



KIPP Massachusetts Reopening Plans

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Contacts

Rhonda “Nikki” Barnes, Executive Director: rbarnes@kippma.org

Coretta Martin, Chief of Staff: cmartin@kippma.org

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A. Executive Summary

The following document outlines the reopening plans for all KIPP Massachusetts schools. Our reopening plan includes four phases (see section H) and aligns with our guiding principles:

- a. **Our plan prioritizes student and staff safety above everything else**
- b. **Our plan ensures students have a robust, healing centered learning experience whether they are learning on *campus* or *Canvas***
- c. **Our plan leads to a predictable and consistent experience for families and staff so people can plan their lives**
- d. **Our plan is adaptable and nimble so that we can change as the virus changes**
- e. **Our plan centers equity and the historical experiences of Black, Indigenous People of Color (BIPOC); it considers the data on the ground, and honors the creativity and resilience of our communities.**

Aligned Academic Programming K-8 in Boston and Lynn

KIPP Massachusetts provides an aligned and consistent academic program across its Lynn and Boston campuses K-8. This ensures that each student experiences a robust and rigorous academic program based on best practices. This structure is overseen by Regional Achievement Leaders who develop curricula and structure scope and sequence as well as provide professional development for teachers across both districts.

All KIPP MA schools will begin the year in Phase 1, remote learning model, in September. A sample schedule can be found below. The hours for School Year 2020-2021 were chosen through a family and staff survey. The majority of respondents chose the 8:00am-1:00pm timeframe. This schedule will remain the same during the remote, hybrid, and in-person learning models and all phases of reopening during the 2020-2021 school year.

This schedule is designed to:

- Create a foundation during virtual that supports and does not block our route to hybrid.
 - *Example: Monday will be the cleaning day in the future, where all students are remote. Therefore, Monday is the half-day in the virtual schedule. And, Monday represents the greatest flexibility in the schedule.*
- Provide consistency for students and families.
 - *Example: Lunch is at the same time each day, which allows families to have a standing routine M-F for meals.*
 - *Example: Homework is aligned by creating a repeated routine.*
 - *Example: Monday-Friday begins with the same community centred group meetings.*
- Align to principles of Healing Centered instruction.
 - *Example: Includes 3 group meetings per full-day, creating a clear beginning, middle, and end structure.*
 - *Example: Creates space for daily, weekly grade level or school joy and community.*
- Dedicate time to teaching and reinforcing executive functioning skills.
 - *Example: Routine of daily preview and reflection on work for the day.*
 - *Example: Uses part of the mid-day group check-in to reflect upon progress towards goals/tasks for the day.*
- Values all of the core content subjects, while acknowledging the role of reading and math.
 - *Example: Equitable distribution of ELA, SS, and Science on T-Friday.*
 - *Example: Intervention time for Math and Reading on Monday.*

- Creates time for enrichment.
 - Example: Tuesday through Friday, the enrichment block is built into the daily schedule.
 - Example: Schools also have the opportunity to use flex time on Mondays for enrichment.
- Sets a course forward by creating time/space that can be enhanced and improved as we move from Phase I to Phase II...
 - Example: Elements of the schedule are designed to set a floor for the BOY and allow us to improve our practice going forward, such as: Monday ELA & Math reteach creates space for intervention.

	Student Tuesday-Friday <i>Staff Tuesday-Friday</i>		Student Monday <i>Staff Monday</i>
7:00	Work Day Begins for Instructional Staff/Leaders <i>Coaching meetings, Grade Team meetings, and/or Practice Clinic</i>	7:00	Work Day Begins for Instructional Staff/Leaders <i>Coaching meetings, Grade Team meetings, and/or Practice Clinic</i>
800	Academic Day Begins	800	Academic Day Begins
8:00	<p>Group Morning Meeting</p> <ul style="list-style-type: none"> ● Focus on sharing & community within the group ● Preview & plan for the day, including executive functioning ● Ensure students have necessary supplies for the day <p><i>All group leaders lead morning meeting for their group</i></p>	8:00	<p>Group Morning Meeting</p> <ul style="list-style-type: none"> ● Focus on sharing & community within the group ● Preview & plan for the day, including executive functioning ● Ensure students have necessary supplies for the day <p><i>All group leaders lead morning meeting for their group</i></p>
8:15	<p>Math</p> <p>Typical Structure, may be adjusted based upon content for the day and response to data:</p> <ul style="list-style-type: none"> ● Launch- Students begin work <u>asynchronously</u> while the teacher monitors student work to identify strengths and gaps in knowledge. 	8:15	<p>Math Reteach or Asynchronous Work</p> <ul style="list-style-type: none"> ● Teacher uses data to determine if work time will be Asynchronous or whole/small group reteach. ● EL Teachers and Math Interventionists may choose to work with individual or small groups.
8:30	<ul style="list-style-type: none"> ● Debrief & Instruction- Teacher begins <u>synchronous</u> instruction by debriefing the launch and clarifying misconceptions. ● Independent Work and Small Groups- Most students return to <u>asynchronous</u> 	8:30	<p><i>Staff PD Time</i></p> <p><i>Additional EL and IEP groups</i></p>

8:45	work, while teacher works in small groups will some students. <i>Content teachers lead content, school teams will determine how specialists support classes.</i>	8:45	
9:00	Brain Break	9:00	Brain Break
9:10 - 9:55	Social Studies Typical Structure, may be adjusted based upon content for the day and response to data: <ul style="list-style-type: none">● Launch- Students begin work <u>asynchronously</u> while the teacher monitors student work to identify strengths and gaps in knowledge.● Debrief & Instruction- Teacher begins <u>synchronous</u> instruction by debriefing the launch and clarifying misconceptions.● Independent Work and Small Groups- Most students return to <u>asynchronous</u> work, while teacher works in small group will some students <i>Content teachers lead content, school teams will determine how specialists support classes.</i>	9:10 - 9:55	ELA Reteach or Asynchronous Work <ul style="list-style-type: none">● Teacher uses data to determine if work time will be Asynchronous or whole/small group reteach.● EL Teachers and Math Interventionists may choose to work with individual or small groups. <i>Staff PD Time</i> <i>Additional EL and IEP groups</i>
9:55	Brain Break	9:55	Transition to Enrichment
10:00 - 10:30	Electives or Enrichment <i>School teams will determine if this is electives, taught by elective teachers, or if this is enrichment led by a collective of teachers on a rotating basis.</i>	10:00 - 10:30	Electives or Enrichment <i>School teams will determine if this is electives, taught by elective teachers, or if this is enrichment led by a collective of teachers on a rotating basis.</i>
10:35 - 11:20	ELA Typical Structure, may be adjusted based upon content for the day and response to data: <ul style="list-style-type: none">● Launch- Students begin work <u>asynchronously</u> while the teacher monitors student work to identify strengths and gaps in knowledge.	10:35 - 11:20	Asynchronous Work <i>Teacher Planning Time</i>

	<ul style="list-style-type: none"> ● Debrief & Instruction- Teacher begins <u>synchronous</u> instruction by debriefing the launch and clarifying misconceptions. ● Independent Work and Small Groups- Most students return to <u>asynchronous</u> work, while teacher works in small group will some students <p><i>Content teachers lead content, school teams will determine how specialists support classes.</i></p>		
11:20 -	Lunch & Recess	11:20 -	Lunch & Recess
11:50		11:50	
11:55 - 12:40	<p>Science</p> <p>Typical Structure, may be adjusted based upon content for the day and response to data:</p> <ul style="list-style-type: none"> ● Launch- Students begin work <u>asynchronously</u> while the teacher monitors student work to identify strengths and gaps in knowledge. ● Debrief & Instruction- Teacher begins <u>synchronous</u> instruction by debriefing the launch and clarifying misconceptions. ● Independent Work and Small Groups- Most students return to <u>asynchronous</u> work, while teacher works in small groups will some students. <p><i>Content teachers lead content, school teams will determine how specialists support classes.</i></p>	11:55 - 12:15	<p>Asynchronous Work</p> <p><i>Teacher Planning Time</i></p>

12:45	<p style="text-align: center;">Closing Meeting</p> <ul style="list-style-type: none"> ● Shoutouts & Gratitude ● Executive Functioning and Planning- What did you accomplish today during asynchronous work? What must you do before classes resume tomorrow? <p style="text-align: center;"><i>All group leaders lead closing meeting for their group</i></p>	12:15	<p style="text-align: center;">Pride Time & Closing Meeting</p> <p>Joy</p> <ul style="list-style-type: none"> ● Gradel level joy, awards, shoutouts <p>Weekly Preview & Executive Functioning</p> <ul style="list-style-type: none"> ● Big overview of the week ahead in Canvas ● Grade teams use this time to teach or reflect upon an executive functioning skill that is either a growth area (teach how to improve it) or represents a big improvement (celebrate the win) for the grade <p>Goal Setting</p> <ul style="list-style-type: none"> ● What are you proud of from today, what's your goal for the week ahead?
1:00	Dismissal	1:00	Dismissal
1:00	<i>Instructional Staff Break</i>	1:00	<i>Instructional Staff Break</i>
-		-	
1:30		1:30	
1:30	<p style="text-align: center;">Routine HW</p> <p>Floor-</p> <ul style="list-style-type: none"> ● Independent Reading ● IXL Math ● IXL ELA ● IXL- Science ● Optional- IXL SS <p style="text-align: center;"><i>Tuesday: Content PD</i></p> <p style="text-align: center;"><i>Wednesday: Sacred Teacher Planning Time</i></p> <p style="text-align: center;"><i>Thursday: PD School Leader Discretion</i></p> <p style="text-align: center;"><i>Friday: Sacred Teacher Planning Time</i></p>	1:30	<p style="text-align: center;">Routine HW</p> <p>Floor-</p> <ul style="list-style-type: none"> ● Independent Reading ● IXL Math ● IXL ELA ● IXL- Science ● Optional- IXL SS <p style="text-align: center;"><i>Equity and Racial Justice Work</i></p> <p style="text-align: center;"><i>Purpose: To ensure we are developing our equity lens and becoming culturally conscious educators</i></p>
-		-	
2:30		2:30	
2:30	<i>Sacred Planning Time</i>	2:30	<i>Whole Staff Meeting</i>
-		-	
3:00		3:00	

3:00	<i>Work Day Ends for Instructional Staff</i>	3:00	<i>Work Day Ends for Instructional Staff</i>
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B. Letter from the Superintendent

Please refer to Attachment A for the letter from Superintendent Rhonda “Nikki” Barnes to all students, families and staff.

C. In-person Learning Model

KIPP MA’s 100% all student, in-person model will exist when it is safe to exist. The in-person model will ensure students remain in cohorts, 6 feet apart while in our buildings. The student school day will begin at 8:00am and end at 1:00pm. There are four 45-minute academic blocks in addition to one enrichment block, group meetings and breaks. Students will be in-person four days per week (16 days/month), with one day per week reserved for deep-cleaning protocols. This model will be in-place with the contingency of finding additional building space.

As part of our feasibility study we measured all of the spaces in our building to determine the amount of students that can fit in each space at 3 ft and 6 ft. This process allowed us to determine that we can fit approximately 18-20 students per room at 3 ft and 8-12 students per room at 6 ft. Additionally we surveyed families and staff to understand their comfort level with the social distance protocols and required safety measures. In our survey of families and staff the most important safety measures were increased cleaning, increased personal sanitation (hand-washing), clear protocols for adults, facial coverings, and no more than 15 students in a room. Additionally, we learned that our families have concerns regarding transportation. Only 20% of our families are comfortable with school transportation that only includes masks and handwashing.

Based on this information and the guidance from the CDC, we plan to prioritize safety by maintaining a 6 ft distance and implementing a phased approach to learning with a slow and methodical re-entry of students to the building while improving our remote learning program for all students. This phased approach is required for us to have more time to support students in the proper safety protocols, have a better understanding of locally offered transportation options, and develop a solid foundation for our remote learning program in the event of any future closures in our buildings.

D. Hybrid Learning Model

KIPP MA’s hybrid learning model brings students to campus for in-person learning one grade level at a time, beginning with Kindergarten students. We will ensure these students remain in cohorts, 6 feet apart while in our buildings. The student school day will begin at 8:00am and end at 1:00pm. There are four 45-minute academic blocks in addition to one enrichment block, group meetings and breaks. Students will be in-person four days per week (16 days/month), with one day per week reserved for deep cleaning protocols. In this model and during our phase 2, the majority of students in grades 1-12 will remain in a remote learning model. However, we understand that many of our students have specific educational needs best met with in-person instruction. During the months of August and September, we will be working with families, school leaders, counselors, and special education teams to determine how to meet the needs of those specific students with using a hybrid of in-person and remote learning opportunities.

As long as it is safe to do so, we hope to enter "Phase 3". Students in Kindergarten will continue in a hybrid model attending school 16 days per month. Students in grades 1-12 will be on a hybrid schedule attending school 1-2 days per week OR 1 week per month. All other learning will be completed remotely via Canvas.

E. Remote Learning Model

During the initial phase, "Phase 1," all students will start in a remote learning model. Students will engage in a combination of synchronous and asynchronous learning. All students will be provided a Chromebook and will engage in learning via the Canvas platform. We are using the same schedule for both the remote and hybrid models for ease of planning and consistency for families. The student school day will begin at 8:00am and end at 1:00pm. There are four 45-minute academic blocks in addition to one enrichment block, group meetings and breaks. Further details on the remote learning experience can be found in the Executive Summary.

F. Out-of-school Time Plan

KIPP MA will be connecting families to local resources like the YMCA, the Boys and Girls Club, Greg's House and Raw Arts.

To support our students' learning recovery, KIPP Massachusetts will implement vacation academies in December 2020, February and April 2021. These programs will be targeted to and designed for individual students who have experienced significant learning loss, allowing them and their families to opt into recovery learning options over several years, not just in SY20-21. Four academies equal one month of extra learning; four years of academies can catch up one year lost to COVID -19. KIPP will also offer enrichment programming during the vacation academies. Our Achievement Leaders will create robust STEM and Arts programming for students K-4, 5-8, and 9-12.

All KIPP Massachusetts students K-12 will be able to opt into the vacation academies. Students that need recovery learning most will be identified initially through MAP assessments in September 2020 when school reopens, and as assessments are given every 6-8 weeks during the school year. These students and their families will be notified of the opportunity to attend vacation academy through weekly check-ins with teachers, through advisories, teacher conferences, etc. All students and families at KIPP will become aware of the opportunity to participate in the academies via the same avenues plus school newsletters and town halls, social media and the KIPP website so that any student who wishes may have access to the academies.

The academies will be a hybrid model, with the most vulnerable populations at school where we can provide services needed for students with IEPs and extra support for ELL students and early childhood learners. There will be four instructional days per week, leaving a long weekend for cleaning and sanitizing the building. Instruction will be four hours and will include check-ins, group lessons and small group/individual instruction. Student cohorts will not be based on grade, but on student need.

G. Student Supports and Professional Learning

a. Safety, Wellness & Social Emotional Supports

We will be training all staff on trauma informed practices. Students will be assigned to small learning communities where teachers can have more personal relationships with students to be able to monitor, support, and refer students for mental health issues. Our counseling staff is planning additional

check-ins with students and families. We have a Health and Wellness working group with teachers, staff, counselors, and families that has been working throughout the summer to review all school policies and will continue to work throughout the school year to ensure we remain focused on the health and wellness of our students.

b. Planning and Instruction

Teacher planning time is built into teacher schedules on all five learning days. Additionally, there will be one hour each day to focus on content PD, ELL and IEP supports, and equity and racial justice work for all instructional staff.

c. Assessments

Teachers will independently review student data on a regular basis. Weekly during content team meetings, grade level teams will come together to analyze student work on a specific item from a recent assessment. Approximately once per quarter, grade level teams will come together to analyze data from summative assessments and make programmatic and instructional decisions that will be implemented in the next quarter. The full KIPP MA assessment plan for School Year 2020-2021 will be finalized in September.

d. Intervention

Regarding students with disabilities, KIPP is planning on providing FAPE for students with IEPs & 504s for each of the three reopening models with an emphasis on parent engagement and least restrictive environment.

- For full-time in-person learning, the special education team will be involved in the creation of groupings to ensure consideration for the need to provide direct services & LRE. The school will also order special or additional PPE to ensure special education services can be delivered in person, for example desk barriers for conducting special education evaluations.
- For hybrid learning, students in substantially separate placements or those marked "high needs" on their IEP will be prioritized for returning to school to maximize instructional minutes for those with complex needs.
- For any remote instruction, KIPP will use the instruction & services model, as opposed to the resources & supports model, as outlined in DESE's special education guidance memo, meaning academic & related services will be delivered with a consistent schedule & with synchronous & asynchronous options.

Additionally, for all three reopening models, KIPP is planning a parent engagement blitz to begin the school year. Modifying the "remote learning plan" template from the spring, KIPP will create a "re-entry plan" for every student with an IEP, documenting the services and supports provided to students and how the services will be implemented either at home or school, depending on the specifics for each child.

Additionally, the school will hold remote meetings with each and every family to discuss the re-entry plan, get family input, and begin the school year demonstrating strong, consistent, and clear communication between home & school to ensure we are supporting students with disabilities, ELs, Economically Disadvantaged students, and any other students who may have a barrier to access.

e. School Calendar

Please refer to attachment B for the 2020-2021 school calendar.

H. Other

We will enter each phase of our plan as long as it is safe to do so, relying on local health data to inform our decisions. All students will receive a chromebook to support their remote learning. Breakfast and lunch will continue to be provided throughout each phase to all students who are remote and in person. When students are not on campus they will be doing all remote learning on Canvas, our remote learning platform.

Our four phase approach to reopening is outlined below.

Phase 1 - Begins 9/8	Phase 2 (October)	Phase 3 (November)	Phase 4 (January)
-All students start in a remote learning model on Canvas	-Kindergarten begins in-person hybrid learning (4 days in school 1 day remote learning) -Majority of students in grades 1-12 remain remote, with the exception of students with specific educational needs	-Kindergarten students continue hybrid learning - Students in grades 1-12 will be on a hybrid schedule attending school 1-2 days per week	-All students return to in-person learning (a maximum of four days per week/1 day remote), with one day per week reserved for deep cleaning protocols.

Our approach to this work is rooted in our Diversity, Equity, and Inclusion work and mission to be an anti-racist organization. Our goal is to co-author the school experience of families and students by gaining constant input on how we define success and how we create learning experiences. When making decisions about our school hours and remote offerings, we will look at data on the ground, prioritizing the needs of BIPOC in Lynn and Boston.

In order to ensure families experience a start to remote learning that signals meaningful improvement over emergency learning in spring 2020, we will hold Family University sessions to support them in launching remote learning successfully. Our guiding principles for designing these sessions are:

- Families are their child’s first educator. KIPP MA will honor their knowledge and experience.
- Families are balancing jobs, households, and often children at multiple grade levels. Whatever we design has to be as simple for families to implement as possible.
- Adult learners develop skills when they see a model, name its attributes, and practice. Ideally as much of the practice as possible is authentic.
- The design needs to have multiple means of access and be accessible to multiple levels of technological experience (synchronous/asynchronous, able to do on a phone).
- We must work to make all aspects of learning accessible to families in their home language.

In addition to Family University, we will continue to conduct Family Town Hall meetings, surveys, FAKT meetings, virtual home visits, and individual family calls to co-author the student experience and ensure student success.

Uniform Update

Please see the policies below in regards to uniforms for School Year 2020-2021:

- a. Remote Learning: Students do not need to wear uniforms while learning remotely.

- b. While in the building: Students will be *encouraged* to wear their KIPP gear but will not be penalized if they do not.
- c. *For Kindergarten*, uniforms will be used to build community and identity and students will be encouraged to wear uniforms but they will not be penalized if they don't have the "uniform" on while in the building.
- d. This uniform policy is for School Year 2020-2021. In the spring, we will seek family input to determine if we continue this policy or jointly create a new one for School Year 21-22.

Additional Student Supports

We have purchased and plan to distribute school supplies to all students in grades K-12. All students will receive a Chromebook to engage in learning via the Canvas platform. Breakfast and lunch will continue to be provided to all students who are remote and in person.

I. Certification of Health and Safety Requirements

Per DESE recommendations, KIPP MA has put into place the following protocols and protections whenever there is in-person learning:

- **Masks**
 - We are requiring all staff to wear masks.
 - We are requiring all students in grades 2-12 to wear masks.
 - We are encouraging masks for students in grades K-1.
 - We have purchased reusable masks for all staff and students.
 - We have scheduled mask breaks for students throughout the day upon return to in-person learning.
- All students and staff will remain 6 feet apart upon return to in-person learning.
- We have created small cohorts of students for both remote and in-person learning in order to minimize interactions between different groups of students.
- We will screen adults upon entry into the buildings using self certification and temperature checks. Please see attachment C for the self certification questions.
- Upon return to in-person learning, we will screen students for entry.
- We have a designated quarantine space in each building.
- We have purchased all recommended PPE, according to the DESE K-12 Health Safety Supply Program, for staff and students.
- We have purchased desk shields for students who receive related services, for our cafeterias and for our front desks at each school.
- We will have proper signage throughout each building that reminds our students and staff about social distancing.
- We updated our visitor policy to no longer allow visitors except for necessary building issues and emergency situations.

J. Attachments

Attachment A KIPP MA School Reopening Update

The KIPP Massachusetts team has spent the last several months analyzing guidance to begin planning school reopening plans for SY 2021. The Department of Elementary and Secondary Education (DESE) released initial guidance for school reopening this fall that prioritizes getting students safely back to school in person, following a comprehensive set of health and safety requirements. The Department also requires schools to create a reopening plan that considers a remote learning plan, a hybrid learning plan, and an in-person learning model should alternate learning models be needed.

Over the past two months, the KIPP MA Teaching & Learning team, alongside our operations team, have been going through a variety of re-entry options to create these plans. We have worked with other charter schools locally and nationally, and reviewed district plans from different localities. We sent a survey to families with over 200 respondents representing over 300 families. We have held working groups that included a variety of stakeholders to provide input on policies and re-entry planning ideas. During these working groups and planning sessions, we have put student and staff safety above everything else.

We are designing a reopening plan that includes remote, hybrid, and in-person phases. To approach this work, we are aligning ourselves to the following guiding principles:

1. **Our plan prioritizes student and staff safety above everything else**
2. **Our plan ensures students have a robust, healing centered learning experience whether they are learning on *campus* or *Canvas***
3. **Our plan leads to a predictable and consistent experience for families and staff so people can plan their lives**
4. **Our plan is adaptable and nimble so that we can change as the virus changes**
5. **Our plan centers equity and the historical experiences of Black, Indigenous People of Color (BIPOC); it considers the data on the ground, and honors the creativity and resilience of our communities.**

When school begins on Tuesday, September 8th, we will enter the first phase of our four-phased plan. The phased approach is outlined below. We will enter each phase of our plan **as long as it is safe to do so, relying on local health data to inform our decisions**. All students will receive a chromebook to support their remote learning. Breakfast and lunch will continue to be provided throughout each phase to all students who are remote and in person. When students are not on campus they will be doing all remote learning on Canvas, our remote learning platform.

Phase 1 - Begins 9/8	Phase 2 (October)	Phase 3 (November)	Phase 4 (January)
-All students start in a remote learning model on Canvas	-Kindergarten begins in-person hybrid learning (4 days in school 1 day remote learning) -Majority of students in grades 1-12 remain remote, with the exception of students with specific educational needs	-Kindergarten students continue hybrid learning - Students in grades 1-12 will be on a hybrid schedule attending school 1-2 days per week	-All students return to in-person learning (a maximum of four days per week/1 day remote), with one day per week reserved for deep cleaning protocols.

When students are in a hybrid model we will reserve one day a week for deep cleaning protocols of the building. Additionally, students will remain in cohorts; they will maintain a distance of 6 feet, and there will be several sanitizing stations.

As planning proceeds, we continue to welcome all staff and families to participate in planning teams as we discuss how to prepare for this school year. We have planning teams to discuss how to recover learning, social-emotional support, alumni support, safety, and ensuring sustainable resources. These working groups are:

- Safe & Healthy Schools Working Group
- Health, Healing & Well-Being Working Group
- Critical Hope & Learning Working Group
- College & Career Working Group
- Sustainable Resources Working Group

We are grateful to work alongside our families to make informed decisions that support the health and safety of our students.

With Gratitude,
Rhonda “Nikki” Barnes

Attachment B
2020-2021 School Calendar

JULY 2020							0 School Days 0 Work Days (all staff)
S	M	T	W	Th	F	S	
			1	2*	3*	4	July 23: Principals Return July 27: Extended SY calendar OPs Staff Return July 28: Assistant Principals and Dean Return July 29 - 31: Fellows PD
5	6	7	8	9	10	11	
12	13	14	15	16	17	18	
19	20	21	22	23	24	25	
26	27	28	29	30	31		

AUGUST 2020							0 School Days 16 Work Days (all staff)
S	M	T	W	Th	F	S	
						1	August 3-7: New Staff PD (continued) August 10: All Staff Return August 10th: All Staff PD
2	3	4	5	6	7	8	
9	10	11	12	13	14	15	
16	17	18	19	20	21	22	
23	24	25	26	27	28	29	
30	31						

SEPTEMBER 2020							
S	M	T	W	Th	F	S	
		1	2	3	4	5	17 School Days 21 Work Days First week of September: Possible new student orientation virtually (TBD) September 7: Labor Day [No School] September 8: All Students Return
6	7*	8	9	10	11	12	
13	14	15	16	17	18	19	
20	21	22	23	24	25	26	
27	28	29	30				

OCTOBER 2020							
S	M	T	W	Th	F	S	
				1	2	3	21 School Days 21 Work Days October 12: Indigenous Peoples' Day [No School]
4	5	6	7	8	9	10	
11	12*	13	14	15	16	17	
18	19	20	21	22	23	24	
25	26	27	28	29	30	31	

NOVEMBER 2020							
S	M	T	W	Th	F	S	
							16 School Days 16 Work Days November 3: Election Day [No School] November 6: End of Quarter 1 November 11: Veterans' Day [No School] November 20-24: Report card conferences/ Q1 grades distributed November 25: ½ day Thanksgiving Break November 26 – 27: Thanksgiving Break [No School]
1	2	3	4	5	6 ^{Q1}	7	
8	9	10	11*	12	13	14	
15	16	17	18	19	20	21	
22	23	24	25	26*	27*	28	

DECEMBER 2020							
S	M	T	W	Th	F	S	
							16 School Days 16 Work Days December 22: Early Release Day for Students December 23 – 31: Winter Break [No School]
		1	2	3	4	5	
6	7	8	9	10	11	12	
13	14	15	16	17	18	19	
20	21	22	23	24*	25*	26	

JANUARY 2021							
S	M	T	W	Th	F	S	18 School Days 19 Work Days
					1*	2	January 1: New Year's Day [No School] January 4: Staff PD Day [No School for Students] *Potential Snow Make Up Day* (1) January 18: Martin Luther King, Jr. Day [No School] January 22: End of Quarter 2
3	4	5	6	7	8	9	
10	11	12	13	14	15	16	
17	18*	19	20	21	22 ^{Q2}	23	
24	25	26	27	28	29	30	
31							

FEBRUARY 2021							
S	M	T	W	Th	F	S	15 School Days 15 Work Days
	1	2	3	4	5	6	February 1 - 5: Report Card Conferences/ Q2 grades distributed February 15: Presidents Day February 15 – 19: February Break [No School]
7	8	9	10	11	12	13	
14	15*	16	17	18	19	20	
21	22	23	24	25	26	27	
28							

MARCH 2021							
S	M	T	W	Th	F	S	22 School Days 23 Work Days
	1	2	3	4	5	6	March 8: Team and Family Day [No School for Students]
7	8	9	10	11	12	13	
14	15	16	17	18	19	20	
21	22	23	24	25	26	27	
28	29	30	31				

APRIL 2021							
S	M	T	W	Th	F	S	17 School Days 17 Work Days
				1	2	3	April 9: End of Quarter 3 April 19: Patriots Day April 19-23: April Break [No School] April 26-30: Report Card Conferences/ Q3 grades distributed
4	5	6	7	8	9 ^{Q3}	10	
11	12	13	14	15	16	17	
18	19*	20	21	22	23	24	
25	26	27	28	29	30		

MAY 2021							20 School Days 20 Work Days
S	M	T	W	Th	F	S	
						1	May 3-7: Teacher Appreciation Week May 31: Memorial Day [No School]
2	3	4	5	6	7	8	
9	10	11	12	13	14	15	
16	17	18	19	20	21	22	
23	24	25	26	27	28	29	
30	31*						

JUNE 2021							18 School Days 18 Work Days
S	M	T	W	Th	F	S	
		1	2	3	4	5	June 18: Juneteenth [No School] June 25: Last Day of School June 28, 29, 30: *Potential Snow Makeup Days* <i>Last day for staff will be two days after the last day of school in the event of snow</i>
6	7	8	9	10	11	12	
13	14	15	16	17	18	19	
20	21	22	23	24	25	26	
27	28	29	30				

**Attachment C
Self Certification**

What is your temperature (taken within 3 hours of reporting to work)? *

Your answer

Have you had any of the following symptoms in the last 72 hours? *

	No	Yes
Cough	<input type="checkbox"/>	<input type="checkbox"/>
Shortness of Breath or Difficulty Breathing	<input type="checkbox"/>	<input type="checkbox"/>
Fever (over 100°) or Chills	<input type="checkbox"/>	<input type="checkbox"/>
Muscle or Body Aches	<input type="checkbox"/>	<input type="checkbox"/>
Sore Throat	<input type="checkbox"/>	<input type="checkbox"/>
Headache	<input type="checkbox"/>	<input type="checkbox"/>
Gastrointestinal Problems (Nausea, Vomiting, Diarrhea)	<input type="checkbox"/>	<input type="checkbox"/>
Runny Nose or Stuffy Nose	<input type="checkbox"/>	<input type="checkbox"/>
Fatigue	<input type="checkbox"/>	<input type="checkbox"/>
Recent Lose of Taste or Smell	<input type="checkbox"/>	<input type="checkbox"/>

Have you been in close contact with anyone with COVID-19 or symptoms of COVID-19 in the past 14 days? *

Yes

No

Have you traveled outside of Massachusetts in the past 14 days? All travelers arriving to Massachusetts – including Massachusetts residents returning home – are required to self-quarantine for 14 days, except that, beginning August 1, 2020, travelers from Maine, Vermont, New Hampshire, Connecticut, New York, New Jersey, and Hawaii arriving in Massachusetts are exempt from this directive and need not self-quarantine for 14 days. If you have traveled outside any of the above locations you will not be permitted to report to a KIPP MA building until after 14 days or until you provide a negative COVID-19 test result. *

Yes

No

Yes, but I received a negative Covid19 test result afterward and have shared it with HR, so I am cleared to come in.

Have you been directed to quarantine or isolate by the Massachusetts Department of Public Health or a healthcare provider in the past 14 days? *

Yes

No

Yes, but I received a negative Covid19 test result since then and have shared it with HR, so I am cleared to come in.