



The Brockton Public Schools **REOPENING PLAN** 2020-2021

On June 25, 2020, the Massachusetts Department of Elementary and Secondary Education put forth a series of guidelines which called on every public school district in the Commonwealth to prepare a detailed plan that considered three possible learning models for reopening schools: a full in-person return, a hybrid model and a full remote model.

The following report provides members of the Brockton Public Schools community with a detailed look at the district's plans for reopening schools for the 2020-2021 academic year and includes all three learning models as required by DESE. While all three models are included, the Brockton School Committee voted on Tuesday, August 11, to begin the year in a fully remote format.

We would like to specifically pull out the following facts:

- Budgetary constraints and transportation limitations would make it unrealistic at this time for BPS to bring back students for a full return. For this reason, the Brockton School Committee held a vote on Tuesday, August 11, in which they chose between a hybrid learning model and a remote learning model.
- The district's plans were informed by the recommendations of the Centers for Disease Control, Massachusetts Department of Elementary and Secondary Education and the Brockton Board of Health. These plans are subject to change based on evolving health and safety guidelines.
- Regardless of chosen learning model, students will be assessed based on the district's existing grading policies. We remain committed to supporting students' technology needs to prepare them for a successful school year.
- The district has closely considered the specific needs of students who receive Special Education services, English Language Learners and economically disadvantaged students across all three learning models. Additionally, we will begin the school year by focusing on the social emotional needs of all staff and students.
- Families who would like to keep their children home regardless of chosen learning model will be offered the opportunity to participate in a virtual learning program for the entirety of the 2020-2021 school year.

Throughout this report, we have included important ways staff and families can support our critical health and safety efforts. We ask every reader to view this report with an eye toward the work they can do at home to reinforce good hygiene, physical distancing and mask safety.



Dear BPS Community,

In accordance with Massachusetts Department of Elementary and Secondary Education requirements, the Brockton Public Schools created three distinct plans for the reopening of schools: one for a full in-person return, one for a hybrid learning model and one for a full remote learning model. In May, I convened a team of district administrators, school principals, teachers, parents, union representatives and School Committee members to begin the important work of preparing those plans.

After carefully weighing stakeholder feedback and the current state of public health, the Brockton School Committee voted on Tuesday, August 11, to begin the school year with a remote learning model.

While we are fortunate to have the support and guidance of our colleagues in districts across the state, we were mindful throughout this process of the different circumstances that exist in Brockton. As you know, our city was disproportionately impacted by the COVID-19 pandemic. We are also home to one of the largest high schools on the east coast and proudly serve a diverse student population of nearly 17,000. To be successful, all three of our reopening plans need to address the specific needs of our students and staff. It is my sincere hope that the following plans reflect the collective voice of our entire community, which is always our goal when devising a path forward for the school district.

Please thoroughly review the following plans so that you have a clear understanding of what you can expect from the district and what we hope we can expect from you as we work together to reopen our schools.

I know that none of these plans will fully satisfy everyone. That is the unfortunate nature of leading during an unprecedented pandemic. I can promise you that now and in the months ahead, your health and the health of our students will be our utmost priority.

I cannot thank each of you enough for your patience and understanding throughout this planning process.

Sincerely,



Michael P. Thomas
Superintendent of Schools



Brockton School Committee

ROBERT F. SULLIVAN - CHAIR

Mayor of the City of Brockton

THOMAS J. MINICHELLO, JR.

Ward One Representative

CYNTHIA RIVAS MENDES

Ward Two Representative

MARK D'AGOSTINO - VICE-CHAIR

Ward Three Representative

TONY RODRIGUES

Ward Four Representative

JUDY SULLIVAN

Ward Five Representative

JOYCE J. ASACK

Ward Six Representative

TIMOTHY J. SULLIVAN

Ward Seven Representative

MICHAEL THOMAS - SECRETARY

Superintendent of Schools

BPS Reopening Committee

This plan was made possible thanks to the thoughtful feedback and tireless efforts of:

MELISSA ABRAHAM
DOREEN ALLEN
JULIANNE ANDRADE
MARCIA ANDRADE-SERPA
JOYCE ASACK
MATTHEW BERNSTEIN
BONNIE BRADY
VALERIE BROWER
TOM BURKE
CYNTHIA BURNS
LINDA CAHILL
JOANNE CAMILLO
DARLENE CAMPBELL
JOE CAMPBELL
CARLTON CAMPBELL
ETHAN CANCELL
BRIAN CASSELL
LINDA CLEGG
JAMES COBBS
ANDREW CONDON
MICHELE CONNERS
JASON CONETTA
CAROLYN COPP
MELISSA COSTELLO
NATHAN CROSSMAN
DIANNE DAVIS
SORAYA DEBARROS
SHAWN DESMOND
YOLANDA DIFALCO
JOSE DUARTE

JAIME ESTEE
PERRY FRANCIS
DENNIS GENIUCH
KIM GIBSON
DENISE GLENNON
MELANIE HART
KIM HOLMES
KELLIE JONES
CONNIE JONET-BRANCO
ELIZABETH KEANE
JOHN KELLY
JAY LANDER
NICK LEE
CATHY LEGER
BARBARA LOVELL
DIANE LYNCH
JOHN LYNCH
ALLISON MACDONALD
STACY MACDONALD
AUDRA MANCINI
SARA MANN
MARGARIDA MARTINS-PIRES
LAURIE MASON
KAREN MCCARTHY
FRANCESCA MCDEVITT
CANDICE MCGANN
CAROL MCGRATH
LEAH MCGUNNIGLE
RACHEL MIRSKI
KATHLEEN MORAN

MOSTAFA MOUHIEEDDINE
EILEEN MCQUAID
CLIFFORD MURRAY
MICHELLE NESSRALLA
KAITLYN NORWOOD
MARYBETH O'BRIEN
MEGAN PALMER
REGINA PAPP
ALDO PETRONIO
DORINE PINKHAM
NATALIE POHL
COLLEEN PROUDLER
ALISON RAMSAY
MARY READ
SARAH RICHARDS
CYNTHIA RIVAS MENDES
NICHOLAS ROBIN
BRIAN ROGAN
HEATHER RONAN
VULA ROUMIS
JUNE SABA-MAGUIRE
STEPHEN SHAW
JESS SILVA-HODGES
JOHN SNELGROVE
MICHAEL THOMAS
DAN VAUGHN
DAN VIGEANT
KAREN WARREN
SHARON WOLDER

TABLE OF CONTENTS

DEFINITION OF THE THREE LEARNING MODELS	1
SELECTION OF A LEARNING MODEL	1
FEASIBILITY STUDY	2
Budgetary Constraints	3
Transportation Needs	3
Conclusion	3
IN-PERSON LEARNING MODEL	4
Bus/Transportation Safety	4
Entering the School	4
Exiting the School	5
Classroom/Office Setup	5
Safety in Common Areas	6
PPE and Classroom Supplies	6
Daily Classroom Routine	7
Mask Breaks	7
Special Education Services	7
Bilingual Education	8
Social Emotional Supports	9
Meetings/Visitors	9
Extracurricular Activities	10
Responding to Health Concerns	10
HYBRID LEARNING MODEL	11
Scheduling	11
Daily Routine for Learning at Home	12
Daily Routine for Classroom Learning	12
Special Education Services	12
REMOTE LEARNING MODEL	13
Short-Term or Long-Term Transition to Remote Learning	13
Sample Schedules to Begin the 2020-2021 School Year	13
Sample Schedule - Elementary Level	14
Sample Schedule - Middle School Level	15

TABLE OF CONTENTS (CONTINUED)

Sample Schedule - High School Level.....	16
Special Education Services.....	17
Virtual Learning Program.....	17
LEARNING THE REMOTE LEARNING PLATFORMS.....	18
For Staff.....	18
For Students.....	18
For Parents/Guardians.....	18
GEARING UP FOR REMOTE LEARNING.....	19
Parents/Guardians.....	19
Teachers and Staff.....	19
SAFETY BEYOND THE CLASSROOM.....	19
Parent/Guardian Expectations.....	19
Staff Expectations.....	20
Screening Daily for Symptoms.....	20
RESPONDING TO CONFIRMED CASES OF COVID-19.....	20
Self-Isolation for Confirmed Case of COVID-19.....	20
Close Contacts of an Individual with COVID-19.....	21
Determining When to Close a School.....	21
REMAINING NIMBLE AND PREPARING FOR A RAPID SWITCH.....	21
Transitioning Back to the Classroom.....	21
Communications/Notifications.....	22
MONITORING AND EVALUATING THE DISTRICT'S REOPENING PLANS.....	22
DISTRICT ACADEMIC CALENDAR.....	23
CERTIFICATION OF HEALTH AND SAFETY REQUIREMENTS.....	24
IMPORTANT CONTACTS.....	24
WHO DO I CONTACT?.....	25

DEFINITION OF THE THREE LEARNING MODELS

In-Person Learning Model

Every student returns to the classroom full-time after buildings have been appropriately modified to adhere to the health and safety guidelines put forth by the CDC and the Commonwealth of Massachusetts.

Hybrid Learning Model

Students split their time between in-person and remote learning. Information relevant to daily routines in the Hybrid Learning format are included under both the “In-Person Learning Model” and “Remote Learning Model” sections.

Remote Learning Model

Students participate in a distance learning program full-time from home. A full virtual learning program will be offered for the entire year upon the request of any BPS family. It will also be the district’s chosen model to begin the year and the go-to model for future short-term or long-term school closures.

SELECTION OF A LEARNING MODEL

The Brockton School Committee voted on Tuesday, August 11, to begin the 2020-2021 school year in a fully remote format after carefully reviewing current guidance put forth by medical experts working with the city and the state. As of August 14, 2020, current public health data does not support a return to the classroom.

On the day of the School Committee vote, Governor Charlie Baker released a new map showing municipalities that are at high or moderate risk for the spread of COVID-19. Brockton was among 29 towns and cities listed as being at “moderate” risk due to a seven-day average of four to eight daily cases per 100,000. That same day, Brockton reported 17 new cases.

Since the beginning of the pandemic, 188 children from birth to 18 years of age have tested positive for COVID-19 in Brockton. Since the state entered phase three of reopening, Brockton has seen total cases among the 0-19 age group increase by 9 percentage points.

While we will begin the year with a remote learning model, changes in public health or in medical guidance may require a rapid transition to another model. The district’s plans for all three learning models are included in this document because we reserve the right to switch to one of the other two possible models during the school year. Please read the section entitled, “Remaining Nimble and Preparing for a Rapid Switch” for a detailed explanation of how parents/guardians and staff can prepare for an unexpected change.

FEASIBILITY STUDY

Beginning in early June, our building principals and the Facilities Department were asked to conduct a feasibility study to evaluate how many students they would be able to fit into each of their classrooms. The principals designed model classrooms using DESE’s recommended three feet of space and then removed desks to create six feet of space. They also took into consideration classrooms that have unique layouts that would not be properly represented by the model classroom. Upon further discussion between district leadership, the district’s Reopening Committee and the School Committee and upon the advisement of the Brockton Board of Health, the Brockton Public Schools will be utilizing six feet of space.

To further space out students, the Brockton Public Schools opted to keep open North Middle School, which was scheduled to close temporarily for repairs this year.

The following table features the results of the feasibility study.

SCHOOL NAME	PROJECTED ENROLLMENT*	MAXIMUM CLASS SIZE WITH 3 FEET	MAXIMUM CLASS SIZE WITH 6 FEET
Barrett Russell Early Childhood Center	306	15 students	8 students
Angelo School	812	27 students	14 students
Arnone School	674	27 students	14 students
Baker School	658	26 students	13 students
Brookfield School	489	25 students	13 students
Downey School	549	28 students	14 students
Gilmore School	433	25 students	13 students
Hancock School	533	28 students	14 students
Kennedy School	563	27 students	14 students
Manthala George, Jr. Global Studies School	930	29 students	15 students
Raymond School	780	25 students	13 students
Davis K-8 School	1,004	22 students	11 students
Ashfield Middle School	579	30 students	15 students
East Middle School	639	28 students	14 students
North Middle School	219	25 students	13 students
Plouffe Academy	763	32 students	16 students
South Middle School	582	24 students	12 students
West Middle School	688	29 students	15 students
Brockton High School**	4,083	Not Applicable	Not Applicable
Huntington Alternative School	63	12 students	6 students
Champion High School & Frederick Douglass Academy	180	20 students	10 students
Edison Academy	425	20 students	10 students
Adult Learning Center	700	18 students	9 students
TOTAL PROJECTED ENROLLMENT	16,652		

*Does not include more than 1,000 kindergarten students who will be placed between now and September 1.

**Due to space limitations, Brockton High School cannot realistically provide adequate physical distancing in every classroom and common area to allow a full in-person return.

Budgetary Constraints

This spring in the absence of a Chapter 70 figure, the Brockton Public Schools eliminated 64 teaching positions via a combination of layoffs and positions that will not be filled following a teacher's retirement or resignation. While the school district can reasonably fit all our students by reimagining our common areas, we do not presently possess the staff to be able to accommodate the required number of classrooms. As of this writing, we would not be able to bring all of our students back at once with the recommended six feet of space without the staff members we've lost.

Transportation Needs

Budget constraints forced the district to reduce the number of school buses from 55 in the previous year to 37 for this year. Based on our projected enrollment and DESE's transportation guidelines, the district would require an additional 21 buses or 58 buses total for a hybrid learning model. That does not account for the district's obligation to providing transportation for the city's private and charter schools.

In a survey initially distributed on June 30, 2020, 10 percent of families who used BPS transportation during the 2019-2020 school year expressed their intentions to drive their child to school or have them carpool with a classmate. Reducing ridership by 10 percent would still create a significant deficit of buses.

Conclusion

While we've been tasked with submitting our plans for an in-person model, at this time we do not feel that such a model would be feasible for the start of the 2020-2021 school year. However, students who are participating in a hybrid learning model would follow the safety protocols and daily routine described under the "In-Person Learning Model."

This attitude toward a full return is based on our current understanding of COVID-19 and how it is transmitted, which as you know evolves almost daily. The feasibility of a full return is likely to change if health and safety recommendations change. For that reason, we ask every member of our community to prepare for any sudden changes to our reopening plan (see "Remaining Nimble and Preparing for a Rapid Switch").

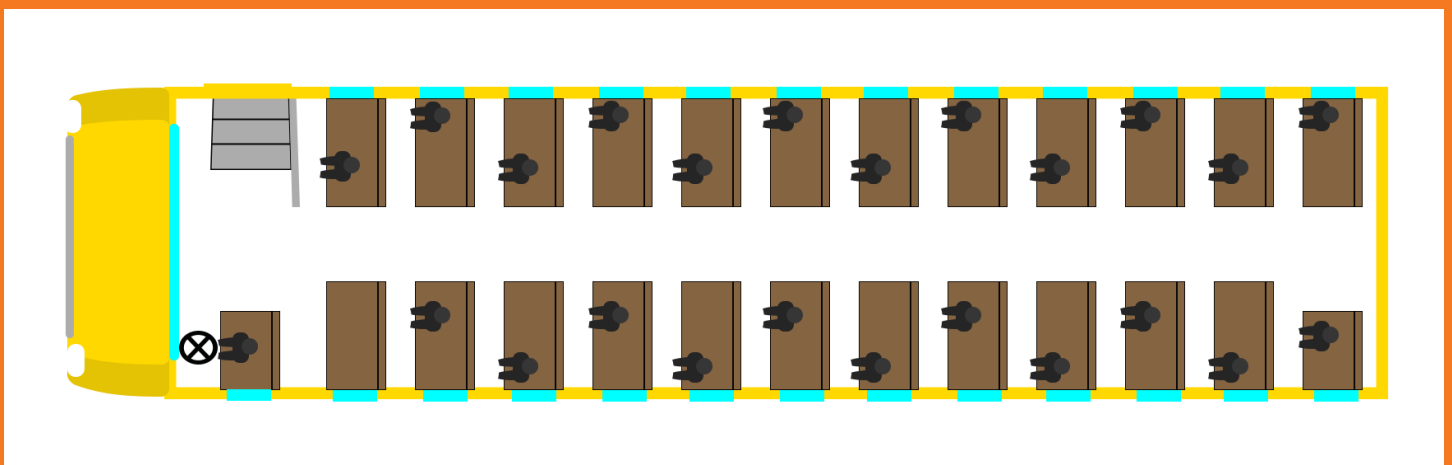


FIGURE 1: The district will allow an average of 23 students on each school bus in accordance with DESE guidance. See "In-Person Learning Model" for a detailed breakdown of the district's safety plan for transportation.

IN-PERSON LEARNING MODEL

Bus/Transportation Safety

The district is working with its 75 transportation providers to review their individual cleaning and safety protocols and provide feedback where needed. At the beginning of the school year, we will set up meetings to assess the implementation of our mutually agreed upon safety plans.

In accordance with guidance put forth by the Massachusetts Department of Elementary and Secondary Education on July 22, 2020, the Brockton Public Schools will reduce capacity on its school buses to allow for three feet of space between students. By reducing capacity on our 71-passenger buses by 68-percent, the school district will be able to accommodate an average of 23 students on each of our school buses. Only one student will be allowed in each seat and students in the same row must space out as demonstrated in Figure 1. However, students living in the same household will be allowed to sit together. The district will assign seating on every bus, placing the students picked up at the first site toward the back of the bus and loading forward. Upon arrival to school, students at the front will exit first. All smaller buses and vans will follow the same protocols.

Weather permitting, all windows 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 put on prior to boarding. Also, in accordance with DESE guidance, all high-touch surfaces will be cleaned and disinfected thoroughly in between morning and afternoon runs.

In addition to screening their child each morning for COVID-19 symptoms (see “Screening Daily for Symptoms”), parents/guardians must ensure their child has their mask prior to leaving home. No one will be allowed to board the bus without a mask.

Adults who assist students with disabilities on the bus will be provided with special training and personal protective equipment.

Entering the School

Daily drop off will be done on a rolling basis so that we can control the number of students approaching the school at one time. Every student must have their mask on when they are exiting the vehicle.

Parents/guardians who drive their children to school will be asked to follow staff directions upon arrival. Each parent/guardian will be asked to pull up to a designated location to allow their child out of the vehicle. A staff member will signal for the student to exit the car when it is safe for them to do so. All parents/guardians must remain in the vehicle. The only exception would be parents/guardians who need to assist their child with exiting.

Walkers are asked to put their mask on as soon as they reach school grounds. It is strongly recommended that walkers wear their masks if they are walking to school with other students who do not live in the same household.

Exiting the School

Each classroom will be dismissed one-by-one to limit the number of students outside and in the hallways at one time. Parents/guardians and students must immediately leave school grounds upon dismissal. Parents/guardians who are picking up walkers must wear a mask when on school grounds and remain a minimum of six feet apart from all other parties. All students must wear their mask until they enter their parent/guardian's vehicle or until they exit school grounds.

Parents/guardians driving to pick up their child should remain in their vehicle and pull up to the designated pickup location. Additional logistical details, including drop-off and pick-up locations, will be communicated directly to parents by their child's principal.

Classroom/Office Setup

Every classroom and office space in all our school buildings has been reconfigured to allow for a minimum of six feet between students and teachers. Individual desks will replace tables in every classroom and learning space so that students are properly spaced out. Plexiglass partitions have been installed in each of our main offices and other office areas.

To ensure air is safely and properly circulating, the district has purchased 350 air purifiers to be installed in interior classrooms that do not have windows. Windows should remain open in exterior classrooms.

Custodial staff will consistently clean and disinfect common areas and unoccupied classrooms throughout the day. Continuous deep cleaning will be conducted every weekday and on the weekends when the building is not occupied. Custodial staff will adhere to the most current state guidelines for building sanitization.



FIGURE 2-3: Model classrooms at the Angelo School (left) and Gilmore School (right). Desks will replace tables in each classroom and each desk will be spaced out by a minimum of six feet.

Safety in Common Areas

Enforcing strong safety measures in common areas is critical to not only ensuring the health and safety of our community, but also to maintaining confidence in our entire system. Common areas include but are not limited to hallways, stairways, restrooms, gymnasiums and cafeterias.

Each of these spaces will be frequently sanitized throughout the school day. We will pay particularly close attention to hard surfaces in the cafeteria and restrooms. We will also frequently clean hand railings, door handles and light switches.

In high-traffic locations like Brockton High School, hallways and stairways will be open to one-way foot traffic. Signage will be clearly marked throughout the school and staff members will work with the students to ensure they know the traffic patterns.

PPE and Classroom Supplies

The following personal protective equipment (PPE) and necessary classroom supplies will be available to staff and students:

- Cloth masks (three will be provided to each student and staff member). We ask that parents teach their child to properly care for their masks by cleaning them and storing them in a safe space when they aren't being used.
- Disposable paper masks will be available in every building as a backup in the event a student or staff member forgets or misplaces their cloth mask one day.
- Face shields will be available upon request and priority will be given to students who receive Special Education services, their teachers and support staff.
- Disposable gloves.
- Sanitizing wipes.
- Hand sanitizer dispensers will be installed in each of our classrooms and common areas, with additional bottles available as backups.
- Individual student supplies which must remain in school.

In accordance with guidelines from the Department of Elementary and Secondary Education, students in second grade and above and all staff members are required to wear a mask/face covering that covers their nose and mouth at all times except during designated "mask breaks." Students in PreK, kindergarten and grade 1 are strongly encouraged to wear masks or face shields.

Medical exemptions must be provided for those for whom it is not possible to wear a mask. Parents/guardians seeking exemption must submit a note from their child's physician to the main office of their child's school on or before the first day that they are scheduled to return to the classroom. Staff members should submit their physician's note to the Human Resources Department before they report to work.

Face shields will be offered to those who have medical or behavioral challenges that prohibit them from wearing a mask. Face shields will be required for all nurses and Food Service workers in addition to a mask.

Daily Classroom Routine

Students in grades PreK through 5 will remain together in their classrooms for most of the day. Specialists, including art and music, will travel to the individual classrooms to limit the amount of hallway traffic.

Students in grades 6 to 8 will be kept in smaller cohorts as much as scheduling allows and students in Brockton High School will remain in their buildings as much as scheduling allows.

Lockers will be unavailable to students until further notice, however the district will revisit this as soon as we are able.

Teachers will assign seats in each of their classes. Seating charts will then be recorded and submitted to the main office. This is to support any necessary contact tracing efforts in the event a member of our school community tests positive for COVID-19.

We currently plan to allow students to eat lunch in the school cafeterias. We will increase the number of daily lunches if necessary to reduce the number of students in the cafeteria at one time and each cafeteria will be reconfigured to allow for a minimum of six feet of space between students.

Mask Breaks

We fully understand that wearing a mask for hours each day can be physically and mentally draining, and that can have a negative impact on student engagement. To remedy this issue, each school will prepare locations and routines for frequent mask breaks and scheduled handwashing. Every teacher retains the professional autonomy to schedule their classroom's mask breaks so that they are not taking place in the middle of a lesson.

Special Education Services

In accordance with guidelines from the Department of Elementary and Secondary Education (DESE), the school district will ensure students receive the services documented in their IEPs regardless of learning model while still abiding by the current health and safety requirements.

We have been asked by DESE to prioritize in-person instruction for two groups of students: preschool-aged students and students with significant and complex needs. The Brockton Public Schools is making all students with disabilities a priority. It is therefore our goal to make every effort to maintain in-person instruction for all special education students. If other students are participating in a hybrid or full remote model and if the current state of public health allows, we would seek to keep these students in school for up to four days per week with one remote day (please see "Hybrid Learning Model" for more information).

Students with disabilities may be provided services as outlined in their IEPs in a different manner. Small group instruction, related services and 1:1 instruction may look different depending on class size, related service office space and social distancing. IEPs will not be modified to reflect the service delivery changes according to DESE guidelines. Parents/guardians will receive a summary of IEP service delivery if the model of instruction changes for their child.

We understand that parents/guardians of medically fragile students may not feel comfortable sending their children to school at this time. Please contact the Special Education Department to discuss your options for participating in a virtual learning academy and continuing requisite services outside of our school buildings.

As our schools sought out alternative or external facilities for classroom learning, they were reminded to keep in mind the needs of students with severe disabilities. The district's goal is to provide these students with safe learning spaces in the least restrictive environment.

Per DESE guidance, the district will provide additional training time for educators who will provide direct physical support to students with disabilities on the use of the additional protective supplies they will need, including disposable gowns and face shields.

Lastly, we understand that the transition back to the classroom can be overwhelming for children who have trouble with changes in routine. Our staff is committed to working with parents/guardians to ensure a smooth transition that allows each student to familiarize themselves with their new learning spaces, teachers and support staff. Please review the Social Emotional Supports section for additional information.

Bilingual Education

DESE's guidance on reopening schools requires focused attention on equitable services for high-needs populations including English Language Learners. Brockton is proudly home to among the most culturally diverse student populations in the state, with students representing 47 different countries of origin. During the 2019-2020 school year, 26.2 percent of BPS students were English learners.

As described by DESE, the goal of English as a second language (ESL) programming is to advance the both the social and academic language development of English Language Learners and to promote their academic achievement. The Brockton Public Schools takes a tiered approach to programming for our English Language Learners which factors in a student's level of proficiency and their native language needs. This approach is specifically designed to ensure both equitable access to content and the compliance driven hours of ESL. It is our intention to continue this tiered approach in the school year ahead regardless of chosen learning model.

All English learners will be assigned to content teachers who are endorsed in Sheltered English Immersion (SEI) by DESE. These teachers will use sheltered instruction strategies during both face-to-face and remote learning activities. In addition, there will be continued learning provided by the students' ESL teachers.

In the self-contained SEI and dual language classrooms at the elementary school level, and in all secondary level programs, ESL and content that is appropriate for the students' proficiency level can be delivered by the classroom teacher. Paraprofessionals and MTAs who speak the languages of the students will provide additional support in accessing content and acquiring the English language.

For students at the higher proficiency in Integrated Sheltered English Immersion (ISEI) classrooms, the district will need to put the students in cohorts with selected teachers to maintain health and safety protocols, minimize student movement and maximize existing available resources to implement ESL instruction. The preliminary plan is for ESL teachers to go into the ISEI classes with the cohorts to provide ESL instruction, and to provide continued ESL activities if the district is in a hybrid format.

The district will also prioritize multilingual support for families to ensure each of our students and parents/guardians are prepared for a successful school year. This includes continued translation of all family engagement and health and safety protocols and the use of the Community Facilitators and ELL Parent Advocates to assist parents. Additionally, any parent/guardian training sessions on the district's remote learning platforms will be provided in multiple languages.

Social Emotional Supports

The Brockton Public Schools strive to make our learning spaces safe and welcoming for everyone who enters our doors. When we return to school, the district will be focused on providing social emotional support to the entire school community. That means providing everyone with an appropriate amount of time to get comfortable in their new classroom settings and with their new safety measures. Most importantly, we must allow students and staff to build meaningful interpersonal relationships before they delve back into learning. Regardless of learning model, this will be the focus of our first few weeks of school and will remain an ongoing focus during the school year.

The district will provide training to teachers on the Collaborative for Academic, Social, and Emotional Learning (CASEL) Competencies and also share strategies for identifying the social emotional needs of students. Each school will seek out in-school and outside spaces that allow for proper social distancing where school adjustment counselors and teachers can lead small-group social emotional learning activities.

The district will provide consistent instruction, modeling, discussion and positive approaches to navigating the COVID-19 pandemic, including getting accustomed to personal protective equipment, social distancing and proper hand washing and sanitation. Multiple visual reminders of appropriate physical distancing, mask safety and personal hygiene will be displayed throughout our buildings.

As one of the most diverse school districts in the Commonwealth, Brockton must also address its students' social emotional needs in a culturally responsive manner. The Office of Student Support Services will provide developmental opportunities to staff on the district's Equity, Diversity and Inclusion Checklist and provide strategies and materials for incorporating culturally responsive approaches in curricula. Further, the district intends to provide trainings and support for engaging students in conversations about race, racism and social justice issues both during in-school and remote instruction. Lastly, the district will provide students with opportunities to share their personal experiences with COVID-19 and social justice issues during the shutdown this past spring.

Just as they did throughout the spring, our school adjustment counselors will provide additional support to any student who suffered a traumatic loss during the pandemic or who might be having a hard time getting into their new routine. With that goal in mind, we will ask teachers and faculty members to keep the lines of communication open and to encourage parents/guardians to notify their child's school if they had any personal experiences that might make it difficult for their child to focus on learning. We welcome and encourage any information that families can share about their students' experiences since March 2020 as it will help us to better support their needs.

This spring, Brockton had among the highest rates of COVID-19 infections in Massachusetts. Every member of our community needs to remember that students and staff members lost loved ones to this devastating illness. For others, the sudden change in routine resulted in new feelings of anxiety and fear. Each of our staff members will consistently strive to approach the return to school with empathy and understanding, recognizing that the pandemic has affected everyone in vastly different ways.

Meetings/Visitors

To support the health and safety of all our staff and students, no outside guests will be allowed into our school buildings until further notice. On occasion, the district may allow outside workers into the building if emergency maintenance or repairs that are essential to the safety and security of our buildings need to be made. If that happens, the outside workers will be required to follow the same safety protocols that are expected of

BPS staff and students and the area will be sanitized immediately upon their exit.

Parents who need to dismiss their child will be allowed to do so at the security window at each of our schools. Open Houses will be held virtually and decisions around parent-teacher conferences will be made at a later date.

All staff and department meetings will be held via Microsoft Teams or Zoom until further notice. The Special Education Department will continue to offer TEAM Meetings in a virtual or remote format.

Extracurricular Activities

The district's athletics programs will follow the guidelines put forth by the Massachusetts Interscholastic Athletic Association and the Commonwealth of Massachusetts which are currently under development. We expect guidelines for resuming athletics from the MIAA on or before September 14 at which time we will share that information with our families.

The Brockton Public Schools are currently awaiting state guidance on all other extracurricular and after school activities, including but not limited to music programs, enrichment and Smart Start Extended Day. As soon as new information becomes available, we will notify families.

Responding to Health Concerns

While we cannot emphasize enough the importance of remaining home from school if you are sick, we understand that illness can at times appear unexpectedly in the middle of the day. For this reason, the district's staff and all district transportation providers will be trained to identify the signs and symptoms of COVID-19.

If a staff member or bus driver notices that a student is exhibiting symptoms of COVID-19, he or she will discreetly notify the school nurse and instruct the student to visit the nurse's office. Each school will have a designated medical waiting room that is separate from the nurse's office for any student exhibiting symptoms of COVID-19. The affected student's parents will be promptly notified and he or she will need to be picked up from school. Anyone exhibiting symptoms of COVID-19 will not be allowed to take the bus home from school. The student must test negative for COVID-19 prior to returning to school.

Staff members exhibiting symptoms of COVID-19 must receive coverage for their class if needed and visit the nurse to be evaluated for symptoms. If the staff member leaves school because they believe they are exhibiting COVID-19 symptoms, he or she must test negative for COVID-19 prior to returning to school.

STAY CONNECTED

Opt in to receive text alerts with important information about school closings, safety alerts and more. To participate, text “Y” or “Yes” to 67587 or scan the QR code below.

HYBRID LEARNING MODEL

Under a hybrid learning plan, students would split their learning time between classroom instruction and a remote learning program administered at home. The goal of this model would be to reduce the daily classroom size by half to support added physical distancing measures.

In a hybrid learning model, our students would be split into two Cohorts: Green Group and Orange Group. We've chosen to split the groups by last name, so that students with last names beginning A-L will be in Green Group and students M-Z will be in Orange Group. Household members who do not have the same last name will be placed in the same group.

The Special Education Department will make decisions about additional cohorts based upon individual student need which will be informed by parent/guardian preference and health guidelines.

It is important to note that the district is evaluating the demographic makeup of each of the groups to ensure that they equitably represent our students' backgrounds. The district may opt to revise this breakdown if a demographic is underrepresented in one of the groups.

Scheduling

GROUP	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
GREEN GROUP	LEARNING AT HOME	IN SCHOOL	LEARNING AT HOME	IN SCHOOL	LEARNING AT HOME
ORANGE GROUP	LEARNING AT HOME	LEARNING AT HOME	IN SCHOOL	LEARNING AT HOME	IN SCHOOL

After careful consideration and input from staff and families, the district has opted to utilize a schedule in which students would be in school for the same two days every other day. For example, the Green Group will be in school on Tuesday and Thursday each week and the Orange Group will be in school on Wednesday and Friday each week. Both groups will participate in remote learning on Mondays. Additional cohorts as determined by the Special Education Department could be in school for up to four days per week.

This is the schedule as chosen on Tuesday, August 11, however the district reserves the right to reconsider this schedule if/when we transition to a hybrid learning model after reviewing and learning from the experiences of other districts that have chosen to begin the year in a hybrid model.

Daily Routine for Learning at Home

In early August, the Brockton Public Schools signed an agreement with Schoology, a virtual learning environment for K-12 school and higher education institutions that allows users to create, manage, and share academic content. Schoology will be the district's learning management system (LMS) for all remote learning, both in the hybrid model and the full remote model. A learning management system is an Internet-based platform in which students will receive all necessary communications and assignments from their teachers. Staff, students and families will receive extensive training on Schoology at the start of the school year.

On days that students are learning at home, they will log onto Schoology at their regular start time. Students will be required to participate in morning attendance. Their daily work will be clearly detailed in the learning management system.

Since their teacher(s) will be providing classroom instruction to another group of students during the school day, students completing work at home will be supported by another BPS staff member who is prepared to provide academic assistance. That staff member's contact information will be readily available on Schoology as will the contact information for the student's classroom teacher(s).

Work completed at home via Schoology will be graded in accordance with the district's existing grading policies.

Daily Routine for Classroom Learning

While in school, students will follow all the requisite health and safety guidelines outlined in the "In-Person Learning Model" section. Please refer to this section to gain a better understanding of the daily routine while in school.

Special Education Services

In-person learning will include flexible solutions for reducing the mixing of student groups to ensure students are receiving services in the least restrictive environment. This may include when feasible providing related and/or pull-out services within the student's classroom to the greatest extent possible.

The district will maximize in-person learning for students with disabilities. Instruction and services will be provided in a hybrid learning model with a combination of in-person and remote learning. We will be mindful when planning for the physical distancing requirements of the additional special educators and related service providers who will need to enter the classrooms throughout the day to provide services to students with disabilities.

The Special Education Department will work with schools to develop classroom assignments and service delivery schedules for students so that they receive services consistent with student IEPs in the least restrictive environment. Special educators and related services providers will schedule services in a manner that maintains physical distancing requirements and avoids overlapping with other staff in the classroom or physical setting. Please see the "In-Person Learning Model" for additional information.

REMOTE LEARNING MODEL

Short-Term or Long-Term Transition to Remote Learning

In addition to beginning the year with a remote learning model, once we return to the classroom there may be times when individual students, classrooms or schools will need to temporarily shift to a remote learning model due to a student or staff member testing positive for COVID-19. Under a short-term transition, students and staff should expect to remain home for a period of 14 days.

Alternately, if cases of COVID-19 spike in our community or across Massachusetts, the district will transition to a long-term remote learning period. Under a long-term transition, students should expect to remain home for a period longer than 14 days. The district will begin the school year in a long-term remote learning period.

During a remote learning period, students will be expected to log on to their remote learning platforms at their regular start time. As previously mentioned under the Hybrid Learning Model plans, the Brockton Public Schools will utilize Schoology as the district's learning management system for all remote learning. Teachers will send daily instructions via Schoology, which students will receive training on at the beginning of the school year. If a teacher is unable to support their classroom due to illness, another BPS staff member will be assigned to support his/her classroom.

During a long-term transition to remote learning, teachers may provide both live instruction (synchronous) via a video conferencing platform and pre-recorded instruction (asynchronous). The number of sessions will be guided by grade level and student needs. Remote work will be aligned with existing state and district standards.

During a short- or long-term closure, students will be required to participate in attendance each day and they are expected to consistently participate in their work. Grading during any remote learning period will be consistent with the district's existing grading policies.

Please see the "In-Person Learning Model" for information relative to Special Education Services and Bilingual Education.

Sample Schedules to Begin the 2020-2021 School Year

The following sample schedules will guide our academic programming to begin the 2020-2021 school year. This is subject to collective bargaining, which is still ongoing. Additionally, scheduling might look different for students in certain programs, including but not limited to career and technical education students, English language learners and students who receive Special Education Services.

The sample schedules are designed to show the full day of instruction our students will receive. Attendance will be taken each class period. These sample schedules will likely change as we work to carefully balance state-mandated time on learning with necessary screen time breaks.

Sample Schedule - Elementary Level

TIME	HALF-DAY SAMPLE*	TIME	FULL-DAY SAMPLE
9:00-9:15	Morning Meeting/ Attendance	9:00-9:30	Morning Meeting/ Attendance
9:15-9:55	WINN (What I need now) MSN, ESL, Intervention Block	9:30-10:10	WINN (What I need now) MSN, ESL, Intervention Block
9:55-10:05	Movement Break	10:10-10:20	Movement Break
10:05-10:35	Math	10:20-11:30	Math
10:35-11:15	Specialist	11:30-12:10	Specialist
11:15-11:45	ELA/Writing	12:10-12:40	Lunch/Movement Break
11:45-12:00	Science	12:40-1:00	Social Studies/ Awareness
12:00-12:15	Debrief	1:00-2:20	ELA/Writing
12:15-12:45	Lunch/Movement Break	2:20-2:30	Movement Break
12:45-3:00	Individual Assignments	2:30-3:00	Science
	Teachers will participate in professional development and planning blocks to continue successful remote learning instruction.	3:00-3:15	Debrief

**Under the "Half-Day Sample," students will learn independently for the second half of the day. This does not indicate an early dismissal day.*

Sample Schedule - Middle School Level

TIME	HALF-DAY SAMPLE*	TIME	FULL-DAY SAMPLE DAY 1 & 3	TIME	FULL-DAY SAMPLE DAY 2 & 4
8:00-8:35	Period 1: Teacher led instruction	8:00-8:50	Period 1: Teacher led instruction	8:00-8:50	Period 1: Teacher-assigned lessons through the LMS
8:40-9:15	Period 2: Teacher led instruction	8:50-9:40	Period 2: Teacher-assigned lessons through the LMS	8:50-9:40	Period 2: Teacher led instruction
9:20-10:15	Period 3: Teacher led instruction	9:40-10:30	Period 3: Teacher led instruction	9:40-10:30	Period 3: Teacher-assigned lessons through the LMS
10:20-11:15	Period 4: Teacher led instruction	10:30-11:20	Period 4: Teacher-assigned lessons through the LMS	10:30-11:20	Period 4: Teacher led instruction
11:20-11:55	Period 5: Teacher led instruction	11:20-12:30	Period 5: Teacher led instruction	11:20-12:30	Period 5: Teacher-assigned lessons through the LMS
12:00-12:35	Period 6: Teacher led instruction	12:30-1:00	Lunch/Movement Break	12:30-1:00	Lunch/Movement Break
12:35-1:05	Lunch/Movement Break	1:00-1:50	Period 6: Teacher led instruction	1:00-1:50	Period 6: Teacher-assigned lessons through the LMS
1:05-2:30	Individual Assignments	1:50-2:40	Period 7: Teacher-assigned lessons through the LMS	1:50-2:40	Period 7: Teacher led instruction
	Teachers will participate in professional development and planning blocks to continue successful remote learning instruction.	2:40-3:02	Intervention block as needed including extra special education services. Other students will continue the directed asynchronous work.	2:40-3:02	Intervention block as needed including extra special education services. Other students will continue the directed asynchronous work.

*Under the "Half-Day Sample," students will learn independently for the second half of the day. This does not indicate an early dismissal day.

Sample Schedule - High School Level

TIME	HALF-DAY SAMPLE*	TIME	FULL-DAY SAMPLE
7:15-8:00	Students log in for attendance/teacher prep	7:15-7:30	Students log in for attendance
8:00-8:35	Period 1	7:30-8:20	Period 1
8:35-8:40	Movement Break	8:20-8:30	Movement Break
8:40-9:15	Period 2	8:30-9:20	Period 2
9:15-9:20	Movement Break	9:20-9:30	Movement Break
9:20-10:15	Period 3	9:30-10:20	Period 3
10:15-10:20	Movement Break	10:20-10:30	Movement Break
10:20-11:15	Period 4	10:30-11:20	Period 4
11:15-11:20	Movement Break	11:20-12:00	Lunch/Movement Break
11:20-11:55	Period 5	12:00-12:50	Period 5
11:55-12:00	Movement Break	12:50-1:00	Movement Break
12:00-12:35	Period 6	1:00-1:50	Period 6
12:35-1:05	Lunch/Movement Break	1:50-2:23	Intervention and Support
1:05-2:23	Individual Assignments		
	Teachers will participate in professional development and planning blocks to continue successful remote learning instruction.		

**Under the "Half-Day Sample," students will learn independently for the second half of the day. This does not indicate an early dismissal day.*

Special Education Services

In a full remote learning format, each student will be provided an individual remote learning plan outlining the services in their IEP as well as a schedule of services. Special Education staff will determine how services will be provided. Each student will be reviewed on an individual basis to determine individualized services. Services will be provided in large group, small group or 1:1.

- IEPs will not be modified or changed to reflect remote learning. Each student's IEP services may not look the same.
- Students will be provided a device and the district will work with families to address their WIFI needs.
- Educational services will be implemented as outlined on their signed and accepted IEP.
- Related services will be provided as a consult or direct via Zoom or Teams in large group, small group or individualized format as outlined on the IEP.
- Academic instruction will be provided in a large group or small group via Zoom or Teams.
- Online programs (individualized scripted programs) will be utilized to enhance instruction.
- Teachers will provide office hours for parents and students.

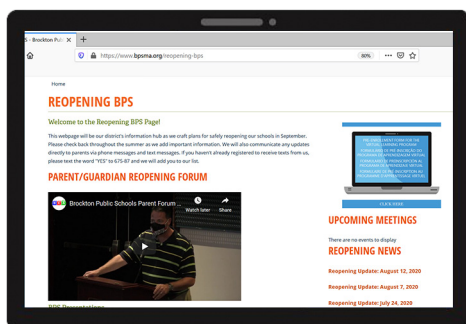
Virtual Learning Program

The district will provide a full remote learning option to families who would prefer to keep their children home. Families who would like to participate in the district's virtual learning program will have the opportunity to participate in a high-quality online program that will begin on the first day of school. Parents and guardians will be asked to register by Wednesday, August 26, and they will need to sign a form acknowledging that they commit to participating for at least one semester. Once enrolled, the district will host a virtual Open House during which students and parents will receive training on the learning platforms.

The district's virtual learning program has the added benefit of keeping students tied to the district for a smooth transition back to the classroom. Brockton Public Schools employees will be assigned to providing support to our virtual learning program students and our Office of Student Support Services will continue provide social emotional support to those who choose to remain at home full-time. Technology staff will be available to help families with technology needs, including providing the requisite devices and helping families become familiar with the learning platforms.

Students will receive grades in each subject on Infinite Campus, the district's electronic report card system, based on the completion of assignments. Coordinators from the Brockton Public Schools will set parameters of success within the program and those will be clearly articulated to virtual program students and parents. Parents and students will regularly receive progress notices.

As with any software we deploy districtwide, the virtual learning program will be aligned to existing state and district standards.



INTERESTED IN THE VIRTUAL LEARNING PROGRAM?

Visit bpsma.org/reopening-bps to complete our pre-enrollment form.

LEARNING THE REMOTE LEARNING PLATFORMS

For Staff

In the beginning of the school year, the district will provide professional development on the technologies/software that will be used for remote learning. Priority focus will be given to Schoology, Office 365, Zoom and the Microsoft Teams video conferencing platform.

Additional professional development will be provided to staff who need support on Clever and Infinite Campus. Additionally, there may be subject-specific resources that are used by departments on which staff and students will need to be trained.

Trainings will be recorded and made available to staff for future reference.

For Students

All students will be provided training on Schoology, the district's new learning management system, upon their return to school. The trainings will take into careful consideration the diverse needs of our student population, including our English language learners and those in need of Special Education services. Building and departmental staff will be identified and highlighted as resources for teachers and students.

Training content will be dependent upon the age, language proficiency, and technological background of the students. While some may be able to follow training modules independently, others will need live step-by-step instructions, modeling and demonstrations.

For Parents/Guardians

It is critical that our parents/guardians can navigate and understand the district's remote learning platforms so that they can support their children at home. To that end, the district will host a series of virtual trainings for parents/guardians so that they too can familiarize themselves with our technologies and learning platforms. These trainings will be held in multiple languages and the district will partner with community leaders who will provide additional support if needed.

These trainings will be recorded and posted on our website, bpsma.org.

GEARING UP FOR REMOTE LEARNING

Parents/Guardians

Parents and guardians can prepare for remote learning by:

- Getting a plan for childcare in place.
- Participating in online training for all necessary remote learning resources or visit bpsma.org to watch our training videos. Further information about parent/guardian training sessions will be provided at a later date.
- Keeping their contact information up to date with Parent Information Center.
- Paying close attention to BPS communications for upcoming announcements about laptop distribution.
- Writing down their child's BPS login information so that they will be able to receive important messages from their teachers.
- Keeping their teachers' email addresses on file.
- Communicating their additional technology needs to the BPS Helpdesk by calling 508- 468-0973 or emailing PARENTHD@BPSMA.ORG.

Please do not wait until the first day of school to tell the Helpdesk that your child does not have a device at home or that you do not have access to WIFI at home. These are obstacles we can do our best to help you navigate now.

Teachers and Staff

Teachers and staff can prepare for remote learning by participating in professional development and by familiarizing themselves with the platforms that will be used during the remote learning period. Please use your colleagues who are running the professional development sessions as a resource and ask as many questions as needed.

In your early communications with families, please remind them to keep their contact information up to date with the Parent Information Center and ensure that they have your email address written down. Ask anyone with technology limitations to contact the BPS Helpdesk.

If a teacher does not have WIFI access at home, they should contact the BPS Helpdesk as soon as possible.

SAFETY BEYOND THE CLASSROOM

We must all work together to bring down Brockton's infection rate so that we can return to the classroom. While the following safety measures will be critical once we transition to a hybrid or full in-person learning model, you can and should begin to incorporate many of these practices into your daily routine now.

Parent/Guardian Expectations

Each member of our community must play a role in keeping COVID-19 and other illnesses out of our schools. We ask that parents/guardians support these efforts by screening their children for COVID-19 symptoms every morning and by keeping them home when they are ill.

It is also important that proper hygiene and mask safety is reinforced at home. Frequently demonstrate proper hand washing by lathering with soap for 20 seconds. Avoid touching your face and “catch” your sneezes or coughs either in a tissue or in your sleeve when a tissue is unavailable. Wear a mask whenever you are out in public or around friends and relatives who do not live in your household.

You should also discuss the importance of respecting others’ personal space and show your child what three to six feet of personal space looks like. There are multiple videos and resources on the Reopening BPS section of bpsma.org that are intended to help parents teach good hygiene practices at an age-appropriate level.

Staff Expectations

All employees of the Brockton Public Schools are expected to screen themselves daily for symptoms of COVID-19. Additional safety expectations will be agreed upon in collective bargaining and clearly detailed in any forthcoming memorandums of agreement.

Screening Daily for Symptoms

Staff and students should remain home if they or anyone they live with exhibits one or more of these symptoms:

- A fever of 100.4° F or above
- Cough
- Chills or shaking chills
- Difficulty breathing or shortness of breath
- Sore throat
- Muscle aches or body aches
- Sudden loss of sense of smell or taste
- Nausea, vomiting or diarrhea
- Nasal congestion or runny nose (not due to other known causes, such as allergies)
- Headaches when in combination with other symptoms
- Fatigue when in combination with other symptoms

Staff or students exhibiting any of these symptoms must test negative for COVID-19 prior to returning to school.

RESPONDING TO CONFIRMED CASES OF COVID-19

Self-Isolation for Confirmed Case of COVID-19

On July 17, the Massachusetts Department of Elementary and Secondary Education released a detailed list of protocols for responding to confirmed or potential cases of COVID-19. In accordance with those protocols, individuals who test positive for COVID-19 must self-isolate for a minimum of 10 days and only resume public activities once they have gone 24 hours without a fever (and without taking fever-reducing medications), experienced improvement in their other symptoms and received clearance from the Brockton Board of Health.

Close Contacts of an Individual with COVID-19

A close contact is defined by the school district as anyone who has been within six feet of an affected student or staff member for at least 10 minutes in a classroom or other school space, on the bus, or at an extracurricular activity. The school district will work with the Brockton Board of Health to identify and notify the close contacts of an affected individual.

In accordance with local guidelines, a student or staff member must self-isolate for 14 days if he or she is identified as being a close contact. Students who must remain home after being identified as a close contact will be provided a remote learning option as described in the “Remote Learning Model” section. A list of local testing sites is available on our website, bpsma.org, and will be updated throughout the year.

Determining When to Close a School

The school district will closely follow DESE’s protocols in collaboration with the Brockton Board of Health. A decision to ask an entire classroom or school to self-isolate will be made by district leadership in partnership with the Board of Health and the Department of Elementary and Secondary Education. Decisions will be made in a timely manner to reduce the risk of further interactions between close contacts and other members of the community. If you would like to review DESE’s protocols which will help guide these decisions, please [click here](#).

During these uncertain times, it is easy for misinformation to spread on social media. Please know that your safety and the safety of our entire community is our top priority. If a school needs to be closed, we will communicate that in a timely manner to the affected school community. We urge you to please consider the source of any information and please refrain from sharing anything that you have not independently verified by checking one of our official communications platforms.

REMAINING NIMBLE AND PREPARING FOR A RAPID SWITCH

Transitioning Back to the Classroom

The School Committee voted on August 11 to continue remote learning through the first term, with the option to revisit every two weeks and make a switch to a hybrid or full in-person model if such a change were supported by data. This means that while we are currently planning to remain in a remote learning format until Thursday, November 19, the district reserves the right to transition back to the classroom sooner if there is a significant change in the state of public health. We will notify families three weeks prior to a return to the classroom.

The School Committee will revisit the learning model and vote on a plan for term two during one of their regularly scheduled meetings this fall.

Communications/Notifications

The district will notify staff and students of any necessary changes to this plan via phone call and text message. We will also disseminate that information on our website, bpsma.org, and Facebook and Twitter.

It is critical that parents/guardians keep their contact information up to date with us. If you change your phone number or email at any point this school year, please call the Parent Information Center at 508-580-7950 or email MAS@bpsma.org so that the change can be made in our system. We cannot share important updates with you if you do not keep your contact information up to date.

Every parent/guardian will be provided instructions for reviewing and confirming the contact information that we currently have on file at the start of the school year.

MONITORING AND EVALUATING THE DISTRICT'S REOPENING PLANS

The efficacy of our reopening plans hinges on our ability to take corrective action when needed. The Brockton Public Schools reserves the right to revise this reopening plan at any time as guidance from DESE and health experts evolves. Any changes will be communicated to staff and families via the district's official communications platforms.

Each of our building principals will serve as COVID-19 Response Leads. They will work within their schools to evaluate the implementation of our reopening plans and report any issues back to the Superintendent of Schools. Additionally, building principals will be responsible for locking up and maintaining the PPE reserves for their school. District leadership will begin each Principals' Meeting with a discussion of any issues that have come up.

Principals are empowered to work with their colleagues take corrective action to tackle issues that may arise on a student-by-student basis, such as assisting a student with their technology needs. Larger, systemic issues will need to be addressed at the district level.

DISTRICT ACADEMIC CALENDAR

TEACHERS REPORT	Tuesday, September 1, 2020
DISTRICT PROFESSIONAL DEVELOPMENT	September 1-15, 2020
LABOR DAY	Monday, September 7, 2020
FIRST DAY OF SCHOOL FOR STUDENTS	Wednesday, September 16, 2020
FIRST DAY OF PREK AND KINDERGARTEN	Monday, September 21, 2020
COLUMBUS DAY	Monday, October 12, 2020
ELECTION DAY	Tuesday, November 3, 2020
VETERANS' DAY	Wednesday, November 11, 2020
THANKSGIVING RECESS	November 25-27, 2020
CHRISTMAS RECESS	December 24, 2020 – January 1, 2021
MARTIN LUTHER KING, JR. DAY	Monday, January 18, 2021
WINTER RECESS	February 15-19, 2021
SCHOOLS CLOSED	Monday, March 15, 2021
SPRING RECESS	April 19 - 23, 2021
MEMORIAL DAY	Monday, May 31, 2021
BHS GRADUATION EXERCISES	Saturday, June 5, 2021
JUNETEENTH (OBSERVED)	Friday, June 18, 2021
LAST DAY OF SCHOOL*	Thursday, June 24, 2021

**This calendar complies with student learning time regulations by scheduling 175 school days for all students. If there are no school cancellations, the 175 scheduled days will be adjusted to 170 school days and the last day of school will be June 16, 2021.*

Revised and Approved by the Brockton School Committee on August 11, 2020.

SUBSCRIBE TO BPS EVENTS

Add BPS events to your calendar by visiting bpsma.org/schools/calendars and clicking the RSS icon (example included on the left).



CERTIFICATION OF HEALTH AND SAFETY REQUIREMENTS

The leadership of the Brockton Public Schools worked closely with the Brockton School Committee and the Brockton Board of Health to align our reopening plans with current health and safety requirements. We confirm that these plans adhere to all health and safety requirements put forth by the Massachusetts Department of Elementary and Secondary Education as of Friday, August 14. We are committed to revising this plan to reflect any additional requirements that may be put forth in the weeks and months ahead.

IMPORTANT CONTACTS

Adult Learning Center

508-580-7475

Coordinator: Kathleen Quinn

Angelo School

508-894-4501

Principal: John Kelly

Arnone School

508-894-4440

Principal: Carol McGrath

Ashfield Middle School

508-580-7268

Principal: Barbara Lovell

Baker School

508-894-4427

Principal: Valerie Brower

Barrett Russell Early Childhood Center

508-894-4418

Principal: Joanne E. Camillo

Brockton High School

508-580-7633

Principal: Clifford Murray

Brookfield School

508-580-7257

Principal: Alison Ramsay

Champion High School

508-894-4377

Principal: Cynthia Burns

Davis K-8 School

508-580-7360

Principal: Darlene Campbell

Downey School

508-580-7221

Principal: Colleen Proudler

East Middle School

508-580-7351

Interim Principal: Jason Conetta

Edison Academy

508-580-7638

Principal: James Cobbs, Ph.D.

Frederick Douglass Academy

508-580-7033

Principal: Cynthia Burns

Gilmore Elementary School

508-580-7685

Principal: Marybeth O'Brien

Hancock School

508-580-7252

Principal: Stephen Shaw

Huntington Alternative School

508-580-7235

Principal: John Lander

Kennedy School

508-580-7278

Principal: Joanne E. Camillo

Manthala George, Jr. Global Studies School

508-580-7913

Principal: Natalie Pohl

North Middle School

508-580-7371

Principal: Diane Lynch

Plouffe Academy

508-894-4301

Principal: Michelle Nessralla

Raymond School

508-580-7364

Principal: Melanie Hart

South Middle School

508-580-7311

Principal: Jose Duarte

West Middle School

508-580-7381

Principal: Carlton Campbell

WHO DO I CONTACT?

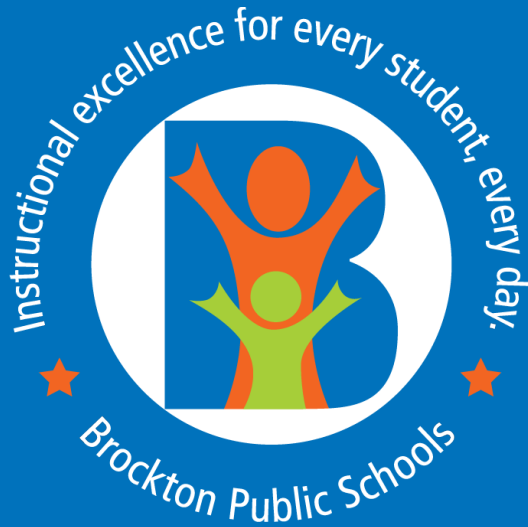
IF YOU are experiencing technical issues with a BPS laptop, please call the BPS Helpdesk at 508-468-0973 or email PARENTHD@BPSMA.ORG.

IF YOU are having difficulty logging into one of the district's remote or hybrid learning platforms, please email InstructionalTechnologySupport@bpsma.org.

IF YOU would like to update your child's contact information, please email Márcia Andrade Serpa at MAS@bpsma.org or call 508-580-7950. It is very important that we have your correct contact info on file.

IF YOU have a question about your child's daily routine, please contact his/her principal by calling the main office line listed on the previous page.

IF YOU have a general question but don't know who to contact please email helpline@bpsma.org.



The Brockton Public Schools

43 Crescent Street
Brockton, MA 02301
TEL (508) 580-7000
reopening@bpsma.org