What We Know

Health & Safety is First Priority

Return to In-Person Learning Is to Be Prioritized – Remote Learning is the default option

- o ***Current goal is to develop a plan to return to in-person learning while meeting health and safety guidelines.***

- o Health & Safety Guidelines have been developed by state level medical experts endorsed by MA Pediatricians

- o It weighs the health and safety impacts on students for both in-person and remote learning models

In-Person & Remote Learning Models Require

- o Faculty & Staff to Return School for a Full School Day

- o Preparedness for a Switch to Full Remote Learning

Everything is subject to change

What We Know

July 31st District will submit an assessment of direction we are pursuing

Models Under Consideration Include

- Full in-person model K-12
- **Full hybrid model K-12**
- **A split of full in-person at the elementary and hybrid at the middle/high school**
- **A split of full in-person at the elementary and full remote at the middle/ high school**
- **A split of hybrid at the elementary and full remote at the middle/ high school**
- Full remote K-12

All Models Require

o Students and Staff to Wear Masks

o Controlled Entry/Exit from building, passing plans, ongoing cleaning and sanitization of classrooms, common areas and bathrooms

o Full Implementation of DESE Safety Guidelines

o Preparation for switch to remote learning

Everything is subject to change

What We Know

Things to Consider

- Full in-person at elementary requires 4.5 feet of social distancing in classrooms

  o Anticipate it will require double bus runs (approx. 90 mins from instructional day)

- Full in-person at the secondary is not feasible from a space/facilities perspective without housing groups of 30-60 students in large groups areas. It requires 3 foot social distancing and a modified curriculum with heterogeneous cohorts plus 50% online learning.

- Hybrid models allow for greater social distancing measure (6ft at elementary / 4.5 at secondary)

  o Hybrid at HS only works to provide full program if students are allowed to intermingle as they typically would otherwise it will be a reorganized core curriculum with heterogeneous cohorts and limited or online only access to elective programs

  o 50% in-person / 50% at home will require livestreaming classrooms to provide real-time instruction to at-home cohort

- In-Person Models

  o Health & Safety of Student & Staff

  o Staffing Implications for in-person models – loss of staff to leaves

  o Program and Instructional Delivery

Everything is subject to change

What We Know

DESE will make a determination on compulsory attendance requirements

- o Parents May Have the Option to Choose Remote or In-Person

- o Depending on the determination there may be statewide and/or regional offering for remote learning

We Won't Have Final Guidance Until Late July

- o Significant Planning & Implementation Will Likely Take Place Through Mid-August

- o If hybrid is an outcome (either K-12 or just 6-12), the next decision point will be the district-wide schedule we'll follow:
  - Every other week
  - Every other day
  - Weekly: Two days on / Two days off / 1 day everyone remote

August Professional Development to Support Online Instruction - all scenarios will require remote learning

Everything is subject to change

The Questions

Assuming meeting the DESE guidelines create a safe environment, which model best serves the needs of MERSD?

- Communities vary on the minimum social distance standards, MERSD models have varying social distancing ranges within them. Last meeting, the Committee was comfortable with using 4.5 foot local standard for social distancing? Is that the standard the SC wants to establish?

- In choosing a pathway to further develop, should we use return to school with appropriate safety guidelines as the priority goal or seek a balance between in-person instruction, the quality of the program, and conditions under which students will attend school?

- What questions do you have? What can we clarify what will help answer the questions above?

Tentative Timeline

Plan Development

o **Fall 2020 Advisory Group Meeting Weekly**

The team is comprised of principals, directors, school committee members, parent representatives from each school the presidents of the teachers' association, and representative from the department of health. The advisory group assists in the development of a plan that includes provisions for in-person, hybrid, and remote learning. The group works collaboratively to assess the feasibility of ideas, solve problems, and gather feedback.

o **July 22 – August 4**

- Revise Draft Plans (In-Person & Remote)

- Share Draft Plans with community and seek feedback via *Return to School Survey*

- Process and Revise Draft Plans

- Implement Teacher Training & Professional Development for Remote Learning

- Implement Remote Learning District Professional Development Training Plan

o **August 5 – August 18**

- Finalize Plans – Week of August 10 submit to DESE & share with community

MERSD Reopening Plan Overview

In preparation for the return to school for Fall 2020, all schools in Massachusetts have been asked to engage in a feasibility study that assesses our ability to return to full in-person instruction which have been modified to meet the health and safety requirements issued by the Department of Elementary and Secondary Education. Additionally, we have been asked to plan for three scenarios given the uncertainty of the conditions that will exist with the virus as well as the varied abilities of schools to provide quality programs under each of the models requested.

Models to Be Studied:

In-person learning model: For this learning model, students receive in-person instruction full time in school environments that have been appropriately modified to address health and safety requirements issued by DESE.
- In this model, districts may still have a subset of students whose families have decided to continue in a remote learning model while the rest of the school returns in-person full time.
- In the description of this model, districts should include information about how student learning, scheduling, protocols, and/or facilities use may look different than in traditional in-person learning with no restrictions.

Hybrid learning model: In a hybrid model, students alternate between in-person learning with safety requirements and remote learning.
- Districts should include information about how student learning will change across the two learning environments (in-person and remote) and provide sample schedules showing how students will rotate between in-person and remote learning models, including whether this varies among student groups and/or grade levels.
- In a hybrid model, some High Needs students may still participate in full-time in-person instruction to ensure effective accommodations, and some families may still decide to keep their children learning remotely full time.

Remote learning model: In this learning model, remote learning is the default mode of instruction for all students, though some High Needs students may still be served in-person full time or through a hybrid model. Structured Learning Time requirements apply to remote learning.
- Remote learning must include the following requirements per DESE regulations: (1) procedures for all students to participate in remote learning, including a system for tracking attendance and participation; (2) alignment of remote academic work to state standards; (3) a policy for issuing grades for students' remote academic work; and (4) a method for teachers and administrators to regularly communicate with students' parents and guardians, including providing interpretation and translation services to limited English proficient parents and guardians.
- Districts should also include information about the technology platforms, staffing model, curriculum, and instructional materials they will employ.

Initial Conclusions:
- To be added

In-Person Re-Entry – *All Students In-Person at School*
Does Not Meet Social Distancing Standard of 6 foot Social Distancing
See Details in Appendix C

Hybrid - *50% of Students In-Person & 50% of Students Remote with Alternating Green & White Cohorts*

	Elementary	Middle High School	High School
Conditions	6 ft. Social Distancing - Given current class sizes, half of the students can be assigned to a single classroom section in person, while the other half participates remotely via classroom live streaming. - Two cohorts of students Green and White on an alternating in/out schedule (schedule TBD) - Classroom organization and alternative spaces may need to be reconfigured to match larger classes to rooms with greater square footage. Ex. Utilizing the art room or library / Grade 5 in K rooms - Limited movement in classroom and throughout building - This model is enrollment dependent (1) Will not be able to add school choice (2) Unanticipated surge in enrollment could create space concerns. - Requires provisioning for both in-person and hybrid models – See Financial Implications of Return Models - Masks required Grades 2-5 / Strongly recommended K-1	4.5 Social Distancing - Given current class sizes, half of the students can be assigned to a single classroom section in person, while the other half participates remotely via classroom live streaming. - Two cohorts of students Green and White on an alternating in/out schedule (schedule TBD) - Classroom organization and alternative spaces may need to be reconfigured to match larger classes to rooms with greater square footage. - This model is enrollment dependent (1) Will not be able to add school choice (2) Unanticipated surge in enrollment could create space concerns. - Limited movement in classroom and throughout building - Requires provisioning for both in-person and hybrid models – See Financial Implications of Return Models - Masks required Grades 6-12	4.5 Social Distancing - Two cohorts of students Green and White on an alternating in/out schedule (schedule TBD) - Block schedule - Students eating in classrooms - Potential for one day per week is fully remote. - Thirty minute blocks to allow for community building, extra help, check-ins - Last block on Wednesday and Thursday is Band or Chorus; w/ early dismissal for other students at 1pm - Still being studied: - way to split classes into Green/White Assumes guidance will allow for students to intermingle at a typical level. - Student would interact w/ 30-50 different students per day - Teachers would interact with 25-50 different students per day Masks required Grades 6-12 Requires provisioning for both in-person and hybrid models –
Program	- Elementary will follow typical program of studies with limitations and potential elimination of the following: - Sharing of materials	Full academic program offerings Specials would rotate on the trimester Band/Chorus may have public health restrictions – guidance	See Financial Implications of Return Models Full program offerings Instructional meetings 50% in-person / 50% remotely

	• Cooperative learning • Small group work / Community rug time • Materials and curriculum resources will need to go back and forth from school to home. •	Instructional meetings 50% in-person / 50% remotely Utilize livestreaming to connect in-person and at home cohorts Band/Chorus may have public health restrictions – guidance forthcoming Note: If student intermingling not allowed under guidance conditions of full in-person (see above) would be in place with instructional time split 50% in-person / 50% remotely	Band/Chorus may have public health restrictions – guidance forthcoming Note: If student intermingling not allowed under guidance conditions of full in-person (see above) would be in place with instructional time split 50% in-person / 50% remotely
Schedule	• The elementary schools will provide an adjusted academic course offering with 50% of students in the building at one time. • Time on learning will be adjusted to provide frequent movement and outdoor mask breaks throughout the day. • Specials will be conducted per typical schedule with adjustments for the half-day. • Specialists will teach remotely from their teaching space using a modified curriculum. • Students will participate from their classrooms (additional staffing will be needed in classroom to supervise students). • Recess will be provided in a modified format pending DPH guidance. • Lunch will take place in classroom (additional staffing might be needed to support food distribution/supervision) • Drop off will be staggered by alphabet from 8:05-8:25 and students will go directly to their classrooms. • Students will be dismissed from their classrooms using a staggered schedule as well.	See Appendix _A	See Appendix _B
Transportation	Distancing Guidance Pending 50% Load Per Day	Distancing Guidance Pending 50% Load Per Day	Distancing Guidance Pending 50% Load Per Day
Student Activities & After School	MERSD after/before programs will not be offered until Phase 4.	NA Online if applicable MIAA Determinations Pending	NA Online if applicable MIAA Determinations Pending
Tech Helpdesk	Real-time call-In / virtual assistance w/ established hours	Real-time call-In / virtual assistance w/ established hours	Real-time call-In / virtual assistance w/ established hours

Remote Learning - *All students participate in remote learning from home*			
	Elementary	**Middle School**	**High School**
Conditions	• All students participate in a virtual school day from their home. • Teachers will teach remotely from either their home or their classroom. • This model is not enrollment dependent.	• All students participate in a virtual school day from their home. • Teachers will teach remotely from either their home or their classroom. This model is not enrollment dependent.	• All students participate in a virtual school day from their home. • Teachers will teach remotely from either their home or their classroom. This model is not enrollment dependent.

Program	• Elementary will follow typical course of studies:
	• Students will participate in a virtual school day with real-time instruction.
	   o Google Classroom 3-5
	   o See Saw K-2
	• The elementary schools will provide a full academic program including specials.
	• Chromebooks will be available for all students
	• Materials and curriculum resources will be sent home on a regular basis.
	• Instruction will promote interactive learning and peer-to-peer collaboration.
	• Attendance and assessment will reflect practices reflective of our traditional program
	• Support services will be available virtually
		• Middle School will follow its established course of studies
		• Students will participate in a virtual school day with real-time instruction.
		   o Google Classroom 6-8
		• The MS will provide a full academic program including specials.
		• Chromebooks will be available for all students
		• Materials and curriculum resources will be sent home on a regular basis.
		• Instruction will promote interactive learning and peer-to-peer collaboration.
		• Attendance and assessment will reflect practices reflective of our traditional program
		• Support services will be available virtually
			• High School will follow its established course of studies
			• Students will participate in a virtual school day with real-time instruction.
			   o Google Classroom 9-12
			• The HS full elective program will be available to all students
			• Chromebooks will be available for all students
			• Materials and curriculum resources will be sent home on a regular basis.
			• Instruction will promote interactive learning and peer-to-peer collaboration.
			• Attendance and assessment will reflect practices reflective of our traditional program
			• Support services will be available virtually

Day	8:25-2:55		
Sample Schedules	• A coordinated daily/weekly class schedule will be published	See Appendix (TBA)	See Appendix (TBA)
Transportation	NA	NA	NA
Student Activities & After School	MERSD after/before programs will not be offered	NA Online if applicable MIAA Determinations Pending	NA Online if applicable MIAA Determinations Pending
Tech Helpdesk	Real-time call-In / virtual assistance w/ established hours Schedule & Recorded Parent Trainings	Real-time call-In / virtual assistance w/ established hours Schedule & Recorded Parent Trainings	Real-time call-In / virtual assistance w/ established hours Schedule & Recorded Parent Trainings

Financial Implications

	In-Person	Hybrid	Remote
PPE*	$350,000	$350,000	$350,000
Additional Custodial	$120,000	$120,000	
Technology	$242,000	$242,000	$242,000
	$712,000	**$712,000**	**$592,000**
*Additional Staff (5) *Estimated*	*$325,000*	$166,000	
Replacement Staff / Leaves	$300,000	$300,000	
Transportation	$400,000		
School /Bus Monitors (5)	$100,000	$100,000	
Nurse Assistant Contract (3)	$100,000	$100,000	
	$1,937,000	**$1,378,000**	**$592,000**

Anticipate Grant & FEMA Reimbursement approx. $500,000

Appendix A: Middle School Schedule Models

For both reopening scenarios, the middle school schedule would be a five-day, flat schedule consisting of a homeroom, six instructional periods, and an end-of-day SEL check in.

Students will be grouped into small advisory groups (*with students from both the Green and White Cohorts in the same groups - should we return in the hybrid model*). Each advisory group will be supervised by an available adult utilizing all available staff (including faculty, teaching assistants, counselors, administration, and office staff - in order to keep the groups to a minimum possible number of students). Advisory groups will meet at the end of each day via Zoom for an SEL and support check in, regardless of whether students are in school or working remotely. Students will also be encouraged to support each other within each advisory group throughout the school year in a "buddy system" model. Additionally, students will be encouraged to connect with their advisor at specific times during the school day (whether working in school or remotely) when they may need additional support or assistance from an adult. This will connect each student with one adult who can help them with a variety of organization, time management, and planning challenges and facilitate connecting the student to a content area teacher, should the student need such assistance.

The following schedule does not yet account for:

- Movement breaks
- Mask breaks
- Gym, band, or music

Block	Time	Minutes
Teacher Prep	7:35-8:30	55
Homeroom	8:35-8:40	5
A	8:45-9:25	40
B	9:30-10:10	40
C	10:15-10:55	40
Lunch	11:00-11:30	30
D	11:35-12:15	40
E	12:15-12:55	40
F	1:00-1:40	40
SEL/Checkout	1:45-2:05	20
Teacher Prep	2:05-2:35	30

Appendix B: High School Schedule Models

Daily Student Schedule: Full In-Person with Internal Hybrid (Split Cohorts A/B)

Daily Student Schedule: Hybrid (Split Cohorts A/B)

- Significant impact to programs and student access to course work
- HS would need to heterogeneously group students (no leveling) into cohorts that do not change classes throughout the day.
- This structure removes all electives
- Courses would focus on key skills and content from curriculum frameworks
- This structure removes the AP Program
- This structure requires some teachers to teach things differently – curriculum reorganization
- Teachers will need to fully differentiate their instruction
- Special Education Cohorts are not addressed
- Other classes:
  - English 9, 10, 11, 12
  - SS 9, 10, 11, 12
  - Science 9, 10, 11, 12
  - Spanish 9, 10, 11, 12

Period 1	8am – 9am
Period 2	9:15am – 10:15am
Period 3	10:30am – 11:30am
LUNCH	11:30 - Noon
Period 4	Noon – 1:00pm
Period 5	1:15pm – 2:15pm

Appendix B: High School Schedule Models (continued)

<u>Daily Student Schedule: Hybrid (Split Cohorts A/B)</u>

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY ALL REMOTE
7:45-8:30	Teacher Prep	Teacher Prep	Teacher Prep	Teacher Prep	8:00-8:30 **A**
8:35-9:40	A	E	A	E	8:45-9:45 **B**
9:55-11:00	B	F	B	F	10:00-10:30 **C**
					10:45-11:15 **D**
11:00-11:30	Lunch	Lunch	Lunch	Lunch	11:30-Noon Lunch
11:45-12:50	C	U	C	U	12:15-12:45 **E**
					1:00-1:30 **F**
1:10-2:10	D	G	D	G	1:45-2:15 **G**

- Two cohorts of students Green and White on an alternating in/out schedule (schedule TBD) Block schedule
- Students eating in classrooms/teacher duty
- Potential for one day per week is fully remote. Thirty minute blocks to allow for community building, extra help, check-ins
- Last block on Wednesday and Thursday is Band or Chorus; w/ early dismissal for other students at 1pm
- Still being studied:
  - Way to split classes into Green/White
  - Assumes guidance will allow for students to intermingle at a typical level.
- Student would interact w/ 30-50 different students per day
- Teachers would interact with 25-50 different students per day

Appendix C

In-Person Re-Entry – *All Students In-Person at School*
Does Not Meet Social Distancing Standard of 6 foot Social Distancing
See Details in Appendix C

	Elementary	Middle	High School
Conditions	4.5' Social Distancing - Given current class sizes, students can be assigned to a single classroom section and teacher. - Classroom organization and alternative spaces may need to be reconfigured to match larger classes to rooms with greater square footage. Ex. Utilizing the art room or library / Grade 5 in K rooms - Lunch will take place in classroom (additional staffing might be needed to support food distribution/supervision) - This model is enrollment dependent (1) Will not be able to add school choice (2) Unanticipated surge in enrollment could create space concerns - Masks required Grades 2-5 / Strongly recommended K-1	3-4.5' Social Distancing - Requires an Internal Hybrid Schedule - All grade levels would need to be subdivided into A/B groups and require creation of alternative spaces - Class Cohorts (11-14) up to 15 classroom spaces from common areas (café, library, gym, etc.) - Modular Classrooms to expand space - est. $250K per unit / long lead time - Large Grade Level Groups approx. 30-50 housed in gym, café, auditorium (if guidance allows) - Will likely require additional staff (5-10) depending on configuration - Masks required Grades 6-12	3' Social Distancing - Requires an Internal Hybrid Schedule - All grade levels would need to be subdivided into A/B groups and require creation of alternative spaces - Class Cohorts (11-14) up to 15 classroom spaces from common areas (café, library, gym, etc.) - Students will be group by math placement in either groups of 15 to no more than 20 - Students will have five classes/day consisting of English, Math, Social Studies, Foreign Language and Science - Class will be 60 minutes long. - Students will remain in the same classroom. Teachers will move from class to class. - When assigning cohorts by math class students should be placed w/ common foreign language as much as possible - Masks required Grades 6-12
Program	Elementary will follow typical course of studies: - No sharing materials - No cooperative learning - Reduced ability to conduct small groups/differentiate - No community rug time - Limited movement in classroom - Reading and Math intervention will not take place in this model. Specials will be offered: - Specialist teachers will teach remotely from their teaching space using a modified curriculum. - Students will participate from their classrooms (additional staffing will be needed in classroom to supervise students).	Program cannot be delivered under full in-person; returning to full in-person require a hybrid model (see below.)	- Significant impact to programs and student access to course work - HS would need to heterogeneously group students (no leveling) into cohorts that do not change classes throughout the day. This will require a change to the structure and content of our program. - Heterogeneous courses - Focus on teaching core subjects - Easier to manage at grades 9 and 10 more limitations on grades 11 and 12 - Lack of access to specialized courses and AP program (program may need to be offered online) *Lack of access to specialized art, music and other elective programs – there may be restrictions* - If limited movement approved – potential for humanities rooms; math/FL rooms; science rooms which would reduce typical movement to three times per day - This structure removes all electives - Courses would focus on key skills and content from curriculum frameworks - This structure removes the AP Program - This structure requires some teachers to teach things

			differently
			- Teachers will need to fully differentiate their instruction
			- Everything but math will be heterogeneously group
			- Special Education Cohorts are not addressed

			- Other classes:
			    o English 9, 10, 11, 12
			    o SS 9, 10, 11, 12
			    o Science 9, 10, 11, 12
			    o Spanish 9, 10, 11, 12
			    o French 9, 10, 11, 12***

Day	- 8:25-2:55		
Sample Schedules	- The elementary schools will provide a full academic course offering over a 5-day week. - Drop off will be staggered by alphabet from 8:05-8:25 and students will go directly to their classrooms. - Time on learning will be adjusted to provide frequent movement and outdoor mask breaks throughout the day. - Recess will be provided in a modified format pending DPH guidance. - Students will be dismissed from their classrooms using a staggered schedule as well.	See Appendix _A	See Appendix _B
Transportation	Distancing Guidance Pending Anticipate Double Runs / Staggered Start ▪ Approx. 90 mins total for transporting all elem. students	Distancing Guidance Pending Anticipate Double Runs / Staggered Start	Distancing Guidance Pending Anticipate Double Runs / Staggered Start
Student Activities & After School	MERSD after/before programs will not be offered at this time.	TBD MIAA Determination Pending	TBD MIAA Determination Pending