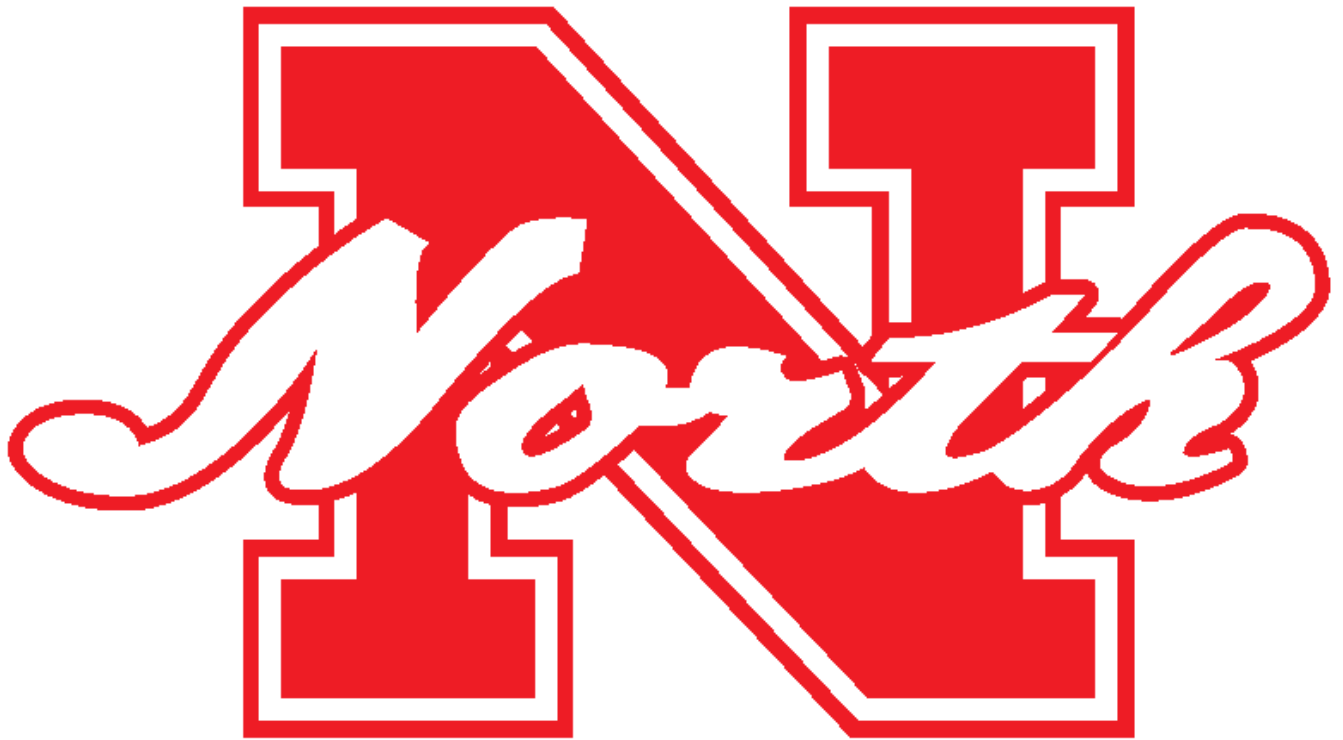


North Attleborough Public Schools



2020-2021

Fall Reopening Plan



North Attleborough Public Schools
John Woodcock Administration Building
6 Morse Street
North Attleborough, Massachusetts 02760

Scott C. Holcomb
Superintendent of Schools
508-643-2100 (phone) 508-643-2110 (fax)

August 14, 2020

Dear Parents, Guardians, Staff, and Students,

Following the Department of Elementary and Secondary Education's (DESE) Two-Step Process for District Fall Reopening Plans, we have created our plan for reopening schools this fall in North Attleborough. The plan follows the numerous guidelines DESE has published and will be modified as additional advisories are released. As we traversed the uncharted waters of reopening schools during a pandemic, we sought to build safe learning environments for all members of our learning community. These environments aim to mitigate the potential spread of pathogens, especially COVID-19.

Monitoring the local rate of COVID-19 infection indicates that reopening of schools for in-person learning is viable, however, all students cannot be accommodated in-person while meeting DESE guidelines for safety.. As indicated in the report, the district is moving to a hybrid (2:1:2) model of education to begin the school year. Most students will attend school two days a week for in-person learning while our high needs student populations will attend for at least four days of in-person learning. When students are not attending in-person learning they will be in a virtual/remote learning environment. We will monitor the daily rate of Covid-19 transmission within our schools and within the town, as this rate will determine what direction in-person learning takes. That is to say, there may be an expansion of in-person learning if transmission rates drop. However, parents/guardians may opt to have their child participate in a fully remote learning model.

The North Attleborough Fall Reopening plan is aimed at demystifying some of the questions many people have but is not meant to answer all questions. Additional specificity will be given at the individual school level along with virtual meetings that will be held with students/parents/staff. We remain committed to offering the safest teaching and learning environments for our students and staff along with the best learning experiences possible for our students. We will continue holding additional virtual town hall meetings to hear your concerns and answer your questions. Our next virtual town hall meeting is scheduled for Wednesday, August 19, 2020 from 6-7 pm. Additional information will be provided to you in a separate email early next week.

Sincerely,

Scott C. Holcomb
Superintendent of Schools

Michelle McKeon
Assistant Superintendent

The Reopening of North Attleborough Public Schools:

When does school begin?

On August 3, 2020, the North Attleborough School Committee adopted an updated school calendar to coincide with the Department of Elementary and Secondary Education's agreement with statewide teacher's unions to allow for ten professional development days before returning to school. This time is necessary to ensure all staff are prepared to deliver engaging and rigorous remote instruction any time students are not physically in our schools for in-person learning. Therefore, the first day of classes for North Attleborough elementary, middle, and high school students will be Wednesday, September 16th, and the first day of school for preschool students attending the Early Learning Center will be Monday September 21st. All North Attleborough Public Schools' staff members will be returning to work on Monday August 31st.

We will update the district calendar as needed and in accordance with DESE guidance. Changes to the calendar are subject to School Committee approval. The Superintendent of Schools will email parents and families any information regarding changes to the district calendar.

Students will follow a typical school schedule for both in person and remote learning, and individual schools will release specific information about their school schedules. Start and end times for the 2020-2021 school year are listed below:

North Attleborough High School: 7:15-1:49

North Attleborough Middle School: 7:45-2:19

Amvet School, Community School & Roosevelt School: 8:30-2:44

Falls School & Martin School: 9:00-3:14

Early Learning Center: Morning Session - 8:30-11:00 & Afternoon Session - 12:00-2:30

Learning Options for 2020-2021:

Based on DESE's recommendation to have students return to in-person learning where possible and the low Covid-19 transmission rates in North Attleborough, the district will start the year in a hybrid model for K-12 and an in-person model (with some modifications) for Preschool students. The hybrid model enables us to bring half of the students back into the classroom on Mondays and Tuesdays, and bring the other half of the students back into the classroom on Thursdays and Fridays. However, it is possible that NAPS will experience three distinct learning environments during the 2020-2021 school year. The models include:

1. Full In-Person
2. Hybrid - Combination on in-person and remote
3. Full Remote

Hybrid Learning Model (2:1:2)

North Attleborough Schools will utilize a 2-in, 3-out Hybrid Learning Model (2:1:2) when students are not participating in full in-person learning or full remote learning. This model allows students to progress through the curriculum with continuity, maintain a structured routine, and be accountable for their learning.

Hybrid Learning Schedule

Monday	Tuesday	Wednesday	Thursday	Friday
Cohort A In-Person	Cohort A In-Person	Cohort A Remote	Cohort A Remote	Cohort A Remote
Cohort B Remote	Cohort B Remote	Cohort B Remote	Cohort B In-Person	Cohort B In-Person

The Hybrid Learning Model is a combination of remote and in-person learning. Students will be divided into two cohorts (Cohort A and Cohort B). Each group will have two days of in-person learning and three days of remote learning each week.

Cohorts will be created using the first letter of students' last names and divided into groups as follows:

Cohort A: Students with last names beginning with A-J will attend in-person school on Monday and Tuesday while participating in remote learning instruction on Wednesday, Thursday and Friday.

Cohort B: Students with last names beginning with K-Z will attend in-person school on Thursday and Friday while participating in remote learning instruction on Monday, Tuesday and Wednesday.

Each Wednesday, all students will participate in remote learning instruction and activities. This will allow our custodial staff to perform a very thorough cleaning, sanitizing, and disinfecting process in all of our buildings. Remote Wednesdays also provide faculty and staff time to plan and align activities and instruction to ensure the needs of all students are being met, whether in-person or remote.

It is our expectation that students will participate in daily synchronous learning opportunities offered and complete all asynchronous assignments during remote days. Students with specific learning needs will receive their services both in-person and remotely. Some students may qualify for four days of in-person learning each week based on their level of need. Again, those services will take place either remotely or in-person, depending on individual needs.

We will monitor attendance and follow attendance protocols similar to that of live, in-person instruction. If a student is absent from a synchronous activity, either a morning meeting or

academic lesson, a member of the NAPS staff will contact the parent/guardian of the student. A school/family partnership is critical to the success of both in-person and remote learning. Parents/guardians are asked to contact their child's teacher if their child will be absent from learning activities.

Teachers will provide students and families with regular feedback regarding student progress. Similar to our traditional in-person learning model, every assignment will be given a traditional grade. Students will be assessed informally and formally, and teachers will communicate with students and parents regarding assessments and graded assignments. Students will be graded on their progress towards and mastery of learning standards, and report cards will be issued at the end of each quarter/trimester for all students. Additional information will be outlined in individual school reopening plans.

In comparison to the remote learning experience at the end of the 2019-2020 school year, students and families at all levels should anticipate a significantly more rigorous remote learning experience which follows the Department of Elementary and Secondary Education's fall reopening guidance. Students and families can also expect that student accountability and grading will be consistent with our pre-COVID-19 expectations.

North Attleborough Public Schools will utilize the Google platform for conducting remote learning, including Google Classroom and Google Meets. However, individual teachers and grade levels may supplement Google with other online platforms and learning tools that enhance the student experience. Additionally, the North Attleborough Schools will provide every child in grade K-12 with a Chromebook to ensure equity of access, as well as a wireless hotspot for families without sufficient internet capabilities.

To review sample schedules, click on the links below:

- A. [Early Learning Center](#) (Sample Full Day and Half Day Schedules)
- B. [Elementary Hybrid Sample Schedule](#)
- C. [North Attleborough Middle School Sample Schedule](#)
- D. [North Attleborough High School Sample Schedule](#)

Transitions between the Hybrid Learning Model and the Full Remote Learning Model will be allowed during the 2020-2021 school year. Parents will be responsible for contacting their child's school directly if they would like to transition between Hybrid and Full Remote learning at any time during the school year.

Remote Learning:

This portion of our plan outlines the expectations for remote learning as guided by DESE's Remote Learning Guidelines. Remote Learning is being offered as a choice for all students, and is an entirely remote K-12 learning option available to students and their families for the 2020-2021 school year. Remote Learning is designed to respond to the needs of those students and families who are immunocompromised, or who have chosen to keep their child(ren) home during COVID-19. The expectation is that parents, guardians, and caregivers who choose this model for their child(ren) will be actively involved in the educational process and will support NAPS in delivering the most robust and successful learning experience possible.

The Remote Learning plan includes specific information about a typical day for remote learners, and wherever possible for students to be taught by our own North Attleborough teachers. This plan is for students who are planning to select 100% Remote Learning, and not a hybrid learning model.

NAPS parent survey will allow families to select remote or hybrid learning, and all parents are asked to make a **final decision on their selection of hybrid or remote no later than August 21st.**

North Attleborough Schools will utilize the Google platform for conducting remote learning, including Google Classroom and Google Meet. However, individual teachers and grade levels may supplement Google with other online platforms to enhance the student experience. Additionally, North Attleborough Schools will provide every student in kindergarten through grade 12 with a Chromebook, and provide hotspots to families who do not have internet in order to ensure equity of access.

North Attleborough's Remote Learning Plan is designed to provide students with a rigorous remote learning experience, with numerous opportunities for students to connect with teachers synchronously. Students will be taught by North Attleborough educators whenever possible. Lessons will be aligned to the Massachusetts Curriculum Frameworks and follow DESE's July 24, 2020 guidance on [Remote Learning](#). NAPS teachers will provide students with synchronous and asynchronous learning opportunities, and provide regular feedback regarding student progress. As is the case with traditional in-person education and in the hybrid model, every assignment will be given a traditional grade. Students will be assessed formally and informally, and teachers will communicate with students and parents regarding assessments and graded assignments. Students in NAPS Remote Learning will be graded on their progress towards, and mastery of, learning standards. All students will receive report cards on the same schedule as their peers in the hybrid model. **All students will be held accountable for attendance and assignments, and will be assessed using the same standard applied to those students participating as in-person or hybrid students.**

Due to the nature of completely remote instruction, teaching will look significantly different than traditional in-person and hybrid instruction and learning. Therefore, our remote learning classes will pay special attention to social emotional health and well-being, and will prioritize relationship building between teachers and students. The sample learning schedules below outline what a typical day may look like for a student participating in full remote learning. These sample schedules are subject to change as more details become available and our planning process progresses.

- E. [Early Learning Center](#) (Sample Full Day and Half Day Remote Learning Schedules)
- F. [Elementary Remote Learning Sample Schedule](#)
- G. [North Attleborough Middle School Remote Learning Sample Schedule](#)
- H. [North Attleborough High School Remote Learning Sample Schedule](#)

If for any reason NAPS has to move to a full remote learning model the sample schedules will be utilized for all students.

Special Education and English Language Learners in Remote Learning:

Students on Individualized Educational Programs (IEPs) are entitled to special education services as identified on their IEPs. North Attleborough Public Schools will work individually with each family and student who chooses the Remote Learning model to outline service delivery for their child's needs. These remote supports may include, and are not limited to: Google Meet, video modeling, and phone or Google Classroom services (See section regarding Student Services for additional information).

Students who are identified as English Language Learners (ELL) are entitled to support for English language acquisition. The District will work with those families whose children are identified as English Language Learners to customize a plan to support the student's English language skill acquisition. Such plans could include direct online tutoring, video modeling and consultation, and access to digital resources, which teach the English language.

Social-Emotional Supports in Remote Learning

Students who participate in remote learning will have access to all social-emotional supports that are available to students who participate in our in-person or hybrid model. Regardless of instructional methodology, whether remote or in-person, we are guided by the following:

“In order for our students to engage and learn, we need to create environments that promote a positive sense of well-being and healthy connections between peers and with adults” (CASEL SEL Roadmap, 2020).

Students who participate in remote learning will participate in regularly scheduled morning meetings, or other synchronous check-ins during the school day in order to build a sense of belonging and safety within their remote learning community. School counselors will be available to support the social-emotional well-being of students learning remotely just as they are available

to support students in school. Lessons provided by school counselors to all students attending school in-person will be provided asynchronously to students learning remotely. Remote learners who require individual or small group school counseling support of any kind will have the opportunity to participate in such activities remotely.

The North Attleborough Public Schools will continue to make referrals to local mental health agencies to support students and families who require additional social-emotional interventions in addition to those we are able to provide remotely.

Professional Learning:

As we plan for a successful reopening of our schools for teachers, staff, and students during this unprecedented time, professional learning has never been more essential for success. Due to DESE's announcement that all schools will have ten additional professional development days at the beginning of the school year, we will begin our school year with professional development that allows our faculty and staff to feel safe, comfortable, and prepared to take on the challenges of the 2020-2021 school year. It is necessary for us to provide meaningful professional development, training, and support so that teachers are equipped with the necessary skills to provide hybrid and virtual instruction to all of our students in the most effective ways possible. Meaningful professional development commonly consists of three important elements: active participation, collaboration, and relation to practice. The professional development experience is most effective when the experience is relevant and involves direct participation or collaboration. Therefore, our professional development will consist of a combination of approaches that includes time for teachers to learn from outside professionals, participate in online modules directly related to remote instruction, collaborate with one another, and listen and learn from in-house experts.

The following list outlines professional development we have identified as necessary to begin the 2020-2021 school year. We are also surveying NAPS staff members to be sure we include training that they feel will be most beneficial as we plan for the reopening of school. In addition, we will cover all typical mandatory training using online modules.

- Health and Safety- to be presented through online modules prepared by our nursing staff
 - Health education about COVID-19
 - Masks: proper use and care
 - PPE: proper use and care
 - Hand Hygiene
 - Identification of and protocols with sick students and staff
- Cleaning and Facilities Management:
 - Cleaning procedures and protocols (who, what, when, where, how often)
 - Cleaning products (what can we use?)
- Building Protocols:
 - Processes and procedural changes including but not limited to:

- Arrival/Dismissal
 - Physical Distancing Expectations
 - Mask Breaks
 - Lunch, Recess, Transitions
 - Scheduling and Expectations
 - Behavior Management
 - Hybrid Learning Expectations (distancing, cleaning, movement)
- Cooperative Planning and Collaboration- teachers collaborating with teachers and NAPS staff members
 - Planning time to collaborate with grade level peers/team members/course teachers/PLC groups
- Social-Emotional Learning
 - Trauma Informed Practices
 - Covid and the impact it has had on our student population
 - How to best support students in hybrid and remote learning
- Curriculum, Instruction, and Assessment- to be presented through a variety of resources
 - Effective teaching, assessment, and feedback measures for remote and hybrid teaching
 - Utilizing tools for teaching and communicating effectively
 - Google Classroom (G-Suite for Education)
 - Flipped Classroom/Blended Learning
 - Resources and Tools for effective instruction at each level

Building Based Processes and Procedures:

The North Attleborough Public School District is committed to providing an environment that focuses on the health, safety, and well-being for all students and staff. As a district we have put numerous processes and procedures in place to ensure staff and students remain safe. We understand that each building in our district has a wide range of unique needs in order to meet the necessary health and safety guidelines within their school buildings. Therefore, each building will follow developmentally appropriate processes and procedures that are personalized for their grade levels and buildings. The links below will lead you to specific building-based plans.

As we work to ensure the safety of all students and staff, students will no longer congregate in communal areas prior to the start of school. Upon entry to schools, students will be immediately directed to class. Buses will unload in a staggered approach so that we can maintain proper health and safety guidelines. Students arriving by parent drop off may not enter the building until authorized by school personnel. If a parent arrives with their child prior to drop off time, the child must remain in the vehicle until authorized by school personnel to enter the building.

Students will have assigned seats in every class and on the bus. Desks and tables for classwork will be spaced at least six feet apart. All desks will face in the same direction. Spaces such as the gymnasium, cafeteria, and library may be repurposed in order to maximize physical distance between students.

Additional information that is pertinent to specific schools can be accessed using the links below:

- A. [Early Learning Center](#)
- B. [Amvet School](#)
- C. [Community School](#)
- D. [Falls School](#)
- E. [Martin School](#)
- F. [Roosevelt School](#)
- G. [North Attleborough Middle School](#)
- H. [North Attleborough High School](#)

Student Services:

In planning for the fall reopening, North Attleborough Public Schools has remained consistent in identifying and prioritizing the high needs population. Based on guidance from the state, both the hybrid and general population remote learning plan includes serving a high needs population for at least 4 days in-person. North Attleborough, utilizing DESE guidance, considers high needs to include; students already identified as “high needs” through the Individualized Education Program (IEP) process (programs such as PLC, ILC, PEAP, IEAP, CARE, EXCEL, MSALCs, MS Learning Centers, Access, HS Learning Centers, and Community Connection), students who primarily use aided and augmentative communications (AAC devices), students who are homeless, students in foster care of congregate care, students dually identified as English Learners, preschool aged students, and students who cannot engage in remote learning due to their disability-related needs. North Attleborough administrators were also tasked with identifying additional at-risk students to consider for prioritization for 4 day week in-person services. Those additional student subgroups to prioritize include: students who access free and reduced lunch, students on 504 Accommodation Plans, students who were considered for retention, and students without disabilities who struggled to engage in Spring 2020 remote learning activities.

Commitment to Child Find

It is the responsibility of the District to identify any child who is a resident of North Attleborough who may have a disability, regardless of the severity of the disability. It is also the responsibility of NAPS to evaluate those students to determine if they are eligible for special education or related services under IDEA (Individuals with Disabilities Education Act) or 603 CMR 28 (Massachusetts Special Education Regulations). North Attleborough will screen, assess, and complete the evaluation process for both reevaluation students and students with a suspected disability (ages 2.9-21) whether remotely or in person based on DESE guidance and adherence to current health and safety protocols. While many districts in the Commonwealth focused on health, stabilization, and connectedness in the Spring of 2020, school districts were limited in their capacity to formally evaluate students and therefore did not adhere to evaluation timelines. For the start of the 2020-2021 school year NAPS has identified screening tools, data collection tools, formal assessments and informal assessments that may be used for the purpose of Child Find.

Team Chairs, building administrators, and evaluators are aware of the students who are overdue for an evaluation and will work to prioritize students and commence the evaluation process for the 2020-2021 school year. Evaluators (i.e. school psychologists, SLPs, OTs, PTs,) have determined what assessments, tools, and health equipment/measures would be needed for either a remote or in-person initial evaluation or reevaluation of a student. Team Chairs will communicate with families to indicate if evaluation timelines are unable to be adhered to and determine options to mitigate the situation. Through continued communication with families and collaboration among staff, NAPS remains committed to the responsibility of Child Find.

Early Learning Center:

North Attleborough embraces the importance of educating and appropriately servicing our youngest learners. NAPS' Early Learning Center (ELC) is a public integrated preschool program that operates in a stand alone building, serving students aging in at 3 and up until the transition to kindergarten. Programs at the Early Learning Center are designed in accordance with general mandates under the Individuals with Disabilities Act (IDEA) and Massachusetts General Laws, Section 603 CMR 28.00. The ELC is National Association for the Education of Young Children (NAEYC) certified. During the spring COVID crisis, ELC staff were able to, when appropriate, transition students in from Early Intervention (EI) using EI information, observational data, Indicator 7 in the form of a Parent/Therapist questionnaire, and other data sources (Child Find). ELC staff have established a process to complete evaluations and/or utilize a Massachusetts Tiered System of Support response to enroll students into the program while assessing skill levels and potential needs.

Both DESE and NAPS consider early childhood special education and preschool children a high needs population who are particularly in need of in-person services. Therefore, the current plan is for the ELC to operate on a typical 4 day a week schedule with both half and full day programming: AM Session: 8:15-10:50, PM Session: 12:00-2:30 or Full Day: 8:15-2:30. The ELC consists of nine classrooms where classroom sizes do not exceed those indicated in the current health guidelines based on physical space and social distancing. Modifications will be made to the learning spaces such as removal of classroom rugs, dress-up material, and classroom stuffed animals or soft, shared toys.

In the event the ELC must go remote, staff will continue to provide educational services to students, keeping in mind developmentally appropriate and ability appropriate instruction and service.

If you have any further questions or concerns please feel free to contact

- Traci Vaughan - ELC Coordinator @ Tvaughan@naschools.net

Special Education:

North Attleborough Public Schools is committed to providing special education services for students on active Individualized Education Programs (IEPs). IEP services will be provided based on DESE guidance and within the health and school day guidance and requirements. During the Spring, students on IEPs experienced a wide-range of remote support and outreach. NAPS, along with DESE, has increased their expectations and assurance to provide the agreed upon services, taking an Instruction and Service approach for those students accessing remotely.

If a child falls in the "high needs" category as indicated earlier in this document these students are being prioritized and offered in-person services at a greater frequency. NAPS anticipates that this

will have a lesser impact on the delivery and modality of their services given IEPs are developed with the intent to deliver in-person instruction, services, and accommodations. For students who are accessing IEP services through a remote model, they should expect the frequency and type of personnel to be provided as indicated in the IEP and through a schedule created by NAPS staff. For example, a student may have 3 x a week reading services provided in the C grid by a special education teacher. In accessing these services remotely, the services may be scheduled to occur during the elective or special block indicated in sample schedules 3 x a week, remotely provided by a special education teacher and may include other identified students who access C grid reading services. For students accessing the hybrid model, based upon his/her IEP services and student schedules, those services may occur in-person or remotely.

Delivery of Service(s):

With the expectations to provide services within the less restrictive model, prioritizing high needs students and remaining compliant with IEPs services as well as health requirements, NAPS administrators collected data regarding the square footage, ventilation, windows and air conditioning for each space where specialized instruction and support are delivered. It was determined whether instruction could be delivered considering safety protocols and guidelines, including social distancing of 6 feet or more. Based on the feasibility study, the District was able to ascertain which spaces meet the guidelines for the number of people (students and teacher/service provider) that are deemed safe with proper ventilation or windows. For example, a room measuring 144 square feet with no window, but proper ventilation, would be deemed acceptable to serve no more than 3 students who are properly socially distanced with one teacher. Learning spaces that are not deemed accessible (not meeting protocols and guidelines) will be relocated. If the location of a service is impacted as outlined in a student's IEP this will be communicated and problem solved collaboratively with Team members documenting any such changes.

Student cohorts will be considered when scheduling groups for services. The number of students receiving services outside of a general education classroom (i.e. reading, academic support, math) in each group will not exceed the maximum number of students, based on square footage, for each room. Prior to entering a new learning space, students will wash/sanitize their hands. Instructional areas/classrooms will be equipped with hand sanitizer dispensers or handwashing stations. Appropriate cleaning protocols will take place before and after each cohort of students is serviced. In the event that services are provided in the general education setting, staff entering will follow the same protocols. Refer to the Health Service section of this document for further information regarding health protocols for both staff and students.

Students with IEPs who access educational services in a more restrictive setting, such as an educational placement at a collaborative school, private day school, or residential (out of district student) will access their educational services as indicated by the school placement services providers and administration.

English Language Learner:

Based on DESE guidance and local decision making, students dually identified as English Learners (ELs) will be offered in-person educational services at a greater frequency than students in the hybrid model. However, regardless of the model, ELs are entitled to access services based on their identified level. EL teachers will communicate and collaborate with families regarding access to the services. Services may or may not be impacted by location or frequency depending upon the modality in which a student is accessing his/her educational services. Due to the unique language needs of English Learners, English Learners and English Learner Educators will be afforded face shields and will remain 6 feet apart at all times. For additional information regarding how services are to be delivered whether in or out of a general education classroom please refer to the special education section of the health services section.

In terms of identification of EL students, DESE has created assessment tools that can be utilized both in-person or through tele-assessment. Students who may not have been appropriately evaluated during the Spring will take priority to participate in language evaluations for the start of the 2020-2021 school year.

If you have any questions or concerns please contact:

- Jeannine Magliocco - EL Coordinator/Principal @ Jmagliocco@naschools.net

Social Emotional Learning Supports

North Attleborough Public Schools will provide ongoing teacher support/professional development regarding safe and supportive schools. Staff will prioritize relationships and social emotional learning as an ongoing curriculum and embedded process within each classroom. Teachers will be provided with additional tools and resources to create a classroom environment that supports students in the teaching and embedding of social emotional core competencies. Using the existing BEST Team as a base, building principals will make adjustments to building-based behavioral/mental health response teams and provide the on-going proactive and responsive measure for students with increased behavioral and/or social emotional concerns. Prior to the start of the student school year, NAPS will have identified suspected or known students who may require such interventions. Schools will utilize screening tools, observation, and informal assessments to assess social and emotional needs for all students. This information will also be key in the evolving development of tiered curriculum and supports for students.

Homeless and Foster Care

Students starting the school year currently identified as Homeless or in a Foster Care setting are considered “high needs” and will be offered in-person services at the minimum of 4 day a week. The district remains obligated to provide services to identified McKinney-Vento (homeless), Foster Care, and other transient populations based on DESE’s definitions (i.e. migrant and

military families). During the months of July and August 2020 NAPS employed a McKinney-Vento summer liaison to continue contact with transient students to discuss their access to technology, food and shelter. NAPS administrators have also participated in the Department of Children and Family/DESE summer communications (guidance and virtual meetings) to maintain and strengthen relationships with other agencies that serve homeless and/or foster care students.

For further questions related to the Office of Student Services, please contact:

- Meg Camire, Director of Student Services at mcamire@naschools.net or 508-643-2160

Clubs and Extracurricular Activities:

Athletics:

Health and safety of student-athletes, coaches, and game officials are of paramount concern in determining the status of high school sports. At the time of this writing, August 12, 2020, the only official announcement concerning Interscholastic Athletics issued by the governing state body, the Massachusetts Interscholastic Athletics Association (hereafter MIAA), was made on July 21, 2020, and pertained only to the Fall 2020 sports season. That announcement delayed the opening of the season from August 21 to September, 14, 2020. As of this writing. The MIAA Sports Medicine Committee (SMC) met on August 10 with focused discussion on topics related to the COVID-19 pandemic and fall 2020 participation in interscholastic athletics.

The MIAA has been in consultation with the offices of the Governor and DESE, both of whom have pledged to give executive direction for high school interscholastic sports for the Commonwealth. On August 7, 2020, Governor Baker announced the Commonwealth would remain in Phase 3 Part 1. This impacted sports in that indoor groups are now limited to meetings of 25 or less and outdoor gatherings are now limited to 50, down from 100. This will impact crowd sizes as well as the number of team members present for their events. More information is promised from the Department of Elementary and Secondary Education (DESE). As that information becomes available we will inform community members.

These MIAA committees have utilized the risk categorization provided by the National Federation of High School Sports (hereafter NFHS) to produce their recommendations for Fall sports.

High-Risk: Football, Competitive Cheer

Moderate Risk: Soccer, Field Hockey, Volleyball, Sailing

Low-Risk: Golf, Cross Country

At this date, those in low- or moderate-risk categories are recommended to begin play on the start date of September 14, 2020. Those in the high-risk category may shift to the Spring.

The MIAA committees have also examined alternative date plans, which could move all high school sports to begin after January 1, 2021, and play in three shortened seasons concluding in late June. All of these decisions should be made for the Commonwealth as a whole, and are not made at the district level. Once these state decisions are made, the School District will then assess the funding in its FY '21 budget designated for interscholastic athletics.

Athletic Transportation:

The health and safety of the student-athletes, coaches, and officials is of the utmost importance. The hybrid and full-remote learning plans will limit the number of high school students receiving transportation to the school on any given day. Thus, students must find their own means of transportation to the high school for sports practices, home games, and to meet away-game bus

transportation. Parents may also elect to drive their student-athletes to/from away games for social-distancing purposes.

The state COVID mandates for bus transportation may also restrict the ability of the district to safely transport teams to opposing school sites, often increasing the number of buses needed in comparison to past seasons. Due to bus company fleet limits, and school district budget limitations, it may not be possible to run the comprehensive interscholastic athletic program as it stands (varsity v. sub varsity, JV, and Freshman teams). The Hockomock Leagues are exploring the possibility of playing all sub varsity sports on Saturdays. Doing this in a tournament method has been discussed. For example, three teams would meet at one site, playing each team once, therefore playing two games on a Saturday. As mentioned above, parents may be relied upon for some athletic transportation.

Other Clubs & Extracurricular Activities

Clubs and extracurricular activities are expected to begin at the start of the school year which is September 16, 2020.

At this time we are still determining whether students who choose to be fully remote will be allowed to participate in extracurricular activities. Many families are choosing fully remote due to concern of infection/spread of COVID-19 and participation in extracurricular activities runs counter to that concern. Additional information will be provided at a later date once the final determination of participation for those in fully remote learning has been reached.

Should you have any questions about Clubs & Extracurricular Activities please contact:

Kurt Kummer - Athletic Director @ Kurtkummer@naschools.net

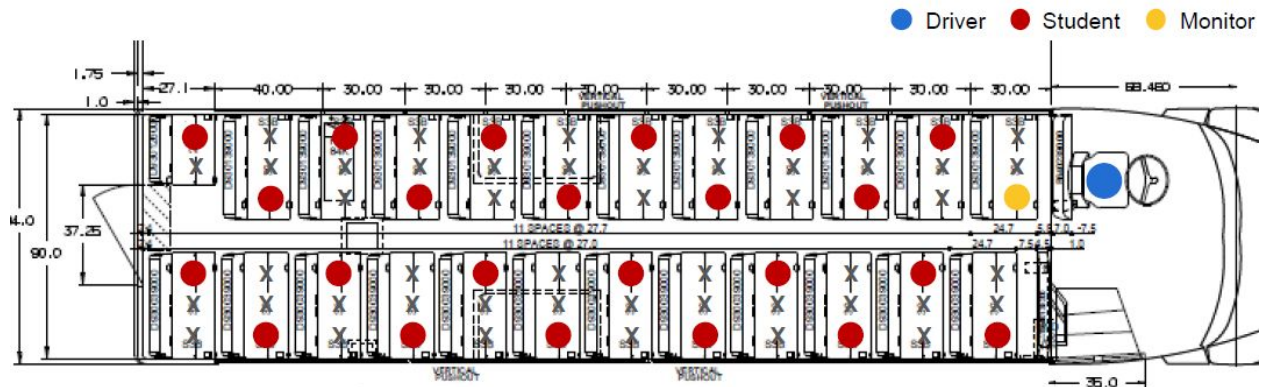
Peter Haviland - Principal of North Attleborough High @ phaviland@naschools.net

TRANSPORTATION:

Though North Attleborough Public Schools are no longer charging fees during the FY21 year for transportation, using school buses should only be done if all other modes of transporting students are not feasible. To minimize transmission of COVID-19 families are encouraged to find alternative modes of transportation to and from school. Some of those modes include:

- Walking
- Riding a bike
- Having a parent/guardian drive
- Carpooling

North Attleborough Public Schools will implement the model below for transporting students, which was derived from the Department of Elementary and Secondary (DESE) Fall Reopening Transportation Guidance found [here](#):



Each bus will have a monitor who will:

- Wear proper PPE and adhere to all health and safety guidelines
- Assist with pre-boarding symptom screening of all passengers
- Ensure students are wearing masks
- Ensure proper physical distancing of all passengers
- Take attendance of all passengers
- Assign students to a numbered seat and record seat number and name of student for potential contact tracing should a child become infected with COVID-19
- Assist with routine cleaning and sanitization of the bus
- Assist with arrival and dismissal procedures
- Ensure all students use hand sanitizer as they enter the bus and exit the bus
- Ensure all students remain seated and facing forward
- Ensure all windows are open on the bus to increase ventilation of fresh air
- Ensure roof hatch is open (if/when possible) on the bus
- On the way to school, ensure students are assigned to a seat loading from the back of the bus to the front of the bus and unloading, by seat, from the front of the bus to the back of the bus

- On the way home from school, students will be assigned seats allowing for students leaving the bus first to sit in the front of the bus and students leaving last to sit in the back of the bus
- Assist with monitoring students' physical safety and health

Health and Safety Protocols

Masks -

- **ALL** passengers, regardless of age, **MUST** wear a mask at all times on the bus. The only exception would be for a student who is unable to wear a mask due to a doctor verified medical condition
- Masks should be provided by each family
- Each bus will have a supply of disposable single-use masks for any student who may need one
- Any student unable to wear a mask because of a doctor verified medical condition must wear a face-shield

Pre-Boarding Symptom Screening -

- Parents/Guardians should check for COVID-19 symptoms each morning before allowing their student/child to go to the bus stop. If COVID-19 symptoms or any communicable symptoms are present children should not attend school
- A symptom list from the Centers for Disease Control and Prevention (CDC) can be found [here](#)

Hand Sanitizing -

- All passengers must sanitize their hands in front of the bus monitor before sitting on the bus
- All passengers must sanitize their hands in front of the bus monitor before getting off the bus
- Hand sanitizer must be either alcohol-based with at least 60% ethanol or at least 70% isopropanol
- Hand sanitizer should be applied to all surfaces of the hands in sufficient quantity that it takes 20 seconds of rubbing hands together for the sanitizer to dry

Ventilation -

- Windows on the bus must be kept fully open at all times unless extreme weather conditions exist
- During extreme weather conditions windows should be kept partially open
- Where applicable and weather permitting, roof hatches should be opened on buses during operation

Cleaning & Disinfecting -

- Using EPA-approved disinfectants, deep cleaning of vehicles will occur each day. Deep cleaning will include but is not limited to:
 - Dusting and wet-mopping vehicle floors
 - Removing trash
 - Wiping heat and air conditioner vents
 - Spot cleaning walls
 - Wiping seats
 - Washing the inside of windows

- Cleaning all high touch surfaces as described below
- Using EPA-approved disinfectants, high touch surfaces will be cleaned after each morning route and each afternoon route and include:
 - Buttons, handholds, pull cords, window latches, rails, steering wheels, door handles, shift knobs, dashboard controls and stanchions

If you have any questions regarding transportation please contact:

Michelle Hulme - Director of Transportation @ Mhulme@naschools.net

School Facility Protocols:

Custodial Standard Operating Procedures

Cleaning and disinfecting will occur at least daily for shared spaces and furniture. For high-touch surfaces (e.g., door handles, light switches, handrails and bathrooms), cleaning and disinfecting will occur multiple times per day between uses.

Daily Cleaning and Disinfection

- Areas: Bathrooms, Cafeteria, Classrooms, Media Centers, Gymnasiums/Locker rooms, Auditoriums, Nurse Office, Main Office and Hallways
- Bathrooms: Clean and disinfect with EPA approved disinfectant all sinks, toilets, urinals, floors, walls, mirrors, partitions and door knobs
- Nurse Office: Clean and disinfect with EPA approved disinfectant all door, phone handsets, light switches, desks, countertops and floors
- Office and Classroom: Phone handsets, light switches, student desks, and countertops.
- Hallways & Stairwells: Clean and dust mop all floors and disinfect with EPA approved disinfectant all door hardware, crash bars, and hand railings
- Food Service Disinfection: Clean and disinfect with EPA approved disinfectant all kitchen equipment, and café tables and remove trash
- Gymnasiums: Pick up all trash and dry mop
- Vacuum: Hallways, classrooms, offices and libraries
- Black and white boards: Wipe down
- Classroom Dry Mopping: Dry mop all floors
- Outside Doors - Windows and Hardware: Clean and disinfect with EPA approved disinfectant.
- Student and Staff Desks: Clean and disinfect with EPA approved disinfectant
- Playground and Play Areas: Disinfect with EPA approved disinfectant

Deep Cleaning Protocol

- All bathrooms - deep clean every day with the Clark TFT 400 machine
- Disinfect all surfaces with product central 103 disinfectant
- All surfaces - pre clean then spray with Product Central #103, and allow to dry
- Clean and disinfect toilets, sinks, urinal, grab bars and mirrors
- Clean and disinfect partitions, doors, walls, floors and all surface areas
- Clean and disinfect all toilet paper, towel, and soap dispensers
- Clean and disinfect interior and exterior windows
- Clean and disinfect desk and countertops, cabinet handles, chair handles, file cabinets
- Clean and disinfect copy machines, printers, laminators
- Clean and disinfect light switches, lamps and phone receivers
- Vacuum all rugs and carpeting
- Clean and disinfect all doors and hardware
- Café tables and chairs - clean and disinfect after each lunch period

- Student furniture - clean and disinfect after each class
- All equipment - disinfect after each use by the last staff member to use them

Summer Deep cleaning

- Disinfect all classroom and office furniture
- Disinfect all classroom and office cabinets and surfaces
- Disinfect all classroom and office sinks and countertops
- Strip & wax all classroom, office and hallway floors
- Wash and sanitize carpets
- Disinfect all classroom and office walls
- Tune and condition all HVAC systems
- Replace all HVAC Rooftop and univent filters

Individual Facilities Deep Cleaning Protocol

Bathrooms:

- Clean and disinfect toilets, sinks, urinal, grab bars and mirrors
- Clean and disinfect partitions, doors, walls, floors and all surface areas
- Clean and disinfect all windows

Offices:

- Clean and disinfect interior and exterior windows
- Clean and disinfect desk and countertops, cabinet handles, chair handles, file cabinets
- Clean and disinfect copy machines, printers, laminators
- Clean and disinfect light switches, lamps and phone receivers
- Clean and disinfect doors, floors and walls
- Vacuum all carpeting

Conference Room:

- Clean and disinfect interior and exterior windows
- Clean and disinfect desk and countertops, cabinet handles, chair handles, file cabinets
- Clean and disinfect copy machines, printers, laminators
- Clean and disinfect light switches, lamps and phone receivers
- Clean and disinfect doors, floors and walls
- Vacuum all carpeting

Hallways and stairwells:

- Clean and disinfect interior and exterior windows
- Clean and disinfect all doors and hardware
- Clean and disinfect light switches
- Clean and disinfect floors and walls
- Vacuum all carpeting

Additional Disinfection Measures and Protocols

Our Contract Cleaning Services will continue to conduct routine cleaning and disinfecting of our facilities; however, employees are required to disinfect their own work spaces multiple times throughout the day with supplies provided from the district, but minimally at the beginning and end of each day, giving special attention to common surfaces. Surfaces include:

- Work tools and equipment
- Workstations and equipment (desks, phones)
- Computer screens and keyboards
- Doors, door handles, buttons
- Copy machines, microwaves, vending machines
- Vehicles of any and all types

If possible, employees will not use other workers' phones, desks, offices, work tools, equipment, or personal items. If a shared device is the only option, each employee will disinfect the equipment before and after each use.

School & Facilities Protocols:

Our school and facility protocols adhere to all guidelines as recommended in the July 22, 2020 Fall Reopening Facilities and Operations Guidance from the Department of Elementary and Secondary Education which can be found [here](#).

Handwashing & Hand Sanitizing Stations:

Handwashing and/or hand sanitizing stations will be found in the following common areas:

- All entries and exits
- In bathrooms
- In classrooms
- In libraries and shared activity spaces
- Next to meal distribution and consumption areas
- Next to water fountains

Bathrooms:

- Not allowed to be used during transition times to reduce the number of students in bathrooms at any single time
- Touchless technology has been installed at many locations including faucets, urinals, toilets, paper towel dispensers
- Proper hand sanitizing stations are also located at each bathroom

Locker Use:

- See individual school plans for specifics

Signage:

Appropriate signage will be posted throughout each school in highly visible locations reminding students and staff to follow proper health and safety protocols. Signage will be posted at:

- Handwashing and hand sanitizing stations

- In bathrooms
- Entry/exit locations
- Eating areas
- Mask break areas
- Classrooms
- Playgrounds
- Hallways
- Near frequently shared equipment

Storage:

- Students will have their belongings separate from other individuals
- Sharing of items is discouraged but if an item is shared the individual should clean their hands before and after the shared item is used

Drinking Fountains:

All touchless drinking fountains found at each of our schools will be open for use and any fountains that require touch will be shut down. Students are asked to bring their own full water bottle to school each day as fountains that require contact for use will be closed. Students may use motion activated drinking fountains when filling water bottles if a refill is needed during the school day. Bringing a full water bottle from home will decrease the number of trips from the classroom, and reduce hallway congestion.

Food and Beverage:

Water or like beverages may be consumed where a bottle has the use of a straw to go under the mask or students can safely remove the mask staying 6 feet apart. Water breaks will be encouraged during mask break time in order to reduce frequency of touching mask/face. Food is to be consumed during supervised times where students are 6 feet apart. Food will be consumed in the classrooms at all locations except the High School. Specifics can be found within each individual school reopening plan.

Should you have further questions about food and beverage please contact:

- Heather Baril - Food Service Director - @ hbaril@naschools.net

Ventilation:

North Attleborough Public Schools has taken several steps to increase ventilation and improve indoor air quality in each of our buildings.

Air handling units have been tuned, cleaned and conditioned at each one of our buildings to increase the flow of fresh air. All filters have been changed at each location and the rate of filter change throughout the year has increased. All HVAC systems with outside air dampers open will run for at least one week prior to the reopening of schools. At some locations window fans have been installed to force additional fresh air from the outside into the buildings/rooms. Air handlers will be run for additional hours before students enter the building and after students have left the building to cycle fresh air into each location. Teachers will increase outdoor air circulation by opening windows and doors and using district purchased fans when possible. Interior doors will

remain propped open during the day, to reduce the number of people touching the door and to increase ventilation.

Visitors and Volunteers:

- Volunteers will not be allowed at this time
- Visitors such as parents/guardians who come to school to pick up their child will have to follow all safety protocols as outlined in each individual school reopening plan
- All Visitors will be tracked and a log maintained for 30 days. This log will have the visitors name, date, arrival/departure time, phone number and area visited in the building.

If you have further questions about buildings and grounds please contact your building administration or:

- Kyle Kummer - Buildings and Grounds Director @ kylekummer@naschools.net

Health Services:

North Attleborough Public Schools (NAPS) is committed to having both the appropriate personnel and protocol in place to address and respond to the evolving health protocols in response to COVID-19. NAPS, utilizing additional state funding, has appointed a full time Nurse Leader who is collaborating with members of health services, including community providers, North Attleborough Board of Health, Department of Public Health (DPH), and other regional and state liaisons. NAPS schools are equipped with a minimum of one full-time RN as well as additional RNs and LPNs based on building enrollment and student needs. Nursing staff may adjust based on the service model and student participation: remote, hybrid or full in-person. North Attleborough's Board of Health and Fire Chief have played integral roles in collaborating with the nursing team in serving students and families during the spring as well as in anticipation of the upcoming school year.

Staff Information Guide and Parent/Guardian Information Guide

North Attleborough Public Schools is in the process of developing a Staff Guide to Health and Safety for In-Person Services and a Parent/Guardian Guide to Health and Safety for In-Person Services utilizing our successful Extended School Year (ESY) model as a framework. The Guide to Health and Safety for In-Person Services was created based on CDC, DESE, and local Board of Health current guidelines. Of note, as of August 10, 2020 students and staff anticipated to attend or provide in-person educational services are to **complete screening prior to school arrival**. Screening questions to be completed prior to school arrival may include:

- *Have you/your child experienced recent fever, headache, cough, sore throat, shortness of breath, muscle aches, stomach ache, loss of taste or smell?*
- *Is anyone in your household experiencing a respiratory illness (fever, cough, shortness of breath)?*
- *Have you/your child had contact with anyone diagnosed with COVID-19 (contact being defined as within 6ft. of someone for 15 minutes or more)?*
- *Has anyone in your household been tested for COVID-19?*
- *Have you/your child taken any Tylenol or Ibuprofen in the last 4-8 hours?*

Additional Guide information provided will include topics/protocols such as:

- Arrival and Dismissal
- Hand washing and sanitizing
- Cleaning / Disinfecting
- Drinking/Eating
- Toileting
- Student Learning Materials
- Outdoor Play
- Physical Intervention and Restraint
- When staff and/or students should stay home
- Transportation

[Parent's Guide to Health and Safety for In Person ESY](#)

Personal Protective Equipment (PPE) and Medical Waiting Rooms

PPE:

North Attleborough Public Schools expects all employees to wear masks, especially when six feet of physical distancing not possible. NAPS is mandating all students in grades 2-12+ to wear masks unless medically unable to do so. In grades PreK-1 it is strongly encouraged students wear masks. All students medically unable to wear a mask must wear a face shield. Staff and students are asked to provide and wear their own masks but the district is prepared with both child and adult size masks in the event a student or employee is unprepared or his/her current mask is damaged, soiled or contaminated. Masks are to be either disposed of or cleaned daily based on the type of mask and current CDC guidance.

Staff will have disposable gloves available to them, if needed and appropriate. All staff will be trained on the use of PPE, including how to don and doff disposable gloves and masks. While staff are being asked to provide their own masks, depending upon a staff member's role they may be encouraged to wear additional PPE to ensure both staff and student safety and reduce the chances for COVID-19 transmission. Based on DESE's guidance and local information, NAPS is identifying what the CDC describes as, "direct service providers". NAPS' direct service providers include staff who assist students with personal care (i.e. diapering and toileting), staff who provide hand-hand or physical intervention services (i.e. physical therapist, severe special education teacher, occupational therapist, paraprofessional), and school nurses. Direct service providers will require additional PPE and training such as N95 or KN95 masks, face shields, disposable gloves, and disposable gowns.

Medical Waiting Rooms

The Nurse Leader, North Attleborough Fire Department Chief and building Principals have identified medical waiting rooms in all school buildings. The medical waiting rooms are separate from the nurse's office and will be used when a student presenting COVID-19 symptoms needs to be separated from the other students. If the medical waiting room is occupied by a student then it will be monitored by the appropriate staff. Students must wear a mask in this waiting room regardless of their age. The monitor should also have the appropriate PPE on and maintain 6' of distance while monitoring the student. The spaces are large enough to have multiple students more than 6' apart.

Staff Training

North Attleborough staff will be trained in the protocols pertaining to their job responsibilities applicable at the time of in-person services. The [Health and Safety Protocol, COVID-19 Training](#) was provided to all in-person Extended School Year staff, including teachers, therapists, and paraprofessionals. A similar training will be provided to all NAPS staff members this fall.

All of our district RNs did COVID-19 contact tracing for the local BOH, along with manning a townwide COVID call center from March-June. This team of nurses is well versed in answering COVID questions, and educating others on CDC/Mass DPH protocols. The RNs worked closely with the North Attleborough public health nurse and will continue to do so throughout the school year.

Technology Support:

During the COVID-19 school closure period (March-June 2020), the North Attleborough Public Schools (NAPS) Technology Department played an integral role in supporting remote work and learning for staff and students. The NAPS Technology Department deployed 600 (560 student devices and 40 staff devices) to district employees and students. Prior to the pandemic, NAPS provided a 1:1 Chromebook to students in grades 3-12 and a 1:1 Acer Windows laptop to teachers. By the end of September of 2020, NAPS will also provide a Chromebook to all students in grades K-2 and all paraprofessionals.

During the school closure, the NAPS Technology Department addressed an array of technology issues, including the deployment of Chromebooks and laptops, device insurance claims, distribution of loaner devices, repair of devices, software issues, deployment of Chrome apps and extensions and the creation of an [Extended Learning website](#). Moreover, the NAPS Technology Department collected the aforementioned 600 devices from staff and students prior to summer vacation.

The NAPS Technology Department is in the process of obtaining mobile hotspots for North Attleborough students with lack of internet at home for remote learning. The hotspots will help us achieve our goal of equitable access to the curriculum during remote learning times. The Technology Department is also in the process of installing [Google Chromecasts](#) on all teacher projectors to allow for wireless projection from laptops at school.

The NAPS Technology Department has also upgraded the District to [G Suite Enterprise for Education](#). The upgrade to Enterprise includes enhancements in security, data features, learning tools and improvements to [Google Meet](#). The changes to Google Meet include meetings up to 250 participants, livestream capability, and recording of meetings stored to [Google Drive](#). Additionally, the Google App, [Jamboard](#), works in conjunction with Google Meet to provide a digital whiteboard for teachers and students to use.

The NAPS Technology Department is also in the process of procuring additional technology tools and software to assist staff and students with remote learning. Some of these tools include the full versions of [Screencastify](#), [Pear Deck](#), and [Kami](#). Our main platform for remote learning is [Google Classroom](#) and we are going to compliment Google Classroom with [SeeSaw](#) for our PreK-5 students. Please use the links embedded above for additional information about the products we will use during the 2020-2021 school year.

[HIPPA and FERPA Compliance](#)

Community Student and Family Support:

Child Care

The YMCA is coordinating care for students to assist families. The options for care and further information can be found at <https://www.hockymca.org/school-age-support-program/>.

For more information on this program please contact:

- Kim Jennings - Associate VP of Childcare Services @ kjennings@hockymca.org

Community Resources - Food, Local, Counseling

North Attleborough Public Schools established a [Coronavirus Website](#) in March, 2020 to assist and support families and community members with a wide range of information such as:

- CDC information
- Massachusetts Department of Public Health (DPH) information
- Mass DPH FAQs
- Mental health services
- Visual and scripts for discussing and combatting COVID-19
- Food resources
 - Lenore's Food Pantry, North Attleborough Board of Health Office
- Local Board of Health and Nursing contact information
 - Ann Marie Flemming, R.N. Public Health Director, 508-699-0104
- Red Cross information

Town of North Attleborough Coronavirus Information Page

Emergency Services and Mobile Crisis Intervention

Mobile Crisis 508-285-9400

Suicide Prevention Hotline 1-800-273-8255

Crisis Text Line: Text Connect to 741741

[Riverside Community Care](#) 1-800-529-5077

The Trevor Project Lifeline (LGBTQ) 866-488-7386 or Text START to 678678

New Hope (domestic/sexual violence) 1-800-323-4673

Just Us Women Health 508-699-7800

Nutrition Services Supports

Hybrid Meal Service

All students will have access to breakfast and lunch each school day. Having healthy choices at school helps keep our children healthy and ready to learn. For students attending school in-person, all meals will be served in the classrooms for grades K-8. High School Students will be served in the cafeteria following

social distancing guidelines. Menu choices will be limited and students must preorder. Payment will be accepted through www.myschoolbucks.com, or can be dropped off at the main office of each school, or can be mailed directly to our School Nutrition Bookkeeper, Rhoda Vars, at 6 Morse St. North Attleboro, MA. We will not accept payments in the cafeteria. During the remote/hybrid model there will be no fee for processing online payments through www.myschoolbucks.com for payments of \$20 or more.

For students who are learning at home during hybrid instruction or 100% remote learning, we will institute a daily meal pick up Monday - Friday at each building from 12:15 pm -1:15 pm. All meals will be pre-ordered via our menu [website](#).

Any student who participates in the remote learning or learning at home during the hybrid model, can request to pick up meals for multiple days by emailing rvars@naschools.net the week before.

Frequently Asked Questions (FAQs):

To access a bank of FAQs please click [here](#). We are working diligently to address all questions we receive and will be updating this site frequently. Please be sure to check back regularly. Should you have any immediate questions feel free to contact the appropriate building administrator of your child's school.

DESE Reference Materials:

The reopening plan was primarily constructed using the information from the Department of Elementary and Secondary Education. All reference materials from DESE can be found [here](#).

Acknowledgements:

We would like to thank the following members of the district level fall reopening task force who assisted in providing information to produce this document.

- Ethan Hamilton - School Committee Member & Parent Volunteer
- Kathryn Hobbs - School Committee Member & Parent Volunteer
- Sarah Stone - School Committee Member & Parent Volunteer
- Keith LaPointe - Town Council President & Parent Volunteer
- Scott Holcomb - Superintendent - COVID-19 Response Leader
- Michelle McKeon - Assistant Superintendent
- Corinne Brems - Curriculum Coordinator
- David Flynn - Director of Finance and Operations (Business Administrator)
- Meg Camire - Director for the Office of Student Services
- Cathy Calicchia - Director of Human Resources
- Gideon Gaudette - Director of Technology
- Elizabeth Bonin - District Data Analyst
- Michelle Hulme - Director of Transportation
- Melissa Badger - Nurse Leader
- Anne Marie Flemming - Director of the Board of Health
- Peter Haviland - High School Principal
- Brianne Kelleher - Middle School Principal
- Lee Anne Todd - Falls Elementary School Principal
- Dr. Jennifer Kelly - Martin Elementary School Principal
- Kristine Kefor - Amvet Elementary School Principal
- Jeannine Magliocco - Roosevelt Elementary School Principal
- Jeffrey Sposato - Community Elementary School Principal
- Traci Vaughan - Coordinator of the Early Learning Center
- Kyle Kummer - Director of Buildings and Grounds
- Kurt Kummer - Athletic Director

- Kristine Crosman - School Resource Officer (NAPD)
- Heather Baril - Food Service Director
- Rhoda Vars - Food Service
- Barbara McAlliffe - Cafeteria Workers - Union Representative
- Jerry McAliffe - Custodians - Union Representative
- Nicole Reminder - Special Education Teacher - Union President
- Keri Childers - Paraprofessional - Union Representative
- Dylan Desrosiers - Student Volunteer
- Shruti Srinivasan - Student Volunteer
- Sean Drew - Student Volunteer
- Brody Rosenberg - Student Volunteer
- Brian Deck - Parent Volunteer
- Gina Bencivenga - Parent Volunteer
- Pam Robichaud - Parent Volunteer and PTO Liaison
- Laura Detri- NAMS Guidance
- Andrea Devlin- NAMS Psychologist
- Talley Clyde- NAMS Teacher
- Molly Curren--ELE Teacher--Community School