

# Reopening Schools Update

2020-2021 School Year



June 8, 2020



# Goals

- Develop plans that work well in our community relative to the reopening of schools and communicate these plans to all district stakeholders.
- Develop a plan that ensures an effective distance learning program in the event school closures extend beyond the 2019-20 school year.
- Develop a blended learning plan that allows for appropriate social distancing and other health and safety measures that will minimize and mitigate the spread of COVID19.
- Develop plans for transitioning from one educational model to another.



# Scenarios

- **Blended Learning Plan** - Schools reopen on time in September 2020, implementing a blended learning model and modified schedule
- **Distance Learning Plan** - School reopening is delayed in September 2020 due to the prevalence and spread of COVID-19
- **Transition Plan I** - Schools reopen on time in September 2020, but close due to prevalence and spread of COVID-19
- **Transition Plan II** - Schools do not reopen in September 2020, but at some point during the school year we transition to a traditional or blended learning model



# Guiding Principles

- The health and safety of our students, teachers and staff will inform all decisions
- Recommendations will conform with federal, state, and local mandates and guidelines.
- Distance and blending learning models will be designed to provide high quality, interactive learning experiences for students
- Fiscal implications will be estimated and considered for all recommendations.



## **Working Group - Health and Safety**

**Chair: Suzanne Levasseur, Supervisor of Health Services**

### **Items currently under development:**

- Strategies that support social/physical distancing throughout the school day including transportation, bathroom use, lunch, and recess
- Expansion of health practices that include the use of portable sinks for handwashing, increase in availability of hand sanitizer and training videos for staff and families on encouraging preventive measures
- Strategies for monitoring and surveillance of staff and student absenteeism and illness especially in regard to symptoms consistent with COVID-19



## Working Group - Health and Safety

- Health office strategies that reduce the spread of illness through the use of isolation, effective use of PPE, and exclusion and return to learn policies
- Ensuring appropriate use of and sufficient supply of PPE for students and staff including the use of plexiglass barriers in high frequency areas
- Information sharing systems for communicating with families and staff regarding positive cases of COVID\_19 in the school community
- Procedures that protect students and staff in high risk groups
- Procedures for cleaning and disinfection (with facilities group) that include frequent cleaning of high touch points and shared objects such as in OT rooms and minimize sharing of high touch materials
- Screening measures prior to entering of school /bus for staff and students

# Working Group - Health and Safety



## Next steps:

- Begin to operationalize strategies
- Evaluate associated costs/additional staffing/contractual issues
- Gather input from stakeholders
- Monitor current trends and changes in guidance



# Working Group - Facilities and Operations

**Chair: Elio Longo, Chief Financial Officer**

## **Items currently under development or consideration:**

- Curriculum plan and safety drives facilities improvements (# of classrooms, PPE, restrooms, handwashing stations)
- PPE (type, frequency, in coordination with Health & Safety work group and WWHD); assist with sourcing and purchasing.
- Reconfigure general areas (ie., gym, field house) to alternative instructional space
- Bus transportation (social distancing, monitors, fleet capacity)
- Security safeguards (airflow, Tools for Schools)





# Working Group - Facilities and Operations

**Chair: Elio Longo, Chief Financial Officer**

## **Items currently under development or consideration:**

- Classroom cleaning protocols (meals in classrooms? Some rooms not conducive, deep clean Fridays.)
- A role for paraprofessionals in assisting school lunch deliveries
- Number of classrooms and/or serving points\ (implement a pre-order system)
- Begin with a cold lunch program and transition over to hot foods as soon as possible.

# Working Group - Facilities and Operations

**Chair: Elio Longo, Chief Financial Officer**



## Next steps:

NOTE: Most next steps are dependent on the recommendations coming from other workgroups, such as Health & Safety, and Curriculum.

- Facilities team:
  - Identify sources and pricing for PPE (confer with Health & Safety).
  - Evaluate and plan classroom layouts based on social distancing recommendation from Health & Safety
- Technology:
  - Evaluate remote temperature reporting app for feasibility and student data privacy

# Working Group - Facilities and Operations



## Next steps continued:

- Food services:
  - Investigate and recommend best practices for meals outside of cafeteria.
- Security:
  - Develop a plan that maintains Tools for Schools and district security standards in light of CDC recommendation for increasing airflow.

Each team leader to connect with leaders of other workgroups so that information can be shared and to build synergy across the workgroups.



# Working Group - Teaching and Learning

**Co-Chairs:** Allison Moran, Elementary Curriculum Coordinator

Lauren Francese, 6-12 Social Studies Coordinator

## Ongoing Work and Next Steps:

- Working group leaders and members for all fourteen goal groups are meeting regularly to develop initial recommendations for a June 9th deadline
- After initial reports are submitted, the working group leaders will review and give feedback before transitioning to the development of final recommendations



## **District Mission**

Our Mission is to prepare all students to reach their full potential as lifelong learners and socially responsible contributors to our global community.

We achieve this by:

**fostering critical and creative thinking;**

*Teaching and Learning Goal 1: Establish a hybrid, blended model for instruction that prioritizes critical and creative thinking for students when they are learning online at home or in a blended learning model.*

\*Blended Learning Working Definition: “Blended learning is any time a student learns at least in part at a supervised brick-and-mortar location away from home and at least in part through online delivery with some element of student control over time, place, path, and/or pace” (Horn & Staker, 2011).

**and collaborative problem solving;**

*Teaching and Learning Goal 2: Identify strategies for instruction (i.e. technology platforms) that support collaboration, meet the developmental needs of students, and engage them in problem solving online at home, in school, or in a blended learning model.*



through a robust curriculum;

**Teaching and Learning Goal 3:** *Set up a system and expectations for **clear and ongoing communication** about the curriculum to parents and the community at large, including elements that support families about how learning is taking place online at home, in school, or in a blended learning model.*

**Teaching and Learning Goal 4:** *Identify changes in **RTI processes and evaluations** in order to support all students' access to the curriculum in both individualized and systematized ways through learning online at home, in school, or in a blended learning model.*

**Teaching and Learning Goal 5:** *Identify changes in **Special Education processes and evaluations** in order to support all students' access to the curriculum in both individualized and systematized ways through learning online at home, in school, or in a blended learning model.*



**delivered by engaging and dedicated educators.**

***Teaching and Learning Goal 6:** Plan for **professional development** for teachers and other staff members that meets both individual needs for professional growth and new learning about a district-wide hybrid, blended model for planning, instruction, and assessment.*

**We are committed to maintaining an environment that supports...**

**inquiry and academic excellence;**

***Teaching and Learning Goal 7:** Identify **scheduling and instructional models** that support Goals 1-4 in providing instructional time at home, in school, or in a blended learning model that promotes student-centered inquiry and high standards for academic achievement for all students.*

***Teaching and Learning Goal 8:** Make recommendations for **assessment practices and grading policies** to align with an online at home or blended learning model.*



**emotional and physical well-being;**

*Teaching and Learning Goal 9: Provide professional development and training to teachers and other staff members that supports **social and emotional well-being** for students when they are learning at home, school, or in a blended learning environment that is consistent with current school traditions and community activities and events.*

*Teaching and Learning Goal 10: Establish guidelines and information for families and educators about **kinesthetic learning** and **health** at home, school, or in a blended learning model by developmental stage.*

**appreciation of the arts and diverse cultures;**

*Teaching and Learning Goal 11: Develop recommendations for and develop a proposal for communication with families about **international programs, performances**, and other **school-based art and cultural programs** for the 2020-21 school year.*

*Teaching and Learning Goal 12: Provide guidance and resources for equity and access through an **equity and multicultural lens**, including diverse texts for in-print and digital resources, community partnerships, and resources for students for whom English is an additional language.*





## integrity and ethical behavior.

*Teaching and Learning Goal 13:* Review and revise school-based documents to promote **academic integrity** online at home, in school, or blended learning environment (6-12).

*Teaching and Learning Goal 14:* Review and make recommendations for any necessary revisions to **Acceptable Use** and other school policies related to student behavior in an online at home or blended learning environment.

### **Other important elements of this committee's process:**

- Parent and student engagement and feedback
- Collaboration with other sub-committees
- Summer curriculum planning and development



## Working Group - Co-curricular

**Chair: James Farnen, Staples Assistant Principal**

### **Items currently under development:**

- Three working groups have been established to identify, research, and develop best practices and experiences throughout our district, locally, and nationally for K-12 co-curricular student experiences during a Distance Learning / Blended Learning environment.
- Group Leaders: Athletics - Marty Lisevick, Clubs and Activities - Chase Dunlap, Music & Theater - Ben Frimmer
- Working group leaders and members are meeting regularly to develop initial recommendations for each scenario.



## Working Group - Co-curricular

**Chair: James Farnen, Staples Assistant Principal**

### **Next steps:**

- Summer co-curricular planning and development ([CIAC guidelines](#))
- Requisite collaboration with other sub-committees
- Parent and student engagement and feedback
- Co-curricular planning for the 2020-2021 school year for a Blended or Distance Learning environment.



# Timeline

## Phase I

During the months of May and June the Steering Committee, with support of its working groups, will develop initial recommendations for the Board of Education's consideration. Updates will be provided to the Board of Education at its meetings on June 8, 22, & 29 2020

## Phase II

Recommendations will be presented to the Board of Education at their meeting on July 13, 2020

## Phase III

Steering Committee oversees implementation and modification of Reopening Plan throughout 2020-2021.