

# Reopening Planning News, Bresnahan School

## August 14, 2020 Updates

Dear Bresnahan Families,

We are writing to share some updates to the reopening plans. Throughout the summer our plans have gone through multiple iterations. Each iteration reflects feedback from public health professionals, parents, and educators and prioritizes the health and safety needs of our students and our staff.

## Back to School Dates

<b>Monday, August 17th</b>	The School Committee will vote on whether Newburyport will start in a Hybrid or Remote model.
<b>Friday, August 21st</b>	Cohorts released for in-person instruction <ul style="list-style-type: none"> <li>● PK AM (8:30-11:15) or PM (12:15-3:00) cohort M-TH</li> <li>● K AM (8:20-11:05) or K PM (12:05-2:50) M/T/TH/F</li> <li>● Grades 1-3 Cohort A (M/T) or Cohort B (Th/F)</li> </ul>
<b>Friday, August 28th</b>	Teacher assignments released for PK and Grades 1-3
<b>Monday, August 31st</b>	Staff return. During the first ten days of the school year staff will fine-tune and operationalize both our educational and safety plans.
<b>Tuesday, September 1st</b>	Kindergarten Screening -In Person/On-site- Information and Schedule to Follow
<b>Friday, September 4th</b>	K Teacher Assignments Released
<b>Tuesday, September 8th</b>	Back to School Informational Parent Video Posted
<b>Wednesday, September 9th</b>	Virtual Parent Information Meeting on Zoom, 6 p.m.
<b>Wednesday, September 16th</b>	Student first day of school in the district <ul style="list-style-type: none"> <li>● PK students- in-person</li> <li>● K students- no in-person instruction, more information to follow</li> <li>● 1-3 students- Remote</li> </ul>
<b>Thursday, September 17th</b>	Kindergarten: <ul style="list-style-type: none"> <li>● 1st Day of in-person instruction for K AM and K PM</li> </ul> Grades 1-3: <ul style="list-style-type: none"> <li>● Cohort B begins in-person instruction</li> <li>● Cohort A begins remote instruction</li> </ul>
<b>Monday, September 21st</b>	Grades 1-3: <ul style="list-style-type: none"> <li>● Cohort A begins in-person instruction</li> <li>● Cohort B begins remote instruction</li> </ul>

## Bresnahan Learning Plans Summary

	Hybrid	Remote	Remote Academy
<b>Overview</b>	<p><b>PKK:</b> We will prioritize in-person instruction and minimize remote instruction. Students will have in-school learning 4 Half Days per week</p> <p><b>Grades 1-3:</b> We will use a 3-2 split (in school learning two days, remote learning three days)</p>	<p>All students will learn remotely. We will have a daily schedule of classes.</p>	<p>Students who choose will learn fully remotely.</p>
<b>Grouping</b>	<p><b>PKK:</b> Classes will be split into an AM or PM group with a maximum size of 10 in each group</p> <p><b>Grades 1-3:</b> Classes will be split into two Groups: A and B. In-school classes will be about 10-12 students</p>	<p>Students will start each day with a morning meeting that has a focus on social/emotional learning. Learning opportunities will consist of synchronous, asynchronous and independent work.</p> <p><b>PK:</b> Class sizes will range from 10-15 students</p> <p><b>K:</b> Class sizes will range from 14-18 students</p> <p><b>Grades 1-3:</b> Classes sizes will range from 18-22 students</p>	<p>Based on students who choice into the program</p>
<b>Decision Process</b>	<p>School Committee decides to use Hybrid Model</p>	<p>School Committee decides to use Remote Model</p>	<p>Parent decides child will participate in Remote Academy</p>
<b>Teaching</b>	<p>Classroom teachers and Instructional Assistants</p>	<p>Classroom teachers and Instructional Assistants</p>	<p>District teachers and remote learning programs</p>

## Overview

**Student Placement Process.** Classroom and cohort placement is based on student needs with special consideration given to family needs when placing students in cohorts. We strive to create classrooms that are heterogeneous and balanced in a variety of ways.

This year our placement process adds another layer of complexity: creating hybrid groups and accommodating siblings across schools. In addition to building our own schedules, we are coordinating with the Nock and Molin Schools to make sure families who have children in more than one building can be placed in the same cohort.

We appreciate and understand the difficulties and anxieties that families are facing related to the return to school. We are working hard to address family needs as we create cohorts and class lists but due to the complexity of this process across three schools we will not be able to accommodate requests for specific classrooms and/or cohorts.

**Attendance, Curriculum and Grades.** For each model, student attendance is required. Daily attendance will be taken and submitted to DESE. Whether in-school or remote, students will work on units aligned to the Massachusetts grade-level standards and engage with adults and peers daily. Student work will be assessed for progress monitoring.

**Technology.** We will lend out Chromebooks to any family whose child(ren) may not have a device available to them at home. At the kindergarten level, we are exploring the possibility of lending IPADs or tablets. We will use Google Classroom or Seesaw as our remote learning platforms. Live meetings will be held using Google Meets. We will work directly with families to problem solve connectivity or technology problems.

**Instruction.** Bresnahan teachers have been working since spring to address instructional gaps from the remote program and build capacity for remote and in-person learning in the fall:

- **Back-to-School Transition.** With an understanding of the difficulty that young students may have returning to school after such a long time at home, our teachers will spend time during morning meeting each day focused on the social and emotional well being of everyone. They will use the Second Step and Responsive Classroom curricula to address this important aspect of a successful return.
- **Kindergarten Screening:** Kindergarten screening will take place on Tuesday, September 1st. The screening process is designed to help determine students' basic readiness skills upon entrance to Kindergarten. Every student will be assigned a time and will occur in a 1:1 environment. Weather permitting, screening will take place outside in designated areas. If we need to move inside, students will access a classroom with it's own door on the 1st floor and enter only when it is their scheduled time. Masks must be worn and all materials and furniture used for screening will be disinfected between students. Every family will receive a letter with their child's specific time and specific details and the organization of the day. Screening visits will range from approximately 30-45 minutes per child.

- **Professional Development.** Most of the Bresnahan educators are taking classes to deepen their instructional bag-of-tricks. This includes coursework in applying technology, addressing issues of bias and race in the classroom, and differentiating instruction in a remote setting. In addition, the Department of Elementary and Secondary Education has established the first ten days of school as time for our staff to work together to fine-tune operational and educational plans and to reach out to students and families to answer questions and provide support.
- **Curricula Design.** Finally, all our educators are designing their units and lessons to be flexible for remote or in-person learning. Teachers will continue to use standards-based units designed at the District Level. Technology resources include Google Executive Suite (Google Meets for remote meetings, Google Classroom for course management),

### Hybrid Model PK-K

The hybrid model maximizes in-person instruction for early childhood students, and minimizes remote instruction. There will be in-person instruction for all preschool and kindergarten students 4 days per week, using a half day model. Remote learning will not be a component of the hybrid plan for kindergarten students with the exception of specialist activities.

### Preschool Hybrid Program

- **Preschool** students will attend either an AM (8:30-11:15) or PM (12:15-3:00) session on Monday, Tuesday, Wednesday and Thursday. No classes will be held on Fridays. No remote learning will be required. The preschool tuition rate for all programs will be \$3,200/year. Tuition is collected for typical students. Students with special needs receive a free or reduced rate based on their IEPs. There will be no extended learning or full day hours.

### Sample Preschool Hybrid Schedule

	Monday/Tuesday/Wednesday/Thursday		Monday/Tuesday/Wednesday/Thursday	Friday
	Cohort PK AM		Cohort PK PM	
<b>Time</b>	<b>Students registered for the following programs will be assigned to Cohort A</b> 4 Day AM 4 Day Extended 5 Day Extended 5 Day Full (½ of the registered students)	<b>Time</b>	<b>Students registered for the following programs will be assigned to Cohort B</b> 4 Day PM 5 Day Full (½ of the registered students)	★ No In-Person Instruction ★ Classroom Teacher Planning and Meeting Time ★ Early Intervention Appointments ★ IEP Meetings ★ Student evaluations ★ Parent Consultation
8:30-9:15	Arrival & Recess	12:15-1:00	Arrival & Recess	
9:15-9:45	Cubbies, Wash, Table Activities	1:00-1:30	Cubbies, Wash, Table Activities	
9:45-10:10	Circle time	1:30-1:55	Circle time	
10:10-10:25	Story Time/Hand Washing/bathrooms	1:55-2:10	Story Time/Hand Washing/bathrooms	
10:30-11:00	Choice/Small Group Activities	2:10-2:40	Choice/Small Group Activities	

11:00-11:10	Circle time	2:40-2:55	Circle time	
11:15	Dismissal	3:00	Dismissal	

### **Kindergarten Hybrid Model**

- **Kindergarten** students will attend either an AM (8:20-11:05) or PM (12:05-2:50) session on Monday, Tuesday, Thursday and Friday. On Wednesdays there will be no in-person instruction. Classroom teachers will have planning and meeting time on Wednesdays and remote extra-curricular activities will be offered for Art, Library, Music, Physical Education and STEM. Kindergarten tuition will not be collected during the hybrid plan.

### **Sample Kindergarten Hybrid Schedule**

	Monday/Tuesday/Thursday/Friday	Monday/Tuesday/Thursday/Friday		Wednesday
	Cohort K AM	Cohort K PM		
8:05-8:20	Arrival/Independent Work	11:50-12:05	Arrival/Independent Work	★ No In-Person Instruction  ★ Remote extra-curricular activities provided for Art, Library, Music, Physical Education and STEM for students to access at home  ★ Classroom Teacher Planning and Meeting Time  ★ IEP and 504 Meetings  ★ Parent Consultation
8:20-8:40	Daily Class Meeting	12:05-12:25	Daily Class Meeting	
8:40-9:40	Literacy	12:25-1:25	Literacy	
9:40-10:00	Movement Break/Recess	1:25-1:45	Movement Break/Recess	
10:00-10:30	Math	1:45-2:15	Math	
10:30-11:00	History Social Science/STEM	2:15-2:45	History Social Science/STEM	
11:00-11:05	Dismissal	2:45-2:50	Dismissal	

**Preschool and Kindergarten Special Education Plan:** Since the plan for preschool and kindergarten students is to prioritize in-person instruction four days a week for 2 hours, 45 minutes daily, special education students will follow the same model. For students who meet the high-need criteria (see below) and whose IEPs are not able to be met in the 2 hours, 45 minutes of in-person instruction four days per week, individualized plans will be developed to either offer extended in-person instruction or a clearly articulated remote learning plan beyond their in-person time. If a child is determined as high needs, he/she will be assigned to a new cohort-COHORT C.

**High Need Criteria for Preschool and Kindergarten Special Education Students:** Students already identified as “high needs” through the IEP process on the IEP form entitled “Primary Disability/Level of Need-PL3.” *Such students must meet at least two of these criteria:*

- Services provided outside of the general education classroom;

- Service providers are special education teachers and related service providers;
- Special education services constitute more than 75% of the student’s school day;
- Students who cannot engage in remote learning due to their disability-related needs;
- Students who primarily use aided and augmentative communication;
- Students who are homeless
- Students in foster care or congregate care; and/or
- Students dually identified as English Learners.

### Hybrid Model 1-3

**The Hybrid Model for grades 1-3:** Brings 50% of the students into the building each day using a 3-2 split (3 days remote, 2 days in-person for each group). Students are assigned to one of two groups.

- All students will be assigned to a class (approximately 11-13 students). Each class will function as a smaller cohort while students are at school.
- Every day (for both remote and in-person students) will begin at 8:30 AM with a Morning Meeting. Morning Meeting will be used to take attendance, review daily schedules, and provide reinforcement of learning and wellness expectations. There will also be a Responsive Classroom or Second Step mini lesson that addresses various aspects of our students social/emotional well being.
- **In-School Days**
  - When in school, students will spend the majority of their day in one classroom.
  - Students, parents, and staff should expect significant modifications in the school routines based on implementing all DESE health/safety guidelines.
- **Remote Learning Days**
  - When students are at home, they will have a full-day schedule beginning at 8:30 AM. Morning Meeting will include both in school and remote students for approximately 15 minutes.
  - The same units and material will be covered both in school and remotely using synchronous (live feed w/classroom), asynchronous (remote students complete activities found in Google Classroom), and independent (students complete activities on their own) teaching and learning models.
  - All students (both in school and remote) will come together at the end of each for a closing meeting.
- Some high needs students may be assigned to four full days of in school instruction.
- Like every school year, progress is measured using a variety of assessment tools (tests, projects, quizzes, written assignments, etc.). All work is required and graded.

### Sample Daily Hybrid Plan Grades 1-3

Times for In-Person Model Days Only	In-Person Cohort A Monday/Tuesday Cohort B Thursday/Friday	Remote Cohort A Thursday/Friday Cohort B Monday/Tuesday	Wednesday All Students Remote 8:30-12:00
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8:30-8:45	Morning Meeting Review plan for day Social Emotional Learning lesson ( <i>Responsive Classroom</i> or <i>Second Step</i> )	Morning Meeting <i>Synchronous</i>	8:30-8:45 Morning Meeting Review plan for day Social Emotional Learning lesson ( <i>Responsive Classroom</i> or <i>Second Step</i> ) Teacher live with whole group
8:45-10:00	English/Language Arts Phonics Reading/Writing Lesson Skills Practice	English/Language Arts Will include synchronous and asynchronous learning models with independent activities available through Google Classroom	English/Language Arts Google classroom
10:00-10:45	Specials (Quarterly rotation through Art, Music, Phys Ed, STEM)	Movement Break	Math Google Classroom
10:45-12:00	Math Eureka fluency exercise Whole group lesson Practice problems	Math Will include synchronous and asynchronous learning models with independent activities available through Google Classroom	Science/SS Project based lessons Teacher reviews progress of student progress
12:00-12:45	Lunch / Recess	Lunch / Movement Break	11:30-11:45 Closing Meeting Teacher live with wole group  11:45-12:00 Parent Meeting Teacher meets with parents to preview the coming week. No individual student discussions
12:45-1:45	Writing	Writing Asynchronous learning model with independent activities available through Google Classroom	12:00-3:00 <ul style="list-style-type: none"> <li>• Teacher Planning/Lunch</li> <li>• Indiv parent contact</li> <li>• School Deep Cleaning</li> </ul>
1:45-2:30	Science / SS Project based lesson	Science/SS Asynchronous learning model with independent activities available through Google Classroom	
2:30-2:45	Closing Meeting	Closing Meeting <i>Synchronous</i>	

**Grades 1-3 Special Education Plan:** High needs students as defined below will attend school for in person learning four days per week. Required services will be delivered during those four days and additional remedial and/or enrichment activities will take place on remote Wednesdays. Students who are identified as Special needs but do not meet the criteria below will follow the hybrid model of learning and receive their

required services both in school and remotely. If a child is determined as high needs, he/she will be assigned to a new cohort- COHORT C.

**High Need Criteria for Grades 1-3 Students Special Education Students:** Students already identified as “high needs” through the IEP process on the IEP form entitled “Primary Disability/Level of Need-PL3.” *Such students must meet at least two of these criteria:*

- Services provided outside of the general education classroom;
  - Service providers are special education teachers and related service providers;
  - Special education services constitute more than 75% of the student’s school day;
- Students who cannot engage in remote learning due to their disability-related needs;
- Students who primarily use aided and augmentative communication;
- Students who are homeless
- Students in foster care or congregate care; and/or
- Students dually identified as English Learners.

## Remote Model PK-K

### Preschool Remote Learning Plan



- Preschool teachers will provide activities and learning opportunities Monday - Thursday in ELA and Math. In addition, movement and hands-on activities, and conversation starters will also be provided.
- Learning opportunities are thematic to mirror the curriculum the students would have been exposed to if school were in session. Yearlong thematic themes include: All About Me, Fall and the Farm, Friendship/Family/Thanksgiving, Winter Holidays, Winter, Authors, Fairy Tales, Spring, Transportation/Community, Helpers, and Summer/Summer Safety.
- Weekly parent consultations will be scheduled on Fridays.
- Class morning meetings (either live or recorded depending on age of students) will be provided Monday-Thursday.
- Individualized remote learning plans will be developed for students with IEPs.


### Sample Preschool Remote Learning- Daily Activities:




 **Literacy**  
Can you guess the community helper using the clothesline clues?






 Email your teacher photos from today's STEAM activities. We love seeing your creations. 

 **Science**  
Children take turns rolling the die, and counting out that amount of blocks from the pile. As they take the blocks from the pile, they construct a tower. After all the blocks are gone, we compare the towers to see whose is the tallest.



 **Math**  
Create your own license plates on index cards or white paper. Have a family member say 6 numbers and practice writing your numbers to create your license plate.

 **Social and Communication**  
With your family talk about your dream restaurant. Who would be the chef? What uniforms will the wait staff wear? Where would it be located? What is on the menu?

 **Fine Motor**  
Be a Construction Worker with Play Dough. Use wooden craft sticks, straws, toothpicks, legos and other household items with your play dough and construct houses and other buildings.

 **Gross Motor**



Join the PS Google Classrooms  
Enrichment Activities ♦ abkb6vd  
Art ♦ STEM ♦ PE ♦ Music s57klqe

**Bresnahan Early Childhood  
Preschool Enrichment Activities  
Community Helpers**

**Kindergarten Remote Learning Plan**

The Kindergarten remote learning plan will follow a half-day schedule for all students from 8:20 a.m. - 11:05 a.m. daily. The student day may be extended (optional) throughout the afternoon by participating in independent learning; such as, specialist activities (Art, Library, Music, Physical Education, STEM); reading; sight word practice; and individual student journals.

**Sample Kindergarten Remote Learning Schedule**

	Monday- Friday	Key Components
8:20-8:40	<b>Morning Meeting</b> <i>Synchronous</i>	★ No In-Person Instruction
8:40-9:40	<b>Literacy</b> Will include <i>synchronous</i> and <i>asynchronous</i> learning models with independent activities available through a remote	★ Weekly Parent Consultation Provided ★ Combination of Synchronous, Asynchronous, and

	learning platform	Independent Lessons and Activities  ★ Weekly lessons/activities for Art, Library, Music, Physical Education and STEM for students to access at home  ★ Optional afternoon extension opportunities provided  ★ Individualized Remote Learning Plans developed for students with IEPs
9:40-10:00	<b>Movement Break</b>	
10:00-10:30	<b>Math</b> Synchronous and asynchronous learning model with independent activities available through a remote learning platform	
10:30-11:00	<b>Science/SS</b> Asynchronous learning model with independent activities available through a remote learning platform	
11:00-11:05	<b>Closing Meeting</b> Synchronous	
Extensions 11:05-2:50 p.m.  (Optional)	Art, Library, Music, Physical Education and STEM activities  Reading  Sight Word Practice  Student Journals  Independent	

### Remote Model 1-3

In a full remote learning model:

- Teachers will connect with students and families live through Google Meet 5 days per week
- This would include daily morning meeting and end of day closing meeting
- Using the Second Step and Responsive Classroom curricula, the morning meeting time would include specifically focused time on social/emotional learning and well being.
- Teachers will meet with whole groups, small groups and individuals using Google Meet with breakout group capabilities. Learning will include a combination of synchronous, asynchronous, and independent work.
- Daily attendance will be recorded
- All work will be graded

### Sample Grades 1-3 Remote Learning Schedule:

Full Remote Learning Model		
8:30-8:45	Morning Meeting Review plan for day	Teacher Live with whole group

	Social Emotional Learning lesson ( <i>Responsive Classroom or Second Step</i> )	
8:45-10:00	English/Language Arts Phonics Reading/Writing Lesson Skills Practice	Teacher live with whole group for Introduction of new materials  Teacher works with breakout groups and individuals while students complete google classroom assignments independently  Teacher live with whole group for Wrap up and review of practice work
10:00-10:45	Specials	Teacher Live with whole group
10:45-12:00	Math Eureka fluency exercise Whole group lesson Practice problems	Teacher live with whole group for Introduction of new materials  Teacher works with breakout groups and individuals while students complete google classroom assignments independently  Teacher live with whole group for Wrap up and review of practice work
12:00-12:45	Lunch / Recess	
12:45-1:30	Daily Writing Prompt	Teacher Live with whole group
1:30-2:30	Science / SS project based lesson	Teacher Live with whole group
2:30-2:45	Closing Meeting	Teacher live with whole group

### Remote Learning Academy- Parent Choice

Parents may choose to opt-in to a remote learning academy if they do not feel comfortable sending their child(ren) back to school if the school committee votes on a hybrid model. The Remote Learning Academy will be offered to students in grades K-12. **Please complete this [form](#) by Wednesday, August 19th if you are choosing the remote learning academy for your child.**

The Remote Learning Academy will function as a separate school in the district. Students in the Remote Academy will be engaged in all content areas, appropriate to their grade level. Students will receive asynchronous and synchronous instruction daily with lessons taught by an assigned teacher. The Remote Academy will meet the required hours stated by DESE. Students can expect to have a specific schedule, determined by their teacher, falling between the hours of 8:00-3:00.

The Remote Learning Academy will be led by a Curriculum Coordinator and Newburyport teachers. Teachers will be teaching multiple subject areas. We will use universal supports to meet the needs of diverse learners. Students on IEPs will have an individualized remote learning plan developed with their IEP team in conjunction with parents. High needs special education students will receive services outside of the academy. Students in the Remote Learning Academy will follow the School Handbook guidelines and policies for the respective school they would be attending.

Curriculum will be aligned with the MA State Frameworks and the Newburyport Public Schools. The curriculum will not be identical to the hybrid learning model being used in Newburyport. Formative and summative assessments will be used for each content area.

- **English Language Arts:** K-5 research-based lessons will be in phonemic awareness, phonics, fluency, vocabulary, comprehension, and writing. Grades 6-8 will have lessons specific to reading comprehension, writing, and literature.
- **Math:** Each grade-level has five to eight modules that comprise the instruction of that grade. Critical instructional areas for the grade, as described in the Common Core State Standards for Mathematics (CCSS-M), concentrate on key areas of learning as well as required fluencies for the grade. All standards for each grade will be included in the module sequence. Some standards are deliberately included in more than one module so that a strong foundation can be built over time.
- **Social Studies:** K-8 Social Studies curriculum will focus on world and American history, geography, and civics. The curriculum is designed to help students build knowledge of diverse civilizations, cultures, and concepts. Units may include a variety of resources, including virtual field trips, literary selections, primary source documents, and nonfiction text to explore historical context.
- **Science:** Within the Next Generation Science Standards (NGSS), students explore connections across the four domains of science, including Physical Science, Life Science, Earth and Space Science, and Engineering Design. Science and Engineering Practices describe what scientists do to investigate the natural world and what engineers do to design and build systems.
- **Special Subjects:** All students will have access to asynchronous learning opportunities in art, music, and physical education.

### In-School Routines: Creating a Culture of Health and Wellness

To maintain health and safety in our buildings, parents, students, and staff will all need to work together. All NPS guidelines are designed to keep all members of our community safe and will need to be followed by all of us. Teachers will work with students to teach and reteach all of the health and safety routines that have been put in place.

The Bresnahan safety plans are being developed in collaboration with the District Task Force, Nurse Leader Cathy Riccio and Director of Buildings and Grounds Steve Bergholm. Although final plans are still a work in progress, I will share a few important notes:

- **Daily prescreening.** All students and staff will complete a health screening before entering school each day. Parents will be asked to complete a short questionnaire for each child, each day. If you answer yes to any of the questions, you should keep your child home.
- **Masks.** All staff and Grades 1-3 students will wear masks. All preschool and kindergarten students should arrive at school wearing a mask and we will work with students towards full mask-wearing during their time at school but will be flexible as they build their stamina, comfort and understanding of wearing a mask at this age level. Parents should provide masks, but the school will have extras if

needed. We will provide mask breaks throughout the day. Face shields will also be made available to students as an alternative.

- **Classroom set-up.** All classrooms will be set up following a six-foot physical distance guideline. Students will have assigned seats. Staff are encouraged to use available outside spaces when possible.
- **Lockers/Cubbies:** Students in grades 1-3 will be assigned individual lockers that will only be accessed twice per day. Once in the morning and once at the end of the day just prior to departure. Students will be sent to lockers individually at both times and students in preschool and kindergarten will be assigned individual cubbies that will be accessed twice per day. Once in the morning and once at the end of the day just prior to departure. Students will be sent to cubbies individually at both times.
- **Specials.** Specific protocols for art, music, physical education, and STEM courses are under development. [DESE](#) shared new guidance that we will implement. Special classes will be redesigned to allow for safe practices for students and staff. These classes will be held outside when possible. Preschool students will not participate in specials while we are operating in a hybrid and/or remote model. Kindergarten students will access special activities and opportunities in an on-line environment while we are operating in a hybrid and/or remote model.
- **Building Routines.** Routines around hallway/stairway usage, restrooms, lunches and recess are being developed to ensure a safe and healthy environment for all staff and students.
- **Covid Positive Case.** Protocols for a Covid-positive case in the school are under development and will be shared by the District Task Force. I recommend you take a look at the [DESE guidance](#).
- **Bus Transportation.** Transportation guidance was released by [DESE](#) late last week. District guidance to come.
- **Arrival and Dismissal.** New Arrival and Dismissal plans have been developed to ensure a safe and healthy beginning and ending to each day. Students will arrive and dismiss through specific doors based on grade level and mode of transportation. Details of these procedures will be shared with parents prior to the start of school.

## Closing

The School Committee will vote on the plans on Monday, August 17th. Superintendent Gallagher will continue to provide weekly updates. As decisions emerge, we will update you on how plans for Bresnahan students may be affected. Please be sure to check your email.

We are in the building throughout the remainder of the summer along with Assistant Principal, Anne Doble, and our great administrative team Lori Morasse and Gael Phillips. Please let us know if you have questions or need help solving a problem. We will do our best to help.

We have hired many new staff positions this summer and will be introducing new educators to you once reopening plans have been finalized. One key position that we would like to make you aware of at this time is our new Special Education Team Coordinator, Dr. Leah Salloway, who is replacing Gina Anderson. Gina accepted a role as an Early Childhood Director in another district earlier this summer. Dr. Salloway's official start date will be August 24th and she may be reached at [lsalloway@newburyport.k12.ma.us](mailto:lsalloway@newburyport.k12.ma.us) on or after that time.

Like you, we are also parents and have a clear understanding of how difficult these times are for families. We know that as school opening nears anxiety will increase as we all adjust to new learning routines and procedures. We don't take lightly the impact that this interruption is having on your children (or our own).

We are proud of the work our staff has done this summer to prepare for a new school year, but we know there will be compromises and difficult decisions as we work out the many logistics required. For you, parents of our youngest learners, the work may prove especially tricky as parenting during these foundational years is hard without a pandemic! We are confident in our ability to solve problems, to keep each other safe, and to put the good of our greater community ahead of our individual needs. We will uphold our Bresnahan motto- Be Kind, Be Safe and Be Responsible- and strive everyday to bring a sense of calm to this chaos and share our joy and exuberance for learning.

Respectfully,

Amy B. Sullivan  
Principal of Early Childhood

Timothy J. Miller  
Principal of Grades 1-3