tool for staff to complete prior to coming to the New Heights campus.

Responding to Health Concerns

It is of the utmost importance that staff and students remain home from school if they are sick. We understand that illness can happen at any time and appear unexpectedly. Due to this, our staff and transportation providers will be trained to identify the signs and symptoms of COVID-19.

If a student exhibits signs of COVID-19 staff will discretely notify the school nurse's office. A staff member will come to escort the student to the medical waiting room for evaluation. The student should take all of their belongings from the classroom. The student's parents will be immediately notified and the student will need to be picked up from school. Anyone exhibiting COVID-19 symptoms will not be allowed to take the bus home from school. The student must test negative for COVID-19 by PCR test prior to returning to school or remain home for the recommended amount of time as provided. See further guidance on quarantining for more information.

Teachers in the building exhibiting symptoms of COVID-19 must get coverage for their class by contacting the main office before reporting to the nurse for evaluation if needed. The main office will then contact the Associate Principal via walkie talkie to coordinate classroom coverage. Staff must exit the building immediately and must test negative for COVID-19 by PCR test prior to returning to school or remain home for the recommended amount of time as provided. See further guidance on quarantining for more information. Upon exiting the school, staff should follow the same procedures for calling out by contacting their designated ELT member.

A negative test using a rapid COVID-19 antigen test will not be considered for return to school. In order to return to the building students and staff will need to submit proof of a negative PCR test.

If a student or staff is sent home as a result of COVID-19 symptoms, the classroom will need to be disinfected and sanitized. Staff should quickly and calmly have students exit the classroom and socially distant in the hallway. Custodial staff will enter the classroom and use the electrostatic sprayer in order to disinfect and sanitize the classroom. After a period of 4 minutes, students can reenter the classroom and use a sanitizer wipe to clean their desk and chair if needed.

Abbott BinaxNOW COVID-19 Testing

New Heights Charter School has been approved to take part in the first phase of the Abbott BinaxNOW COVID-19 rapid test program.

The Abbott BinaxNOW test is a rapid antigen test for COVID-19 that gives results within 15 minutes. The school nursing team will be able to perform this rapid test to symptomatic students and staff at their discretion.

Any person who is administered a test will need to give consent in order to do so. There are three ways in order to give consent.

In order to give consent to testing, parents and guardians can use the Project Beacon app. The app will allow users to create an account and give electronic consent to testing. Paper consent forms will also be available on site for consent to be given. Paper consent forms will need to be completed prior to any testing. Test administrators can also receive emergency, day-of, consent verbally over the phone. If this is done, a paper consent must be filled out after the test is administered.

All testing administered to students will be reported directly to their parents/guardians. As a part of the Phase 1 program, all results will also be reported to the Department of Public Health.

Regardless of a positive or negative result, any staff or student who is tested using the Abbott BinaxNOW rapid test should follow up with a PCR test. In cases of negative Abbott BinaxNOW rapid tests, we will require a negative PCR test result or a quarantine period as set out in our quarantining guidelines.

Only symptomatic individuals will be able to receive this test and therefore anyone who receives it will be asked to leave immediately following the test. Parents or guardians will be notified that their student will need to be picked up from school immediately.

Responding to Confirmed Cases of COVID-19

In accordance with DESE guidance, those who test positive for COVID-19 must self-isolate for a minimum of 10 days and can resume public activities once they have gone 48 hours without a fever (without taking fever-reducing medications), experience improvement to their symptoms, and receive clearance from their local Board of Health.

A close contact is defined as anyone who has been within 6 feet of an affected student or staff member for a cumulative 15 minutes in a classroom, bus, or any other space. The New Heights nursing team in conjunction with the Board of Health will work to identify and notify the close contacts of affected individuals.

Students and staff who are deemed close contacts will be notified of next steps by the nursing team or human resources.

Facilities and Transportation

New Heights has taken several measures to ensure that air is safely and properly circulating throughout the school. We've made updates to our HVAC system including:

- the installation of ionic air purifiers that work to pull harmful particles out of the air
- installed air purifiers into our classrooms and cafeteria in order to constantly clean and purify the air within the school

Other updates to the building have been made steadily throughout the year. New Heights has replaced all student bathroom fixtures to be hands free. Our first and second floors have also been renovated. All rugs have been removed and replaced with tiled flooring limiting the amount of allergens and particles that may linger.

Our custodial staff has been instructed to clean and disinfect common areas and classrooms throughout the day. Continuous deep cleaning will be conducted every weekday when the building is not occupied.

In order to quickly and effectively clean, our custodians will use electrostatic backpack sprayers which ensure disinfectants cling to surfaces and sanitize them. New Heights uses Bioesque Botanical Disinfectant Solution, a nontoxic food safe solution that takes no longer than 4 minutes to sanitize and

dry. Material safety data sheets (MSDS) will be made available upon request for all chemicals and sanitizing agents used.

Being safe in common areas is critical to ensuring the health and safety of the New Heights community. Common areas include hallways, restrooms, the cafeteria, and the front office.

These spaces will be thoroughly and routinely sanitized throughout the school day. Close attention will be given to hard surfaces such as tables, hand railings, door handles, and light switches.

Where possible, high traffic areas, such as the hallways, will be limited to one-way foot traffic to limit crowding and increase social distancing. Where one-way traffic is not possible, a strict two-lane, bodies stay to the right system will be enforced. Signage will be clearly marked throughout the school to ensure that traffic patterns are enforced. Staff will also help guide students through the halls in order to maintain safety.

Air Flow and Circulation

As previously mentioned, New Heights recently updated its HVAC system to include ionizing nodes. These nodes work to remove harmful particles from the air. The HVAC system is constantly pulling air out of the building in order to ionize. The clean air is then recirculated throughout the building.

New Heights has also put air purifiers throughout the building. The Medify-MA40 uses a HEPA approved filter and has a clean air rate of 330 cfm. This means that in a typical 800 sq. ft. classroom the air will be changed 2-3 times per hour. One of these air purifiers will be in each and every classroom at New Heights as well as in the cafeteria.

The Medify MA-40 uses a four step filtering process including

1. **Pre-Filter:** removes large particles such as dust, dander, hair and others
2. **True HEPA H13 Filter:** a higher grade of TRUE HEPA that can remove 99.9% of particle down to 0.1 microns as well as PM2.5 particles such as pollen, smoke, dust mites, and others
3. **Activated Carbon Filter:** absorbs odors, harmful VOCs, and other toxic substances such as formaldehyde
4. **Ionizer:** produces negative ions to neutralize positively charged particles such as dust, bacteria, mold spores, pollen, animal dander, and other airborne positive particles

Classrooms

Classrooms at New Heights have been structured to allow for a minimum of 6 feet between students and teachers. Student spaces will be clearly defined to ensure that students are properly spaced out. Mobile partitions will be available in all classrooms for teachers to use.

All classrooms will be stocked with the necessary items to keep students and teachers safe. Alcohol based hand sanitizer and sanitizer wipes will be available upon entry to all classrooms. Extra masks will also be available in case a student or teacher's mask breaks, becomes wet, or damaged.

All teachers have been provided with face shields. Face Shields should be worn anytime a teacher or support staff needs to work closely with a student. Extra face shields can be made available if needed.

Each classroom will be equipped with the Medify-M40 air purifier. The Medify-M40 uses a HEPA approved filter and has a clean air rate of 330 cfm. This means that in a typical 800 sq. ft. classroom the air will be changed 2-3 times per hour.

Visitors

New Heights Charter School will have a **strict no visitor policy**. Should vendors or contractors need access to the building they will need to adhere to all of the rules and regulations that New Heights sets forth.

Any parent meetings should be scheduled online via zoom or via telephone. If an in person meeting needs to take place, a designated space will be made available upon request and all participants will need to adhere to the rules and regulations set forth by New Heights Charter School.

All visitors who need to enter the building must be scheduled in advance and notice given to the front desk staff. Upon arriving at the school, all visitors will need to answer a verbal pre-screening health check with the front desk staff. Should visitors not be able to pass the pre-screening health check, they will not be allowed into the building.

Staff Entering/Exiting During the School Day

Staff entering the building should use the front door or side bus entrance door **ONLY**. When exiting the building during the school day all **staff are required to check out and back in at the front desk**. Front desk staff will maintain record of those entering and exiting the building throughout the day. During school hours, staff will need to re-enter the building from the front door.

Hallways and Transitions

It is the responsibility of the entire New Heights community to keep our hallways safe and healthy. In order to do so compliance to our safety measures is paramount.

- All hallways will be clearly marked with safety reminders to maintain 6 feet of distance between others.
- Reminders will be clearly placed along the walls as well as the floors to ensure that social distancing is maintained.
- Any student in the hall when classes are in session will be required to have a pass with a clearly stated destination

Any student without a pass will have their information recorded and be escorted back to their classroom by a hallway monitor. New Heights will have staff monitoring the hallways, especially during transition times, in order to help enforce safety guidelines.

Transitioning in the hallways will be limited. Most students will not be changing classrooms between classes because Teachers will be transitioning to limit the number of people in the hallway and prevent unnecessary contact.

At the end of second period teachers who teach 6-7th graders on Monday and Tuesday will escort their cohort to the cafeteria for lunch. Similarly, teachers who teach 9-10th graders on Wednesday and Thursday will escort their cohort to the cafeteria for lunch. Staff in the cafeteria will escort students back to their classrooms after lunch unless otherwise specified.

Teachers who teach 8th grade during fourth period will report to the cafeteria 5 minutes before the end of the second lunch block to escort their students back to the classroom. Dual Enrollment and Early College students will be able to go to the cafeteria at their designated times. Monitors in the hallway will ensure social distancing is maintained.

Food Service

Students will eat both breakfast and lunch in the cafeteria or one of the 2 cafeteria spill over rooms. **No food will be eaten in the classrooms.**

In order to limit cross contact, the use of microwaves will be strictly prohibited in school. Students will still be allowed to bring food from home, but will not be permitted access to microwaves. Students will also not be allowed to share any food. Food delivery services to students will not be allowed.

Staff ordering food will still be allowed but it must be paid ahead of time and must be a contactless delivery. Delivery services should be provided with the staff's phone number to ensure that staff can meet delivery service outside of the building.

Water fountains will still be accessible to students. Like the restrooms, access to the water fountains will be limited. No student should drink directly from water fountains, instead, disposable cups will be provided.

When heading to the cafeteria to eat, all students will sanitize their hands prior to receiving their food. After the entrance to the cafeteria, food will be received in a grab-and-go fashion through the food service window. Staff will direct students to seats spaced 6 feet apart in a cohorted fashion to minimize contact.

Staff on duty will bring a trash barrel to each table to ensure all trash is disposed of and all tables are cleaned.

Staff will escort students in grades 6 through 10 to and from the cafeteria. At the end of second period teachers who teach 6-7th graders on Monday and Tuesday will escort their cohort to the cafeteria for lunch. Similarly, teachers who teach 9-10th graders on Wednesday and Thursday will escort their cohort to the cafeteria for lunch. Staff in the cafeteria will escort students back to their classrooms after lunch unless otherwise specified.

Teachers who teach 8th grade during fourth period will report to the cafeteria 5 minutes before the end of the second lunch block to escort their students back to the classroom. Dual Enrollment and Early College students will be able to go to the cafeteria at their designated times. Monitors in the hallway will ensure social distancing is maintained.

Between lunch periods, the custodial staff will clean tables and use electrostatic sprayers to sanitize the cafeteria. Sanitizing wipes will also be available for students to wipe down tables and chairs.

Bathroom Policy

Bathrooms will be strictly monitored. Monitors will be strategically placed outside of bathrooms in order to track who enters throughout the day. They will need to record enter and exit times as well as first and last names for contact tracing purposes.

Bathroom capacities will be limited to a 2 person maximum. Monitors will strictly enforce this rule. Due to limited capacities in the bathrooms, monitors will enforce a 5 minute time limit for the restrooms.

All bathrooms will be thoroughly cleaned and sanitized multiple times throughout the day.

In order to use the bathroom students will follow this procedure:

- Teachers will sanitize their hands prior to writing a bathroom pass from the class passbook
- Students will sanitize their hands prior to taking the pass

- Prior to entering the bathroom, students will check-in with the bathroom monitor, giving them their name for contact tracing purposes
- Monitors will record students name as well as their entry and exit times
- Students must wash their hands with soap and water for a minimum of 20 seconds prior to exiting the bathroom
- Students upon exiting the bathroom, will check back in with the bathroom monitor to ensure proper record keeping
- Back in the classroom, students will dispose of the pass

The following procedure is for cleaning all restrooms. All restroom facilities will be cleaned on a daily basis during normal building use and continued as needed throughout the school day. Custodians will check to ensure that no one is in the restroom prior to entry. They will prop the door open and post a sign to indicate that the area is being cleaned.

Custodians will ensure that all litter and debris is swept and disposed of. All trash receptacles will be emptied and liners will be replaced. Custodians will take extra care to monitor levels of liquid hand soap and paper goods and will restock as needed. All toilets and urinals will be flushed and cleaned. Close attention will be paid to high contact surfaces. Restroom floors will be washed using Fabuloso floor cleaner.

Multiple times daily, all bathrooms will be disinfected using the electrostatic backpack sprayer in combination with Bioesque botanical disinfectant solution. Close attention will be given to all high touch surfaces (i.e. sinks, dispensers, light switches, door handles, locks, and toilet seats).

Buses and Transportation

New Heights Charter School is working with its transportation providers to review cleaning and safety protocols and provide feedback where needed.

In accordance with guidance set forth by the Massachusetts Department of Elementary and Secondary Education (DESE), New Heights Charter School will reduce capacity on its school buses to allow for social distancing. By reducing capacity on the 71-passenger buses by 68-percent, the school district will be able to accommodate an average of **23 students on each school bus**. The rules will be as follows:

- Only one student will be allowed in each seat and students in the same row must be socially distant(6ft apart), see diagram below for an illustrated example of bus seating
- Students will have assigned seating on every bus.
- Students living in the same household will be allowed to sit together.
- Students who are picked up first will be seated furthest back and the students picked up last will be seated at the front to avoid any unintentional contact
- Upon arrival, students at the front will exit first as instructed by a school staff member. All vans will follow the similar protocols.

All windows on buses will need to remain open for the entirety of the drive. All students, regardless of age, are required to wear a mask on the bus and they must be on prior to boarding. In accordance with DESE guidelines, all high-touch surfaces will be cleaned and disinfected between morning and afternoon runs with different students.

Families should screen their children for COVID-19 and ensure they have their masks prior to leaving home. No one will be allowed to board the bus without a mask on and covering their nose and mouth.

after 7:40 will be given the option to go to the cafeteria for breakfast or report directly to their homerooms.

Dismissal

There are three phases to our dismissal process. During our first phase, students who are considered “walkers” will be dismissed first by grade and will exit the doors and leave the school property. The second phase will consist of students who are being picked up by their parents or guardians. These students will be dismissed by grade and will wait for their rides in their grade cohorts on the front lawn and maintain 6 ft of social distance. Cars will line up on the north side of the building and children will be dismissed when their ride is at the front of the line. Any students in grade 8-12 who are still on school property after all of the cars have left will be asked to leave school property due to the fact that they cannot re-enter the building for safety purposes. In the third phase, students who take a bus or van to and from school will be dismissed by grade to the cafeteria, seated in their bus cohorts and dismissed to the bus or van as their transportation arrives.

Parents/guardians who are picking up students must remain in their vehicles when picking up students. All students must wear their mask until they enter their parent/guardian’s vehicle or until they exit school grounds.

It is important to note that students will not be allowed to use the school’s phone to check on the status of their rides once they have exited the building. Parents who need to communicate with their child concerning dismissal will have to go through the main office and a clerk will communicate to the staff in charge of dismissal that a parent/guardian may be coming late.

Due to COVID restrictions, no child will be allowed to switch his/ her bus or switch onto a bus without officially being re-rostered by the bus company. This will prohibit any last minute changes regarding students accessing school transportation.

R&R Procedures

When a student is sent to the R and R, they will

- Receive a pass from their teacher
 - Teachers must sanitize their hands prior to writing a pass from the classroom passbook
 - Students must sanitize their hands prior to taking the pass
- Students will report directly to the R and R room
- Enter the room and give their name to the R & R coordinator. The time the child entered and their full name and grade will be recorded for contact tracing if necessary.
- The student will be given a seat after they sanitize their hands and will not move from that area until instructed to do so by the coordinator or their dean.
- Once the student has vacated the space, the R&R coordinator will instruct students to clean their seat and desk with alcohol based sanitizer wipes.
- If the R and R room is reaching capacity, the R and R coordinator will reach out to the appropriate admin to allocate additional space if necessary.

The room will be sprayed with disinfectant by the custodial staff multiple times daily.

Personal Belongings

Students should be prepared to keep all personal belongings with them throughout the day in their desk space. In order to limit contact between students, there will be **no communal areas set aside** to store jackets and coats. Jackets and coats should be kept on the back of students chairs so they are readily available for mask breaks. All personal belongings must be brought home each day and students should carry their school materials (pens, pencils, etc) in their backpacks to prevent any accidental sharing.

Use of Cell Phones

Student use of the front office will be limited. **If a student needs to call their parent or guardian, they may do so during advisory or during lunch.** Further, students may use their mask break between 6th and 7th periods to call parents or guardians.

Even during mask breaks, if a student needs to make a phone call, masks must be worn at all times and must cover the individual's nose and mouth fully. If a student does not have a cell phone they may use their classroom phone to make their call. The classroom phone should be wiped down with a sanitizer wipe before and after each use.

Outside of these designated times, all cell phones should be turned off and put away at all times. Students in 11th and 12th grade should refer to the Early College handbook regarding the cell phone policy.

School Events and Extracurriculars

At this time there are no extracurricular activities taking place in person on the school campus.

School events will be thoroughly vetted for safety before taking place. All school events will need to be approved by the Principal, Facilities Manager, and Lead Nurse in order to take place. Events that are approved must meet strict health and safety requirements.